

**MINUTES
FACULTY SENATE MEETING
THURSDAY, 28 JANUARY 2010
Gowen Hall, Room 301, 2:30 p.m.**

1. Call to Order and Approval of Agenda.

The meeting was called to order at 2:40 p.m.

The Chair proposed moving item 12.a on the agenda, the proposal to restructure the Faculty Senate, forward to just after item number 7, Announcements. There were no additional changes suggested from the floor, and the agenda was approved as amended.

2. Introductory Comments – Professor Bruce Balick, Chair, Faculty Senate. {Exhibit A}

Senate Chair Bruce Balick began his remarks by introducing Alex Bolton, the newest member of the Faculty Senate Office staff. He also alerted Senators that the Senate packet of information included a report by student Regent Ben Golden and leadership of the ASUW and GPSS on the results of a poll of student priorities, given current budget stringencies. Balick called it a brilliant piece of work and an authoritative review reflecting student thoughts on the future of the University.

3. Report of the President / Opportunity for Questions – President Mark A. Emmert.

The President began his report by covering legislative matters in the absence of the Faculty Legislative Representative. The legislative session so far is typical for early sessions – fairly confused and hectic. The budget is not yet on the table. And although the Governor's budget proposal has been released, it's predicated on receipt of a fair amount of federal money which may or may not materialize. The overall state budget deficit is still in the \$2.5 billion range for this current biennium. He expects that any proposal will include cuts of \$1-1.5 billion, and that there will be a wide range of revenue options included. He also reported that in view of recent actions taken in Oregon, there is some talk of proposing an income tax for Washington state residents who earn more than \$250,000 per year, although so far, no such bill has been introduced. Unfortunately, any revenue measures approved during this session are unlikely to improve the budget situation for this biennium, as the legislature will need to come up with a balanced budget based on the current reality.

Overall, cuts to higher education are mitigated somewhat by the UW's acceptance of federal stimulus funds that require some set level of commitment from the states to continue funding to K-12 and higher education. The first estimate of cuts to higher education for the next biennium came in at about \$100 million. If that were portioned out accordingly to all state institutions of higher education, that would amount to about \$21-22 million – additional dollars – to be cut from the UW's budget. More recent news indicated there may be an additional cut that would increase that amount to about \$30 million. In addition, prevailing thoughts that two-year institutions should be spared any further cuts could mean a proportionately larger hit to the four-year institutions.

The four elements of the UW's legislative agenda are:

- Minimize (if not stop) the cuts
- Need-based financial aid must be maintained
- Greater flexibility in managing resources
- Flexibility in tuition-setting

He reiterated that this is a short session which will go very quickly. He is currently spending most of his time in Olympia, along with Jim Fridley and many other staff members, advocating on behalf of the UW.

In response to a question regarding a bill that would institute furloughs for state employees, the President said that the proposal would amount to a 5% payroll bill to everyone. He hopes that efforts to exempt higher education from this will be successful, but the idea has some momentum, and the UW will continue to advocate against this.

4. Report from the Senate Committee on Planning and Budgeting – Professor David Lovell, Committee Chair.

Senate Committee on Planning and Budgeting (SCPB) Chair David Lovell had four items of interest to report. He began with a status report from the discussion from the last Senate meeting, specifically SCPB's responsibility (according to Executive Order #29) to review recruitment and retention offers on a quarterly basis. Finding information on recruitment offers is proving complex, but the Provost's office was able to provide information on retention offers as of January 25, 2010. For the current fiscal year, there had been 48 retention offers, and of those, 75% will become effective by September. This constitutes a 90% drop in the number of retention offers from last year. A significant portion of that drop was due to a decrease in retention offers made by the Medical School. If the Medical School is not considered, the drop is closer to 85%. Most of the retention offers were from non-state-funded sources. The annual value of the state-funded retention offers was \$275,000. SCPB will be reviewing the break-downs of some of the specifics of these data and will report back during the Spring Quarter. At that time, he would hope to have information concerning recruitment as well.

SCPB has reviewed the proposals to move the School of Oceanography and the School of Aquatic and Fishery Sciences into the College of the Environment. Lovell referred Senators to the handout distributed at the door, entitled "SCPB: Use of RCEP Procedures for College-Level Reorganizations." (Exhibit B). The concerns raised in that document reflect issues that came up in those two recent reviews, identifying structural issues within the process related to college-level reorganizations and suggesting possible remedies.

Lovell then referred Senators to the official interpretation of the Faculty Code, Sections 24-70 and 24-71, in response to a request from the Senate Executive Committee (SEC) for clarification of the portions of the Faculty Salary Policy contained in the Faculty Code. (Exhibit C). The SEC has not yet acted on this interpretation, and Lovell encouraged Senators and members of the Administration to voice their opinions on this interpretation before the next SEC meeting on February 22.

Finally, a request for a review of the proposed rate increases for UW Technology has been received. SCPB engaged in an active discussion, but it is not yet clear how much those rates will be increased or how soon any increase will go into effect. However, the discussion led to the identification of the data that would need to be provided for an effective review of the impact of any proposed increases.

5. Legislative Report – Professor Jim Fridley, Faculty Legislative Representative.

Faculty Legislative Representative was on-duty in Olympia. A report on legislative activities was included in the report of the President.

6. Summary of Executive Committee Actions and Upcoming Issues and Actions of January 11, 2010.

- a. Minutes of the November 16 SEC meeting and December 3 Faculty Senate meeting were approved;
- b. Faculty Council activities were distributed (Exhibit D);
- c. Official Request for Code Interpretation of Chapter 24, Sections 24-70 and 24-71 advisory opinion was received from the Advisory Committee on Faculty Code and Regulations and discussed, action will be taken at the 2-22 SEC meeting (Exhibit C);
- d. SEC endorsed the following nominations to the Fund Review Committee, Paul Maletesta, Professor, Finance and Business Economics, Frederica O'Connor, Associate Professor, Psychosocial and Community Health, and Gerry Philipsen, Professor, Communication.

Chair Balick explained that item six lists actions taken by the Senate Executive Committee at its meeting of January 11.

7. Announcements.

Balick then announced the appointment of new Fellows of the American Association for the Advancement of Science (AAAS):

- Bonita "Bonny" J. Brewer, professor of genome sciences;
- Margaret R. Byers, research professor emeritus of anesthesiology & pain medicine and of biological structure;

- William A. Catterall, professor and chair of pharmacology;
- Michael Gelb, the Harry and Catherine Jayne Board Endowed Professor of Chemistry;
- M. Elizabeth "Betz" Halloran, professor of biostatistics;
- John D. Scott, the Edwin G. Krebs-Hilma Speights Professor of Pharmacology and Howard Hughes Medical Institute investigator.

8. New Business

Class A Legislation – First Consideration. **{Exhibit E}**

Rich Christie, Chair, Faculty Council on Faculty Affairs.

Title: Proposed changes to the Faculty Senate Structure – Volume Two, Part II, Chapter 22, Sections 22-41 through 24-65.

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

The next item under consideration (which was moved up on the agenda) was the first consideration of Class A Legislation proposing changes to the Faculty Senate Structure. Balick explained that Class A legislation changes the *Faculty Code*, which is found in Volume Two of the *University Handbook*. The Faculty Senate considers Class A legislation twice. Legislation may be amended only during this first consideration. At the second consideration the Senate is limited to an "up or down" vote on legislation -- which may have been amended by the Senate Executive Committee between Senate considerations in response to requests made by either the President and/or the Advisory Committee on *Faculty Code* and Regulations.

Vice Chair JW Harrington moved, on behalf of the Senate Executive Committee that the Faculty Senate submit to the faculty for vote Class A legislation amending the *Faculty Code* changing the Faculty Senate structure attached as **Exhibit E** to the agenda. Before introducing Rich Christie, Chair of the Faculty Council on Faculty Affairs who was present to provide information on the legislation, Balick addressed the question, "Why should we change the structure of the Faculty Senate?"

Balick reported that Senate leadership hears repeatedly from Senators that they feel the Senate is so large that they don't feel they have a voice or influence as individuals. Attendance records for the Senate underscore this assumption. A smaller, more intimate Senate would give every member more voice and more influence over decisions made. The second reason is that although the Senate has grown over the years by well over two and a half times, the Senate office and its staff have shrunk by about the same factor. The office simply cannot keep up with the work load. There's too much involved in the administration of the office that's in scale with the size of the Senate, so for reasons of cost, the size of the Senate needs to be decreased. Although not the most compelling consideration, it is one to keep in mind.

Some of the downsides of this proposal include the fact that some of the smaller groups of 15-40 faculty will lose direct representation. The smaller size of the Senate may impair the communication that Senators provide to their home departments.

The legislation also includes downsizing the Senate Executive Committee in proportion with the downsizing of the Senate, but a larger proportion of Senators, than is currently the case, will be able to serve on the Executive Committee.

Rich Christie then gave a Powerpoint presentation (Exhibit F) covering the history and context leading to the drafting of the proposal to restructure the Senate, highlights of the changes proposed and the details of the changes that illustrate the range of options that had been considered and how careful compromises had been crafted that spoke to competing interests in drafting the proposal.

Balick thanked Christie for his presentation and asked for questions from the floor. In response to a question concerning College Council chairs, Rich Christie reported that the effect on proportionality of adding the College Council chairs and retaining the Faculty Council chairs with vote was debated for quite some time in the Faculty Council on Faculty Affairs, and included consideration of all the issues the inquirer had raised. The argument to include College Council chairs to provide for closer cooperation with the College Councils was the countervailing argument. The proposed solution was a compromise where each side went away unhappy to some degree. The College Council chairs not having the vote means that they are less likely to

attend meetings, which compromises the original intent of closer coordination with the Senate. If they did have the vote, the effect on proportionality would be even worse than it currently is. The reasons for desiring closer relationships with the College Councils had evolved from discussions last year with College Council chairs concerning the Faculty Salary Policy. The Senate was concerned that faculty from all the colleges, schools and campuses were aware of the faculty input was actually required by Deans in making certain decisions.

Balick then addressed the inquirer's question about inclusiveness. Finding ways to increase a feeling of inclusiveness is difficult. The size of the Senate could be increased three-fold, but the quality of engagement would probably feel unsatisfactory for most members. It's difficult to anticipate and predict these subjective measures and set an optimum size of the Senate.

Discussion ensued about apportionment and nomination procedures.

In response to a suggestion that every department be provided at least one Senator, with some allowance for additional Senators for larger departments, David Lovell indicated that this was the strategy he had preferred when he took office the preceding year as Senate Chair. As discussions at FCFA proceeded, however, he was persuaded by the argument that there was no faculty body at the departmental level to which the request to conduct an election for Senators could be addressed. Furthermore, the legislation finally proposed by the FCFA represented a thoughtful compromise, based on thorough and honest discussion, between competing interests of proportionality and representation of all departmental interests. For this reason, even though the legislation is not exactly what he might have preferred, he will vote for it as it stands.

Concern was then expressed about the proposed termination of terms of those currently serving as Senators. The Senate Parliamentarian, Joe Janes, explained that the Senate sets its own rules for membership and has the right to make changes to those rules.

One senator expressed concern that College Council chairs have a lot on their respective plates, and suggested that the College Council Chair might be able to designate a representative with more time to spare to serve on the Senate on behalf of their College Council. In answering this concern, the current legislation provides for this, in that a Council Chair may designate another person to attend Senate meetings in their place. Another Senator reported that this part of the procedure is based on a model used in the College of Arts and Sciences, and it seems to have worked well so far.

In response to a question concerning the notion that a smaller Senate would encourage more participation, Balick suggested this would be similar to participation expected from a class of 200 as opposed to a class half that size or smaller. Members are less likely to feel anonymous, and are more likely to feel like a bigger fish in a smaller pond.

Vice Chair JW Harrington added that in view of the smaller size, he would hope the Senate could find a better venue for the Senate that would also enhance more participation and discussion. Another of his concerns, as Senate chair-elect, is improving communication both among Senators and between the Senate and the faculty at large.

In response to a question about how agendas are set for the Senate, Balick explained that the setting of the agenda is based on a combination of *Faculty Code*, by-laws and traditions that are not a part of this legislation. The quality of material that appears on the agenda will not change as a result of any vote taken on this legislation.

In response to a question about whether nominations from the floor for members of the Senate Executive Committee would have to be accepted, Rich Christie reported that the intent of the Council in drafting the legislation as it now stands was that the nominating committee's job was done when it published the slate of nominees in the agenda, and that nominations from the floor would not involve the nominating committee. The Senate Parliamentarian added that the Senate may nominate and elect whomever it chooses, regardless of the slate of names presented by a nominating committee.

Christie responded to a further inquiry concerning the right of self nomination for elections at the college council level. There is no such right. Instead, the process requires the college council to publish the name of the nominee at least a week before the election, along with the date of the election. It also requires the

election process to allow for write-in votes. The intent was that a person who was not nominated, but who wished to have a Senate position, would have at least a week of notice to conduct a campaign for a write-in election.

One Senator was concerned that reducing the size of the Senate could not possibly enhance the breadth or quality of senate discussion and might actually make it worse. That sentiment was augmented by another Senator who is still not convinced that "smaller is better." Especially during times of crisis, this Senator hopes there would be as many voices as possible to discuss events concerning the University.

A concern was expressed that if the ratio of absences to members of the Senate is consistent once the number of members is cut in half, the Senate could be making fairly important decisions with only twenty voting senators present.

A motion was made and seconded to amend the restructure legislation by changing the proportionality from one senator for every forty faculty members to one senator for every thirty faculty members. There was no further discussion, and the proposed amendment to the legislation failed.

The importance of exploring new and more effective ways to communicate among senators was emphasized.

Senator Jack Lee pointed out a change that had been made at the previous SEC meeting which was not reflected in the copy attached to the Senate. The change was noted and will be changed on the version that goes back to the SEC, if approved at this meeting.

Senator Gerry Philipsen, who is also past Faculty Senate Chair and former Secretary of the Faculty, commented that having been part of the outset of the process leading to the drafting of this legislation, he feels the FCFA has done an outstanding job of considering and drafting this proposal. The Council has been dealing with this proposal methodically, section by section, over the course of two years, discussing every aspect of the legislation and crafting numerous compromises required to move the proposal forward. And although he is not happy with every aspect of the legislation, its crafting has been thorough and thoughtful, and he believes it should be approved as written.

He took issue, however, with the Chair, who had stated that financial concerns related to the Senate office of this legislation should not be a compelling reason to vote for it. When he was Chair of the Faculty Senate a number of years ago, he had at least twice the budget that the Senate Office now has. He feels that staff and Senate leaders are being pushed so hard that there could be the potential for a breakdown in the operation of the Senate. In that regard, financial concerns are a very crucial part of the argument for this legislation.

The question was called (to end discussion of the proposal on the floor) and was seconded. There was no discussion and the motion to end discussion was approved by a vote greater than the two-thirds required.

A vote was then taken on the Class A legislation to restructure the Senate. The motion was approved and the proposal will be sent to the Senate Executive Committee for second consideration. Balick thanked Senators for their input, discussion and patience during the preceding deliberations. He also thanked all members of the Faculty Council on Faculty Affairs who put so much effort into drafting this enormously complex and comprehensive proposal.

9. Requests for Information. {Exhibit G}

Faculty Salary Request - Provost and Executive Vice President Phyllis Wise.

Outside Professional Work for Compensation – Provost and Executive Vice President Phyllis Wise.

Balick referred Senators to the request for information and explained that today's presentation by the Provost will be addressing questions 2.a. and 2.b. only. The other issues raised will be addressed at a later date.

The information requested in question 2.a. was displayed on the overhead screen, with hard copies going to the requesters. Senators who would like hard copies were asked to request them from the office of the Faculty Senate.

Provost Wise recounted that she was invited to join the Nike Board in November, 2009. Since then there has been considerable discussion of this both within the University, but also outside the University and in the press. These criticisms, and some support, come from deeply held values. She appreciates all those who have taken time to talk with her about their concerns and she expressed appreciation for Chair Balick's invitation to make a very short statement to the Senate. President Emmert had asked for some time to address the Senate following her remarks, and then the floor would be open to comments and questions.

When she discovered that the Nike appointment was a possibility she consulted with many people. She talked a number of times with the President and with Regents Sally Jewell and Herb Simon. She also referred to the Worker's Consortium and the Fair Labor Association, the two organizations that represent workers' rights and to which the UW belongs, as well as the International Labor Organization, one of the committees of the United Nations. From that research, she came to believe that this was a significant opportunity for the UW, for higher education, and for her. Nevertheless, she understands the nature of the criticisms expressed over the past several weeks, and she again expressed appreciation for being able to address the Senate with her perspective.

Her understanding of this can be better addressed by looking at three component questions.

- First, should faculty or administrators be on prominent boards, particularly corporate boards?
- Second, is there a conflict of interest with Nike in this case?
- The third questions the reimbursement from Nike for her service.

In terms of the first question, she firmly believes that it is critical for the UW to be involved in government, business and non-profit organizations. The UW does not seek to become like those organizations, but it has much to learn from them and has great potential for influencing their goals and actions. The concept of the University as an Ivory Tower needs to be corrected, and this is one way to contribute to that correction.

Nike has for some time expressed an interest in having a representative from higher education on their board. She mentioned that Jill Kerr Conway, the former president of Smith College, has been a member since the 1980's. John Thompson, the former basketball coach at Georgetown University, is also a member. Nike has asked her to sit on the Corporate Responsibility Committee of the Board, and that Committee's mission is to ensure that labor practices, sustainability, and diversity are scrutinized on behalf of the Nike Board.

In addressing the second question of whether there is a conflict of interest with Nike, she denied that was the case. She has no oversight over the Department of Athletics. She was not involved or consulted in establishing or renewing the Nike contract. She has written a letter of recusal to V'Ella Warren, Treasurer of the Board of Regents, and she will remove herself from discussions or votes involving any issue related to Nike. A copy of that letter has been submitted to Balick for the record. She has also completed a form concerning outside work required by the School of Medicine, which was also included in the packet. All of this information has been submitted to President Emmert, as is required by Executive Order 57.

She then addressed concerns about whether her serving on the Nike board might suppress research in certain areas, particularly in the area of research on labor practices. Evaluations conducted for promotions are strictly done on the quality of work and how it's perceived by a faculty member's peers. The specific area of a faculty member's research or teaching is never a part of the evaluation. The suppression of research is simply not within her purview. In fact, it is her responsibility to enhance the diversity of research done at the UW, and she takes that responsibility very seriously.

Finally, in terms of compensation that Nike has offered, she reported that she has, in the past, considered higher education a very important part of her plan of philanthropy. Although this is a personal issue, she assured Senate members that she is a supporter of the Burke Museum and the ARCS Foundation that supports graduate students. She has also established two endowed fellowships, one for an undergraduate and one for a graduate student here at the UW. She has also recently established an endowed scholarship at Swarthmore College, her undergraduate alma mater. Higher education has been a part of her life since early childhood. Her parents were both academics, and academia continues to be the focus of her attention, both professionally and philanthropically. She then emphasized that the UW is

currently facing tremendous challenges, and she hopes that her attention can now turn to, and stay focused on, addressing the challenges that will have a significant impact on the UW for years to come.

As the one who had approved the Provost's request for outside work, President Emmert then reiterated that he and the Provost had considered this opportunity over the course of several months. They had full and thoughtful discussions about the potential issues that might arise from this, and the President reported that as a result of those discussions he felt confident that any potential conflicts would be outweighed by the benefits such an association would bring to the University.

Before the floor was open to questions, Balick reported that the Secretary of the Faculty had done a thorough search of the Faculty Code and found no indications within that document that would suggest that the Provost was out of compliance with the Code.

In response to a question about regulations related to outside work, Provost Wise commented that faculty requests for participating in work outside the University go to the immediate supervisor. She had consulted with the President, to whom she reports directly.

The President then elaborated that the potential of conflict of interest with Nike was carefully considered, and a review of the Provost's portfolio of responsibilities showed no areas where she had influence over any unit or department that had a relationship with Nike. A recusal statement is on file with the Treasurer of the Regents, V'ella Warren, and the Provost will recuse herself from discussions and voting should Nike ever become a subject of discussion for the Board of Regents or the University in general.

In response to one Senator's concern, the President said that many members of the campus community – faculty, staff and students -- engage in paid and unpaid activities of all kinds outside the walls of the University. That work is with the business/corporate world, with the non-profit world, and some with citizen groups at large. The President feels the real challenge is finding ways to engage in those worlds while still protecting the core values of the University. Those relationships need to be structured in ways that minimize and control any conflicts of interest, and there must be safeguards in place in order to ensure that the core values of the University are not compromised.

The Provost elaborated on the President's response by assuring the inquirer that instead of the UW becoming more like a corporate structure, such as Nike, this position on the Nike Board offers the UW the opportunity of bringing core UW values and a University perspective into the corporate world.

One Senator questioned whether the fact that the UW has a contract with Nike should prohibit participation on the Board. The President reiterated his stand that since the Provost has no oversight of the areas of the University that are involved in or are making decisions about the Nike contract, there is no conflict of interest.

One Senator stated that there was a difference between faculty accepting outside work for compensation by virtue of their specific subject matter expertise, and top administrators serving on corporate boards by virtue of their administrative position, and that fairness required that the latter roles should be pro bono.

Provost Wise clarified that Executive Order 35 states that all requests for approval of outside work go directly to one's supervisor, and it actually points out explicitly that in the case of the Provost, the request goes to the President.

Senator Giebel (International Studies, and Senate Executive Committee Group 4 Representative) reported that a substantial number of Group 4 faculty had spoken to him about the Provost's board appointment. These faculty were upset about a number of issues in this regard. One was certainly the compensation level of this position. But even more upsetting was the timing of this move, in the middle of a severe recession, that was damaging to the University's public image. Of equal concern was the chilling effect a Provost's corporate board membership would have on actual or potential faculty research, in this case regarding Nike. While no one doubted Provost Wis'e personal and professional integrity, Giebel mentioned Ignacio Chapela at UC Berkeley and Norman Finkelstein at DePaul University as examples where outside interests had unduly interfered in tenure decisions. The Provost said she was not familiar with those cases, but she is aware of other cases. She had subsequently been in touch with Angelina Godoy and Jim Gregory, two faculty members who are deeply involved in labor history and issues to assure them that there is no conflict or dampening of support for research. Every effort is made

to ensure recusal at appropriate times. If a promotion case were to come to her desk where the faculty member is involved in research about any aspect of Nike's operation, she would recuse herself from that promotion decision.

In response to a question from Duane Storti about the difficulty in responding to the first item in his request for information, which concerned retention increases, David Lovell responded that the data have been provided, as reported earlier, but the SCPB needed to review it with Vice Provost Cheryl Cameron before releasing the full document. Vice Provost Cheryl Cameron stated that retention increases of administrators were included in the retention data provided to the SCPB.

The final Senator to speak indicated that while there may be good reasons for the level of compensation received by the President and the Provost, many faculty are concerned that the negative publicity over the Provost's additional compensation for the Nike Board role was causing problems for the University at a very delicate time.

10. Nominations and Appointments.

- a. **Action:** Approve Nominees for Faculty Councils and Committees. **{Exhibit H}**
- b. **Discussion:** Remarks from 2010-2011 Faculty Senate Vice Chair Nominees. **{Exhibit I}**

Action on nominations was deferred due to lack of quorum.

11. Memorial Resolution.

Vice Chair JW Harrington presented the resolution:

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

Professor Glover W. Barnes of Urology who died December 20, 2009 after having served the University since 1969.

Professor Emeritus John Boler of Philosophy who died on September 5, 2009 after having served the University since 1960.

Professor Emeritus Paul Dietrichson who died on January 6, 2010 after having served the University since 1961.

Professor Emeritus Felix G. Freund of Anesthesiology & Pain Medicine who died on December 7, 2009 after having served the University since 1963.

Associate Professor Emeritus Lawrence M. Halpern of Pharmacology who died on December 21, 2009 after having served the University since 1965.

Professor Emeritus Edwin Krebs of Pharmacology who died on December 21, 2009 after having served the University since 1977.

Clinical Assistant Professor Frank Sjurson of Psychiatry & Behavioral Sciences who died in November of 2009 after having served the University since 1991.

Professor Walter Stamm of Medicine who died on December 14, 2009 after having served the University since 1979.

Clinical Professor Emeritus Donald A. Sutherland of Pediatrics who died on January 5, 2010 after having served the University since 1956.

Professor Emeritus William F. Trager of Medicinal Chemistry who died on November 24, 2009 after having served the University since 1972.

BE IT FURTHER RESOLVED, that the senate chair be directed to communicate to the immediate survivors the action taken, together with the condolences and sympathy of the faculty.

The Senate approved the resolution by a standing vote.

12. Unfinished Business.

Class A Legislation – Final Consideration. **{Exhibit J}**

Stuart Sutton, Member, Faculty Council on University Relations.

Title: Proposed Legislation to Eliminate the Faculty Council on University Relations.

Action: Conduct final review of proposal to submit this legislation to the Faculty for approval or rejection.

Action was deferred on this legislation due to lack of quorum.

13. New Business.

a. Class C Resolution. **{Exhibit K}**

Title: Resolution In Support Of Student Involvement in Higher Education Advocacy Day.

Action: Approve for distribution to the faculty.

Action was deferred on this resolution due to lack of a quorum.

14. Adjournment.

Chair Balick announced that there was no longer a quorum required to act on any of the other agenda items. A motion was made, seconded and approved to adjourn the meeting, and the meeting was adjourned by the Chair at 5:20 p.m.

PREPARED BY: Marcia Killien, Secretary of the Faculty

APPROVED BY: Bruce Balick, Chair, Faculty Senate

EXECUTIVE SUMMARY: Identifying the "least bad options" for coping with decreased state support for the UW

The Washington State legislature cut funding for the University of Washington by 26% in the 2009-2011 biennium budget. As a result, the UW was forced to make difficult choices, including but not limited to: hundreds of layoffs of staff and faculty, tuition increases, admitting proportionally more out-of-state students, admitting less total students, fewer course options, larger class sizes, and many reduced support services for students and faculty. The likelihood of additional reductions in state support for higher education in the near future is near certain.

At the end of fall quarter, all UW students received a survey, titled "Identifying the 'least bad options' for coping with decreased state support for the UW," in an e-mail from their respective student body president. While the survey simplified many complicated problems, it did provide students an opportunity to share their ideas, concerns, and opinions. This survey was drafted to raise awareness about the state legislature's divestment from higher education, to identify generalizations in student opinion, and to ensure that student voice is part of budgetary decision-making at the UW. (Faculty, who do this for a living, aided the drafting of this survey to ensure that it is as unbiased and open-ended as possible.)

An impressive 4,926 students made their voices heard, representing more than 11% of UW students. Students wrote 4,075 comments about their most important values, ideas for coping with reduced state support, and personal stories of paying for the UW. The quantity of responses and passion in the comments speak volumes to the interest that students have in the UW's wellbeing. While nothing can adequately capture the complete sentiments of such a diverse community, this summary comes directly from the general preferences and opinions from you, the UW student body.

Survey Demographics

| | |
|--------------------------------|---|
| Total UW FTEs | 44,327 |
| Total UW Student Respondents | 4,926 (4,075 comments) |
| Campus Respondents | UW-Sea: 4,380 UW-Bot: 270 UW-Tac: 276 |
| Academic Status of Respondents | Undergraduate Students: 2494 Graduate Students: 2022 Professional Students: 371 |

Comparing Priorities

"Quality of education" ranks as the most important consideration for UW students. Within quality of education, excellence of faculty is the most important factor to students, followed closely by course availability. In open-ended comment boxes, many undergraduate students emphasized that they value a professor's ability to *teach* above all else. Many students also lament the loss of essential courses and diminishing departmental offerings.

Other creative ideas deserving mention include:

- encouraging green behavior (such as electronic course evaluations to save paper, electronic course packets, and motion sensors to turn off lights);
- another Alaska-Pacific-Yukon Exposition;
- loan repayments directly correlated to income;
- selling advertising space;
- a “UW Stimulus” (donation requests to *“stimulate learning, growth, and intellectual advances at the UW”*); and
- making the UW one giant, self-sustaining co-op.

Multiple students recommend a pub on campus (proceeds go to a scholarship fund) or dedicating tax revenues from legalized marijuana to higher education (students could *“get high [to support] higher education”*).

Bothell and Tacoma students are more concerned about affordability and more likely to support in-state and community college student access than UW-Seattle students. Also, several Bothell students want to opt-in to the IMA fee that UW-Seattle students pay so they can use the facilities.

Shared Sacrifice

Overall, students are willing to be more active in helping the school conserve resources. But they also want to better understand what the UW is doing to save money and for others to share in sacrificing.

There is disappointment with executive compensation. Students seek solidarity from top administrators (*“I know President Emmert doesn’t think cutting his salary would make a difference, but at the very least it conveys to the community that he’s willing to suffer along with us.”*) and worry about the demise of diversity on campus (*“Take pay cuts not only to support the budget, but as a gesture that you care about the quality of education and opportunities available to underrepresented and first generation backgrounds.”*). While some students’ comments are full of vitriol, many expressed reasoned frustration that student sacrifices through higher tuition and larger class sizes are discordant with the large salaries of some public employees (*“I am a mid-career graduate student. I work full time, pay taxes, and have a family. I am also a state employee and am all too familiar with our state’s current budget woes. While I certainly believe in fully recognizing and compensating people for their talents, I feel compelled as a UW student and taxpayer to register my anger at being personally asked to shoulder a burden that those most able to share are not willing to share.”*). In all, 243 students commented on executive compensation.

A majority of undergraduate student respondents disliked the concept of differential tuition. However, a plurality (49%) of graduate and professional students prefer that students in programs that are more expensive to offer pay higher tuition and fees.

Also, 83% of students prefer new fees for education services to be added on a user-fee basis, rather than having one large expense. This fits a common theme from the comments: students seek transparency and accountability for their educational expenses.

Still, students still feel at least "good" with the quality of education they are receiving at the UW – 89%, to be exact. 81% of students believe the value of the education they are paying for is at least "good". By an 8:1 ratio, students say that they still would have chosen to attend the UW if they could make their decision again. Further, 33% of students truly bleed purple and gold, as they selected, "I did not consider going anywhere but the UW. Go Dawgs!" It's nice to know that the UW is so popular, considering that many students said that the UW's reputation is supremely important to them.

Among other "exceptionally important things," students consistently include safety, public transportation (availability and cost), and diversity of faculty. Also, access to new technology tools, health care, student jobs, out-of-classroom learning opportunities, writing centers, sustainability, and inter-disciplinary learning are listed multiple times in the open-ended comments section.

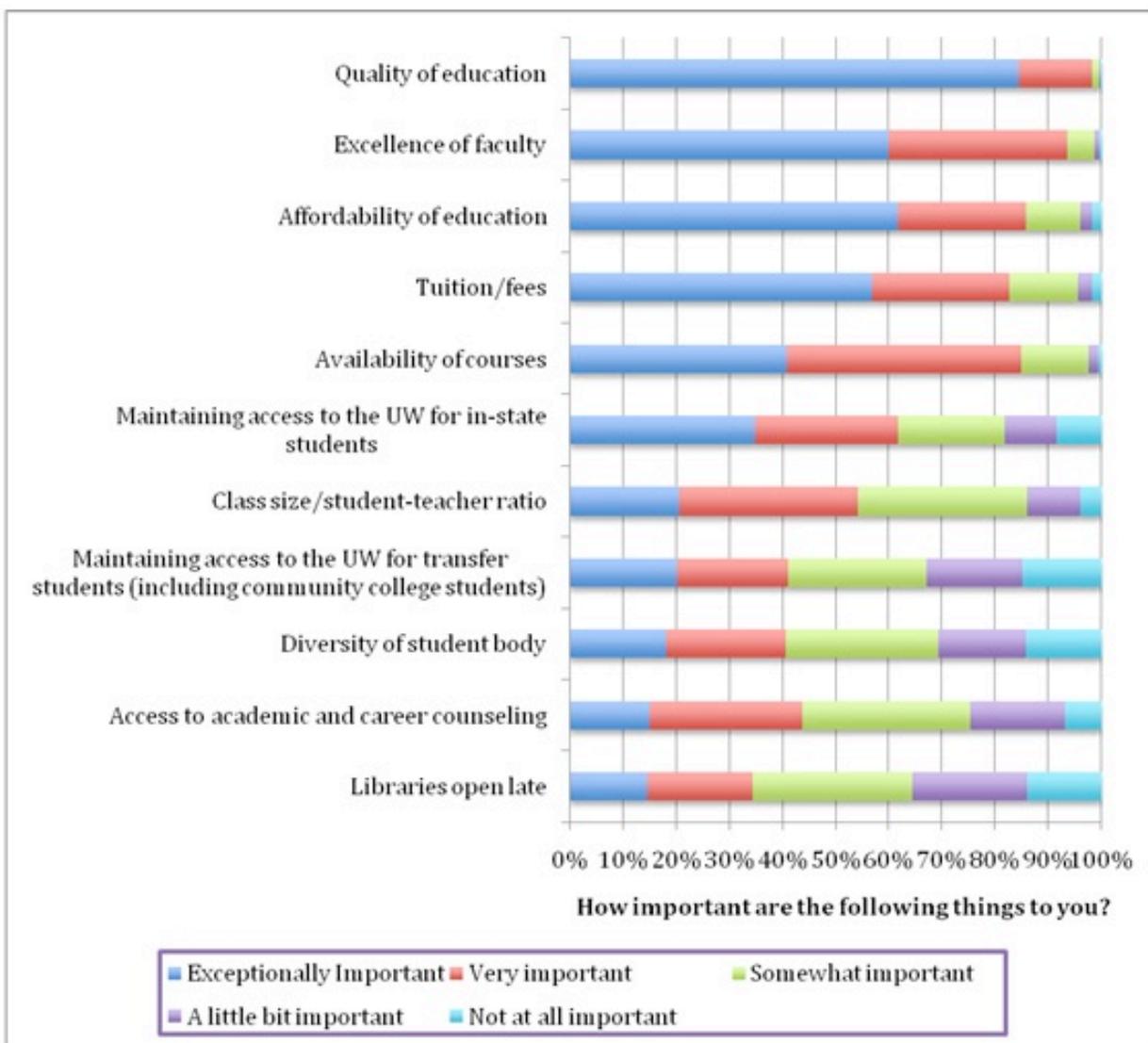
Students are passionate about many other issues... but without clear consensus. For instance, many students feel that UW facilities should be improved and custodial staff treated better. Yet an equally large amount of students wrote that they prefer maintenance cuts to losing core academic services (*"I would rather get a good education than live on a pretty campus."*). Many students are uneasy with the expenses of the football team (even with the survey's disclaimer that the Athletic Department is self-sustaining), while many more described their love of Husky football. Lots of students suggest the school save money through energy conservation (*"Turn down the heat, I have a sweatshirt."*) although others want the heat turned up in winter (*"3rd floor art building is COLD."*).

Finding Revenue

Students were also asked for ideas on how to cope with reduced state support. Many students want a change in priorities from Olympia, a statewide initiative to support higher education, and even an income tax.

Students expressed frustration at what they perceive to be an overly bureaucratic UW (one student said the *"U is a queue"*). Many students want more transparency in budgeting (*"maybe they should let UW accounting students go over the budget"*). Others feel that UW could reduce staff, consolidate administration positions and programs, or offer furloughs. Some students want to see more of the endowment spent during these difficult financial times and others want a delay or slowdown in new building projects (this is already happening, but many students still think the campus feels like one big construction zone).

Table 1



Coping with Decreased State Support

While this survey included an unabashedly leading question to encourage students to lobby the state legislature this session (91% say higher education should be at least a high priority for state government), this survey also sought feedback for potential worst-case scenarios. If the UW were forced to substantially increase revenue through tuition and/or fee increases, students responded (by almost a 6:1 ratio) that they prefer incremental, predictable increases, rather than one sudden increase followed by relative flatness. Also, students emphasize predictability in tuition costs: nearly 60% responded that predictability is valued “very much.” (“I need tuition predictability. As a 35 yr old student, I need to know what is expected to keep... my family housed & fed.”)

Graduate students value class size and research much more than undergrads. However, undergrads value access to academic/career counseling and access for in-state and community college transfer students substantially more than grad students.

Affordability (reflecting the cost of education after financial aid) ranks slightly below educational quality as the top UW student priority. Dozens of students highlight the impact of the Husky Promise, while many students from middle-income families are worried about mounting debt and financial uncertainty for the future. In response to a hypothetical about substantial increases in tuition, half of student respondents say they would be forced to take out additional loans while 17% would consider dropping out. Students understand the value of a UW degree but many are struggling to afford the investment. However, two out of three student respondents claim that the UW is a cheaper alternative than other schools they considered, demonstrating that UW's relatively low cost (compared to its peers) is a positive factor.

TAs and RAs are particularly likely to withdraw from school if they cannot find alternative funding (almost 80 students, including a few undergrads, cite TA and RA opportunities as the most important aspect of their education). Nonetheless, graduate students are, on average, more willing than undergrads to pay higher tuition as opposed to coping with cuts that directly impact the quality of their education. 58% of student survey respondents receive financial aid, which means that many students who are worried about affordability at UW are not currently receiving any financial aid.

While affordability is at least “very important” to almost all students, many prefer increasing tuition to any of the “least bad options.” Yet there is a consistent demand to make sure that tuition reform is done equitably and predictability (over a thousand students shared their personal struggles to pay for college). After all, as one student notes, “*Diversity of students + affordability go hand in hand.*” (Direct quotes from student comments are *italicized.*)

Unsurprisingly, in-state students want to charge – or let in – more out-of-state students, but out-of-state students feel they are charged as much as they can tolerate. 79% of students who took this survey are in-state residents, meaning that some in-state students do not value maintaining access for other in-state students.

Overall, “libraries open late” ranked lowest relative to other important aspects of higher education (see Table 1). Still, many cannot fathom a college campus without constant library access and several graduate students decry the loss of online journals. With less state money, these cuts are options – albeit bad options.

Final Thoughts

A few students expressed irritation with the limited answer options (*"Budget and quality are not at all correlated; if you think they are, you fail at history!"*). Student frustration at all of the options is appropriate – they are truly bad options and should motivate students to go to Olympia to fight for budget cut mitigation so the UW does not need to make as many lose-lose decisions. Many other students appreciated the survey and the chance to vent. There is tremendous passion in the comments section, as students welcomed the opportunity to be heard.

UW students: you have been heard. President Emmert has read this summary. Survey results will be circulated around the UW administration and Board of Regents. GPSS, ASUW, ASUW-T, and ASUW-B have each received the raw data to look for particular trends relevant to your campus and program. Many of your stories about the value and cost of higher education will be shared with legislators in Olympia. Yet it is up to you to make your voice heard in Olympia. You know what is at stake from decreased state support for higher education – lots of terrible options that will impact the quality and cost of your education – so contact your legislator and tell them to renew funding for financial aid and higher education. As one student summarized, *"Every individual that's forced out of school because of tuition hikes is one less person that will fight for a cancer cure, or one less person who will fight for social justice. The thing to remember in terms of higher education is that it's the same for the state as it is for the student: an investment... we're worth the money that's spent on preparing us to be what the world needs us to be."*

On Behalf of the UW Student Body,
Ben Golden, Student Regent

Also available on the website:

- Appendix
- Key Survey Conclusions
- Graduate/Professional Student Survey Breakdown
- 1,185 responses for "anything else that you consider exceptionally important?"
- 1,619 responses for "what other ideas do you have for coping with decrease state support for the UW?"

1,271 responses regarding access to academic services and increased cost of education are withheld to protect privacy of respondents, but they have been shared with legislative advocates from ASUW and GPSS.

Senate Committee on Planning and Budgeting:
Use of RCEP Procedures for College-Level Reorganizations

The Senate Committee on Planning and Budgeting (SCPB) has reviewed the Reorganization, Consolidation, and Elimination of Programs (RCEP) procedure for the move of the School of Aquatic and Fishery Sciences and the School of Oceanography to the College of the Environment under RCEP procedure 26-41.C. This reorganization is being followed by the dissolution of the College of Ocean and Fishery Sciences (COFS) by means of RCEP procedure 26-41.E, which is necessary because the move of these two schools in effect eliminates COFS. The SCPB was concerned about the choice to use an abbreviated, program-level RCEP procedure for a reorganization that effectively eliminates a College. In its review of the COFS RCEPs, the SCPB has identified two problems that need to be addressed in any future use of RCEPs.

1. Because the current college-level RCEP procedures would allow a larger unit within a college to determine the fate of a smaller, separate unit, the COFS faculty asserted the independence and integrity of each program by asking the Dean to use program-level procedures.
 - While a college-level RCEP review is needed to prevent the piecemeal dissolution of a college, current college-level procedures are not well suited to a reorganization in which all the units of one college are being moved intact into another college.
 - Before another college-level reorganization, procedures must be established to ensure both adequate review at the college level and the right of faculty in each program to address the effect of a contemplated reorganization on their specific program.
2. There are significant consequences of a move of a program or department into another college in which curriculum, governance, and appointment and promotion processes will be governed by faculty from a different set of disciplines. Yet COFS faculty preferred an abbreviated rather than a full review because several years of discussion had already elapsed and they were anxious to move on.
 - Preparatory discussions may be useful to assess faculty preferences before an RCEP process is begun. Nevertheless, the administration should initiate formal RCEP proceedings early enough to make full use of the structured reviews established in the *Faculty Code* to ensure that all interests are duly considered before programs or colleges are reorganized, consolidated, or eliminated.

Approved by:
Senate Committee on Planning and Budgeting
January 11, 2010

ADVISORY COMMITTEE ON FACULTY CODE AND REGULATIONS

The Advisory Committee on Faculty Code and Regulations has been asked to render an advisory opinion on the interpretation of the initial minimum equal-percentage increase required by Section 24.70.B.1 of the Code, and the nature of any consultation required for determination of the minimum equal-percentage merit increase.

1. Section 24-70.B.1 provides:

“A salary increase

“1. Shall be granted to provide an initial minimum equal percentage salary increase to all faculty following a successful merit review . . .”

The first question asked of the Committee is “What is the range of an initial minimum equal-percentage increase that would satisfy the requirement of 24.70.B.1?” Because the Code language itself gives no guidance on that question, we consulted the documented history of this provision and the corresponding Executive Order No. 64. In particular, we reviewed the Report and Recommendations of the Ad Hoc Advisory Committee on Faculty Salaries, dated June 1998, and the minutes of meetings of the Faculty Senate Executive Committee where the report was considered and the revisions to the faculty salary policy were considered. As confirmed in SEC minutes of a meeting held March 1, 1999, and by the recollection of Miceal Vaughn, the Code provisions were purposefully not specific as to the minimum percentage, leaving that detail to the Executive Order, because “principles are to be enunciated in the *Faculty Code* and implementation mechanisms are to appear in an Executive Order, where they are more easily adapted to changing circumstances than through the laborious process of amending the *Code*.” (remarks of Provost Huntsman). Because omission of a specific percentage in the Code provision was intentional, the Code itself does not mandate the 2% figure found in the Executive Order. However, the equal percentage contemplated by the faculty in adopting this language was some figure that would reflect minimum salary progression over the course of a career for meritorious faculty. At the time, an acceptable minimum career progression for a meritorious faculty member was considered as a rise in salary over the course of a 30 year career to 2 to 2.5 times the entry level salary. When discussing various percentages, this multiple was considered as well as the average increases at peer institutions. Also considered was the fact that if the number was set too high, there could be insufficient funds to cover other needs. A 2% annual raise coupled with promotion increases would approach that figure. Two percent was considered a minimum as consideration for the additional merit review requirements that were being added to the Code as part of the same revision.

A primary goal of the revisions was a change in the priority of allocating funds available for salary increases. As concluded in the opinion of the Committee issued on May 2, 2002, funds must first be allocated to the minimum equal percentage increase for meritorious faculty and for promotion and increase to minimum salary per rank, before allocation of funds for retention or other purposes.

In reviewing this history, the Committee concluded that while 2% was not mandated by the Code, any variation on the 2% must be based on a consideration of a minimum salary progression over the course of a career of a meritorious faculty member, and any percentage must support that progression. That percentage may very well be lower, considering that current economic conditions are interrupting salary progression at peer institutions and should also be taken into account here. However, to be in compliance with the Code language, an analysis must be undertaken of what normal salary progression should be currently in light of the changed economic circumstances. Please note that we have not been asked whether such reconsideration and redefinition of the percentage would satisfy the terms of Executive Order No. 64, and we do not address that here.

2. Section 24.71.A states:

“The Provost shall consult with the Senate Committee on Planning and Budgeting and, each biennium, shall subsequently recommend to the President the allocation of available funds for salary increases, for distribution among all categories listed in Section 24-.70.B. The President shall make the final decision on these allocations and shall report the decision to the Faculty Senate.”

The question asked is whether this consultation would be applicable to the reconsideration of the minimum percentage. The Committee believes that such consultation would be required if there were sufficient funds available for salary increases to meet the existing percentage but there was a recalculation of that percentage. For example, if the funds available for salary increases was sufficient to cover the 2% but would leave nothing for other purposes such as retention, any recalculation would require SCPB consultation. However, again, consultation and consideration necessary for recalculation of the percentage that would satisfy Executive Order No. 64 is a separate question from the one asked.

The Committee was also asked, if consultation was necessary, what elements would be required. The Committee concludes that, based on the history of these provisions, the SCPB must be consulted and allowed to give input on what would be a reasonable percentage based on normal salary progression during current economic conditions.

3. While the Committee was not asked to consider the requirements of any change to Executive Order No. 64, in our consideration of the history of these provisions we concluded that the structure of the 1999 changes to the policy indicate that the 2% mandated in the Executive Order can be re-evaluated, that such re-evaluation was contemplated for changing circumstances, but that any such re-evaluation must take into account the underlying factors used to determine the 2% figure in 1999. Therefore, re-evaluation should consider the ultimate goal of providing a salary progression over the course of the career of a meritorious faculty member, as a first priority for any funds available for salary increases, and in light of salary progression at peer institutions.

Respectfully submitted this December 23, 2009,

Karen Boxx, Acting Chair
Sandra Silberstein
Vincent Gallucci
Richard Christie
Michael Townsend

Faculty Council Issues

1. Academic Standards
 - a. Class B legislation to update the University's scholastic regulations.
 - b. Review of cross-campus enrollment with the Faculty Council on Tri-Campus Policy.
 - c. Review of the holistic admissions policy.
 - d. Review of metrics used to assess special admit students.
2. Benefits and retirement
 - a. Merit raises for retired faculty who are paid up to 40% from their research grants (Vagner's inquiry).
 - b. Long-term care partnership program expansion.
 - c. Fund review committee progress.
3. Educational Outreach
 - a. Continue to define "online" or distance learning and link it to the University's pedagogical goals.
 - b. Ponder the issues that a combined Faculty Council on Teaching and Learning might focus on.
4. Educational Technology – no report.
5. Faculty Affairs
 - a. Conciliation process confidentiality issues.
 - b. Faculty status of librarians.
 - c. Promotion and Tenure issues.
 - d. Faculty salary policy (review only).
 - e. Other issues as directed by Senate leadership.
6. Instructional Quality – no report
7. Multicultural Affairs
 - a. Recruitment and retention of faculty of color in these times of diminishing budgets.
 - b. Recruitment and retention of students from under-represented minority groups.
 - c. Further develop the Council's agenda for the academic year.
8. Research
 - a. Reviewing classified, proprietary and restricted research.
 - b. Research faculty issues.
 - c. 2Y2D.
 - d. Dissemination of research results, including influence of open access publishing and future plans of the library.
 - e. Interdisciplinary research.
9. Student Affairs
 - a. Campus safety, including sorority and fraternity housing.
 - b. Academic progress of special and priority admits.
 - c. Review of the student conduct code and student Faculty Appeals Board process.
10. Tri-Campus Policy
 - a. Completion of report on shared governance in the evolving tri-campus relationship and its implications for FCTCP.
 - b. Evaluation of the new cross-campus enrollment policy established two years ago.
 - c. Clarification of policy on residency requirement for distance learning as it applies to the individual campuses.

11. University Facilities and Services

- a. Capital budget.
- b. Parking.
- c. HUB food service during reconstruction.
- d. Shortage of large classrooms.
- e. Alumni House purchase.

12. University Libraries

- a. Develop plan to guide and facilitate faculty involvement in open access of scholarly publications.
- b. Advise the libraries on communication strategies about books and serials availability and cancellations to faculty, staff and students.
- c. Continue discussion on the other agenda items for the year, including, but not limited to: Research Commons, user's survey, branch consolidation, and librarians on the Faculty Senate.

13. Women in Academia

- a. Finalize and circulate benchmark and survey reports on faculty women.
- b. Research the situation of lecturers and some other non-ladder faculty.

Faculty Senate Proposed Changes to Volume Two, Part II, Chapter 22, Sections 22-41 through 24-65
(Additions are underlined; deletions are struck through)

Section 22-41. Composition of the Senate

A. The President of the University shall be a member of the Senate with vote.

Rationale: The President is both the President of the Faculty and the President of the University. The Presidential vote in the Senate recognizes the former position.

B. The President of the University may appoint to the Senate with the right to speak but without vote Vice Presidents and the Provost or other administrative officer(s) who qualify as voting member(s) of the faculty under Section 21-32 to serve at the pleasure of the President.

Rationale: There was discussion of giving the Provost a vote. FCFA opinion was in favor of status quo.

C. Chairs of Faculty Councils and Bothell and Tacoma faculty organizations who are not elected members of the Senate shall be ex officio members with vote. They shall serve in the Senate during their appointments as chairs and shall be considered to be members-at-large to whom the provisions of Section 22-45 do not apply.

D. Chairs of College Councils (elected faculty councils of schools and colleges) shall be ex officio members without vote. They shall serve in the Senate during their appointments as chairs and shall be considered to be members-at-large to whom the provisions of Section 22-45 do not apply. A college or school council may appoint one of its members as a designee to attend a Senate meeting in place of its chair when the chair is unavailable.

Rationale: College Council chairs have been added to the Senate membership without vote to further closer interaction between the College and University shared governance process. Making them ex officio with vote was considered, but it created too many unelected votes in a smaller Senate, and at least some of the College Council chairs are elected by non-proportional processes, so the FCFA consensus was for ex officio status without vote.

E. **(old section D)** Deans of schools and colleges and the Dean of University Libraries who are not elected members of the Senate, and the presidents of the Associated Students of the University of Washington and the Graduate and Professional Student Senate shall be ex officio members of the Senate with right to speak but without vote.

F. **(old section E)** The other members of the Senate shall be voting members of the faculty who are elected in conformity with the following principles:

1. These senators shall be democratically selected with care that small or minority groups are assured a voice in University affairs.
2. ~~(a) Each faculty member shall be assigned to a voting unit. Generally, that unit will be the academic unit in which the faculty member holds his or her primary appointment. Apportionment of senators shall be according to the following schedule:~~

| Number of Voting Faculty in the Department | Number of Senators Elected | |
|---|---------------------------------------|----------------------|
| - | Even Years | Odd Years |
| 12-22 | 4 | 0 |
| 23-37 | 4 | 4 |
| 38-52 | 4 | 2 |

~~53-67~~ ~~2~~ ~~2~~
~~68~~ Numbers to conform to the existing
 15-1 faculty-to-senator ratio.

~~(b) Departments having fewer than 12 members shall align themselves with other departments within the group or campus to form a size equal to or greater than the minimum. In the event such alignment is necessitated by a decrease in department size, previously elected senators shall complete their normal term of office as representatives of the new voting unit. Alignments of departments below the minimum size shall be at the initiative of the departments concerned. If proposed alignments are not acceptable to all departments involved, then the matter shall be settled by a vote of all the senators from the group or campus. The Executive Committee representative shall chair such meetings and shall vote only if necessary to break a tie. Departments having 12 or more members may align themselves to form a voting unit with other departments within the group or campus.~~

- ~~3. Except for variations authorized within this Code, there shall be one senator for each 15 voting members of the faculty. [Specific rules and procedure for Senate elections are prescribed in Sections 22-42 to 22-47.]~~
2. Each school, college or campus shall elect one senator for each 40 voting faculty, or fraction thereof, in the school, college or campus.
3. The elected faculty council of any school, college or campus that elects more than one senator may choose to have its Senators elected at large or assign its faculty to voting groups that will elect the Senators. The council shall observe the guidance of paragraph 1 above.
4. The voting procedures of the school, college or campus shall be filed with the Secretary of the Faculty.

Rationale: The issue of apportionment of elected senators is subject to three conflicting ideals: that senators be democratically selected (implying proportionality with voting faculty), that small or minority groups be assured a voice in University affairs (implying disproportionality of representation in favor of these groups, typically by having a minimum of one senator per department) and that the existing 1:15 ratio produces a Senate that is too large.

The major motivator of the revision is to make a significant reduction in Senate size. With the proposed change, the Senate will be reduced from 268 elected senators and 17 ex officio with vote (total 285) to approximately 116 elected and 15 ex officio with vote (total 131).

Reducing the size of the Senate while retaining representation from all departments necessarily increases the disproportionality of representation. That disproportionality is already at or near the high limit of acceptability, as shown by the existing requirement in 3.b for small departments to combine. This process of combining small units is unpopular and has resulted in many complaints about incompatible pairings.

The conflicts are somewhat reduced by reverting to the next larger academic unit, the school, college, or campus, for proportional allocation with a minimum of one. There is still disproportionality. The smallest school has 27 faculty at present, while the large colleges approach 1:40 very closely. However, the amount of disproportionality is similar to that in the current system.

The disproportionality is increased by giving College Council chairs a vote; see the discussion in section C above. Putting the College Council chair in the first apportioned position was considered and rejected as unfair to small schools, colleges or campuses. Senate leadership has pointed out that Class A legislation is voted on by the entire faculty, providing a completely proportional check on major governance actions, which reduces the importance of proportional representation in the Senate.

Some schools, colleges or campuses will be allotted more than one position, which may then be allocated within that entity. The faculty body best positioned to make a fair allocation is the elected faculty council, which is also later tasked with finding nominees and holding senatorial elections.

Section 13-31, April 16, 1956; S-A 29, June 8, 1964; S-A 30, June 27, 1966; S-A 35, June 17, 1970; S-A 37, February 8, 1971; S-A 40, January 6, 1972; S-A 96, December 4, 1996; S-A 104, April 9, 2001, S-A 113, February 24, 2005; S-A 118, January 8, 2008: all with Presidential approval.

Section 22-42. Establishment of Faculty Groups

A. ~~For purposes of electing members of the Senate Executive Committee, the colleges, schools, and departments of the Seattle campus of the University are combined into the following groups:~~

Group One:

| | |
|---|--|
| Asian Languages and Literature | Linguistics |
| Classics | Near Eastern Languages and Civilization |
| Comparative Literature | Romance Languages and Literature |
| English | Scandinavian Languages and Literature |
| Germanics | Slavic Languages and Literature |
| Information School | - |

Group Two:

| | |
|------------------------------------|--|
| Architecture | Drama |
| School of Art | Landscape Architecture |
| Communication | Music |
| Construction Management | Speech and Hearing Sciences |
| Dance | Urban Design and Planning |

Group Three:

| | |
|---|-------------------------------------|
| Applied Mathematics | Earth and Space Sciences |
| Astronomy | Marine Affairs |
| Atmospheric Sciences | Mathematics |
| Aquatic and Fishery Sciences | Oceanography |
| Biology | Physics |
| Chemistry | Statistics |

Group Four:

| | |
|---|--|
| American Ethnic Studies | Jackson School of International Studies |
| American Indian Studies | Philosophy |
| Anthropology | Political Science |
| Economics | Psychology |
| Evans School of Public Affairs | Sociology |
| Geography | Women Studies |
| History | - |

Group Five:

| | |
|------------------------------|---|
| Accounting | Management and Organization |
| Aerospace Studies | Management Science |
| Education | Marketing and International Business |

| | |
|---------------------------------|-----------------------------|
| Finance and Business | Military Science |
| Law | Naval Science |

Group Six:

| | |
|--|--|
| Aeronautics and Astronautics | Forest Resources |
| Chemical Engineering | Industrial Engineering |
| Civil and Environmental Engineering | Materials Science and Engineering |
| Computer Science and Engineering | Mechanical Engineering |
| Electrical Engineering | Technical Communication |

Group Seven:

| | |
|--|---|
| Anesthesiology | Neurological Surgery |
| Biochemistry | Neurology |
| Bioengineering | Obstetrics and Gynecology |
| Biological Structure | Ophthalmology |
| Biostatistics | Orthopaedics and Sports Medicine |
| Comparative Medicine | Otolaryngology |
| Environmental & Occupational Health -Sci. | Pathobiology |
| Epidemiology | Pathology |
| Family Medicine | Pediatrics |
| Genome Sciences | Pharmacology |
| Global Health | Physiology and Biophysics |
| Health Services | Psychiatry and Behavioral Sciences |
| Immunology | Radiation Oncology |
| Laboratory Medicine | Radiology |
| Medical Education and Biomedical -Informatics | Rehabilitation Medicine |
| Medical History and Ethics | Surgery |
| Medicine | Urology |
| Microbiology | - |

Group Eight:

| | |
|--|--|
| Biobehavioral Nursing and Health -Systems | Orthodontics |
| Dental Public Health Sciences | Pediatric Dentistry |
| Endodontics | Periodontics |
| Family and Child Nursing | Pharmaceutics |
| Medicinal Chemistry | Pharmacy |
| Oral Biology | Psychosocial and Community Health |
| Oral Medicine | Restorative Dentistry |
| Oral & Maxillofacial Surgery | Social Work |

Group Nine:

| | |
|--|---|
| Bothell—Business | Bothell—Interdisciplinary Arts & -Sciences |
| Bothell—Computer & Software Systems | Bothell—Nursing |

| | |
|---|---------------------------------|
| Bothell—Education | - |
| Group Ten: | |
| Tacoma—Computer & Software Systems | Tacoma—Nursing |
| Tacoma—Education | Tacoma—Social Work |
| Tacoma—Interdisciplinary Arts & Sciences | Tacoma—Urban Studies |
| Tacoma—Milgard School of Business | - |

~~B. In Senate elections a voting faculty member votes within the voting unit in which his or her college, school, or department is listed. A faculty member with duties in two or more voting units will be assigned to the voting unit that includes the academic unit in which the faculty member holds his or her primary appointment.~~

~~Section 13-31, April 16, 1956; S-A 37, February 8, 1971; S-A 104, April 9, 2001; S-A 113, February 24, 2005; S-A 118, January 8, 2008: all with Presidential approval. and subsequent non-legislative updating~~

Rationale: Faculty groups are replaced by at-large election of senators to the Senate Executive Committee; see Section 22-62 below.

Section 22-43. Eligibility for Election to the Senate

- A. Voting members of the faculty are eligible for election to the Senate. A faculty member's eligibility under this section is determined by the status to be held at the beginning of the Senate term, should she or he be elected.
- ~~B. A faculty member who is elected to the Senate for a two-year term and is not then reelected to the succeeding term, or one who is elected to two successive two-year terms, shall not again be eligible for election to the Senate until the expiration of four years from the end of the final elected term may be elected to an unlimited number of terms, except that a faculty member who has been elected to two consecutive terms shall not be eligible for election to the next term.~~

Rationale: With a smaller senate, it is desired to shift the balance between turn-over and experience in favor of experience.

~~C. To fill a vacancy, any faculty member, except the one being replaced, who is eligible for election to a full term may be elected to the unexpired portion of the term. The eligibility of the replacement for reelection shall be determined as if she or he had never held the unexpired portion of the term. Eligibility of the one replaced for re-election shall be determined as if she or he had served the unexpired portion of the term.~~

Rationale: Addressed in Section 22-48.

~~Section 13-31, April 16, 1956; S-A 29, June 8, 1964; S-A 37, February 8, 1971; S-A 55, May 24, 1977; S-A 103, March 6, 2001; S-A 106, May 6, 2002: all with Presidential approval.~~

Section 22-44. Terms of Senators

- A. Senators are elected for two-year terms, ~~which begin on September 16 following their election~~ except as provided for in Section 22-47 below. Terms begin on September 16 following election.
- B. A senator must be a voting member of the faculty.

- C. Should a senator discontinue Senate membership or receive a leave of absence from the University, the Senate position becomes vacant and shall be filled for the remainder of the unexpired term under the provisions of Section 22-48.
- D. Elected senators shall be deemed to have vacated their seats when they have been absent from three Senate meetings in an academic year. Senators are considered absent only if they fail, prior to a meeting, to inform the Secretary of the Faculty of their inability to attend.

Rationale: Provides for occasional one-year terms to balance staggering of terms.

Section 13-31, April 16, 1956; S-A 29, June 8, 1964; S-A 67, December 5, 1983: all with Presidential approval.

Section 22-45. Apportionment of Senators

- A. From data available on January 15 of each year the Secretary of the Faculty shall apportion the number of senators to be elected from each voting unit school, college or campus, and inform the appropriate elected faculty council of the number of positions that shall be filled.
- B. This apportionment shall be based upon the schedule given in Section 22-41. ~~E~~ F.2.(a).

Rationale: Revised to be consistent with the new allocation process, and to require notification of the College Councils.

Section 13-31, April 16, 1956; S-A 30, June 27, 1966; S-A 37, February 8, 1971; S-A 113, February 24, 2005: all with Presidential approval.

Section 22-47. Procedures for Nomination and Election of Senators

- A. ~~Each Senate election shall begin in the second week of the Spring Quarter and shall be conducted promptly. The elected faculty council of each school, college or campus shall conduct elections to the Senatorial positions of the school, college or campus once every two years in the Winter or Spring Quarter prior to the start of the senatorial terms.~~
- B. ~~The Secretary shall make all arrangements for conducting an election. Voting in the election shall be by confidential ballot. The Vice Chair and at least two other members of the Executive Committee shall be present when votes are counted. The vote for each group or campus shall be verified by a member of the Executive Committee, and the Vice Chair shall certify the final tabulation which is the record of the election. Upon recommendation from the Secretary of the Faculty, the Senate Executive Committee may from time to time designate a school, college or campus to conduct elections for one year terms, in order to shift the year of biennial election to balance yearly turnover in the Senate.~~
- C. ~~Any individual or any department or departments having a grievance concerning procedures within a voting unit shall submit it for adjudication to the senators of the group or campus within which the voting unit falls. Final appeal from the disposition of such a grievance by the senators may be made to the Executive Committee of the Senate, which shall adjudicate the matter. The election process shall conform to the following principles:~~
 1. The ballot shall include, for each position, the name of at least one eligible nominee who has agreed to serve if elected.
 2. Faculty eligible to vote for a position shall be advised of the date(s) of the election and the name(s) of the nominee(s) at least one week prior to the vote.
 3. The ballot shall include provisions for writing in any candidate.
 4. Votes for ineligible candidates shall be discarded.
 5. The eligible candidate(s) receiving the highest number of votes cast is (are) elected.
 6. Ties shall be resolved by a run-off election between the tied candidates.

7. Elections shall be completed and the results reported to the Secretary of the Faculty at least two weeks before the Senate Executive Committee meeting that precedes the final regular Faculty Senate meeting of the academic year.
- D. For formal election of the senators, the Secretary of the Faculty shall distribute, during the second week of Spring Quarter, an electing ballot containing names of all eligible faculty members within each voting unit. If ties for open positions result from the subsequent vote, they shall be resolved by a second ballot. The elected faculty council shall inform the Secretary of the Faculty of the names of elected senators, and the terms to which they were elected.
- E. The Secretary of the Faculty will provide support for the conduct of elections to the elected faculty councils.
- F. Any individual(s) having a grievance concerning faculty senate elections shall submit it for resolution to the appropriate elected faculty council. Final appeal from the disposition of such a grievance by the elected faculty council may be made to the Executive Committee of the Senate.

Rationale: The Office of University Committees has recently-reduced resources for support of the conduct of elections.

Many Senate elections at present result in multi-way ties between candidates with 2 votes each. Senators elected in this fashion are likely to be reluctant participants in shared governance. The faculty body most likely to be able to find and nominate interested and engaged faculty is the elected faculty council (College Council).

The solution to these two issues appears to be to have the College Councils find nominees and conduct elections. This does impose additional duties on the College Councils. A few important constraints are placed on the Councils.

Support by the Secretary of the Faculty's office will continue with more limited means (e.g., providing necessary information about the electorate and eligibility, training to assist the elected faculty councils to conduct electronic ballots, or additional support if requested by the elected faculty council).

The elections have been moved earlier in the academic year to facilitate the nomination process for the Senate Executive Committee.

The existing grievance process has been adapted to the revised senate election process.

Section 13-31, April 16, 1956; S-A. 37, February 8, 1971; S-A 104, April 9, 2001; S-A 110, July 9, 2003; S-A 113, February 24, 2005: all with Presidential approval.

Section 22-48. Vacancies in the Senate

If a Senate position becomes vacant prior to the last regular Senate meeting of the term to which the member is elected, a special election to fill the vacancy shall be conducted by the Secretary of the Faculty, if possible before the next Senate meeting. Prior arrangement for the election as provided for in Section 22-47.C, including nominations for the position, may be made if the Secretary of the Faculty deems it feasible for a majority of the voting members of the voting unit to meet for this purpose. Such a meeting shall be presided over by the Executive Committee representative of the group or campus, or by the Secretary of the Faculty if the vacancy is that of the senator who represents the group on the Executive Committee. Election ballots shall be sent to all voting members of the faculty in the voting unit, containing the names of all those eligible for election. The faculty member receiving the highest number of votes who is willing to serve shall be elected. Ties shall be resolved by a subsequent ballot from among those having the highest number of votes. If an elected senator vacates a Senate position prior to the last regular Senate meeting of the term to which the senator was elected, the elected faculty council of the position's school, college or campus may conduct a special election to fill the remainder of the term for that position. The election shall conform to the principles in 22-47.C.

Rationale: Revised to conform to the new election process.

Section 13-31, April 16, 1956; S-A 37, February 8, 1971; S-A 55, May 25, 1977; S-A 104, April 9, 2001; S-A 110, July 9, 2003: all with Presidential approval.

Section 22-49. Transitional Procedure

[A section providing for the transition from the 1952 to the 1956 revision (S-A 20, April 16, 1956) and, later, from the 1956 to the 1964 revision (S-A 29, June 8, 1964.)]

- A. In the first Spring quarter following adoption of the current revision, a completely new faculty senate shall be elected. The terms of the previously elected senators shall lapse at the end of the quarter.
- B. Half of the schools, colleges and campuses shall elect senators for one year terms and half for two year terms. Consistent with Section 22-47.B., the Senate Executive Committee shall determine which schools, colleges and campuses elect for one year terms.
- C. Ex officio senators with vote assume office at the start of the academic year following the elections in A above.
- D. This section is automatically deleted one year after start of the academic year following the elections in A above.

Rationale: A transition plan that would allow elected Senators to serve out their terms was discussed but discarded.

The Secretary of the Faculty has indicated a willingness to have all schools, colleges and campuses elect new Senators for the transition year.

Having the SEC determine which schools, colleges and campuses elect for one year terms is consistent with its role in occasionally designated one year terms to balance the odd year and even year election numbers.

Section 22-51. Meetings of the Senate [NOT UNDER CONSIDERATION FOR REVISION]

Section 22-52. Meetings of ~~Voting Units and Senate Groups~~ Schools, Colleges and Campuses

Any member of the Senate Executive Committee may call together the senators or the faculty members of any ~~or all voting units within his or her group~~ school, college, or campus for discussion of pending Senate business. ~~Such a meeting is mandatory at the request of one-third of the senators or one-fourth of the faculty members within the group or campus.~~

Rationale: Senate Groups are abolished.

Under current Code (Section 21-52), 10% of the voting faculty can call a meeting of the faculty, so the mandatory meeting is not needed here.

Section 13-31, April 16, 1956; S-A 37, February 8, 1971; S-A 104, April 9, 2001: all with Presidential approval.

Section 22-53. Election of Senate Officers [NOT UNDER CONSIDERATION FOR REVISION]

Section 22-54. Duties of the Chair [NOT UNDER CONSIDERATION FOR REVISION]

Section 22-55. Duties of the Vice Chair [NOT UNDER CONSIDERATION FOR REVISION]

Section 22-56. The Secretary of the Faculty [NOT UNDER CONSIDERATION FOR REVISION]**Section 22-57. Procedures for Removal of Faculty Senate Officers and the Secretary of the Faculty [NOT UNDER CONSIDERATION FOR REVISION]****Section 22-58. Office of University Committees**

- A. The Office of University Committees shall maintain the records of the Senate, of the Faculty Councils, and of faculty committees, and provide assistance for the efficient handling of Senate affairs.
- ~~B. The Office of University Committees shall also be responsible for handling Senate elections.~~

Rationale: Changes the responsibility for conducting Senate elections (see also 22-47). Also note: 22-58.B. is redundant with new 22-47.E. and is deleted.

S-A 29, June 8, 1964; S-A 117, January 8, 2008: both with Presidential approval.

Section 22-60. Powers and Duties of the Senate Executive Committee [NOT UNDER CONSIDERATION FOR REVISION]**Section 22-61. Advisory Committee on Faculty Code and Regulations [NOT UNDER CONSIDERATION FOR REVISION]****Section 22-62. Membership of the Executive Committee**

- A. The Executive Committee consists of the following voting members:
1. The President of the University or a designated representative;
 2. The Chair of the Senate;
 3. The Vice Chair of the Senate;
 4. The Chair of the Senate Committee on Planning and Budgeting;
 5. The Chair of the General Faculty Organization of the University of Washington Bothell;
 6. The Chair of the Faculty Assembly of the University of Washington Tacoma;
 7. Three Faculty Council Chairs;
 8. Eight senators chosen from the elected members of the Faculty Senate who will be sitting Senators during their term on the Senate Executive Committee.

~~The Chair of the General Faculty Organization of the University of Washington Bothell;~~
~~The Chair of the Faculty Assembly of the University of Washington Tacoma;~~
~~The elected members, consisting of one Senate member from each faculty group, except that, to insure proportional representation, Group 7 shall have two members;~~
~~The chairs of the Faculty Councils and the chair of the Senate Committee on Planning and Budgeting;~~
~~The Faculty Legislative Representative and/or the Deputy, and the presidents of the Associated Students of the University of Washington and the Graduate and Professional Student Senate, ex officio without vote; and~~
~~The Secretary of the Faculty, ex officio without vote.~~

- B. ~~Each elected member shall serve a one-year term and shall be eligible for re-election.~~
Ex officio members without vote are:
1. The Provost;
 2. The Faculty Legislative Representative;
 3. The President of the Associated Students of the University of Washington;
 4. The President of the Graduate and Professional Student Senate;
 5. The Secretary of the Faculty.

- C. ~~When the agenda calls for discussion of items which are immediately related to the responsibilities of particular administrative officers, the President may invite those officers to attend an Executive Committee meeting so that they can answer questions and participate in the discussion of those agenda items. They would not have the privilege of vote.~~ The Senate Executive Committee members listed in; A.5 and A.6 above shall be elected to one year terms to commence on September 16 of each year.
- D. Each Faculty Council Chair elected per A.7 above may serve an unlimited number of terms.
- E. Each senator elected per A.8 above may serve an unlimited number of one year terms, but shall serve no more than three terms consecutively.
- F. The Chair of the Faculty Senate may invite the Chairs of Faculty Councils and the Chairs of elected faculty councils of schools, colleges and campuses to attend meetings of the Senate Executive Committee to report, answer questions and participate in discussion of relevant agenda items. Invitees are without vote.
- G. The President may invite administrative officers to attend meetings of the Senate Executive Committee to answer questions and participate in the discussion of relevant agenda items. Invitees are without vote.

Rationale: Senate Faculty Groups having been abolished, the group representatives have been replaced by elected senators.

Noting that the SEC represents the Senate when the Senate is not in session, it is important that the voting membership of the SEC be strongly representative of the Senate. Thus SEC membership should primarily represent the Senate. This is achieved by the election of a few Faculty Council Chairs, who vote in the Senate, and of elected senators to the SEC.

The distribution of elected SEC membership is moved to the nominations and elections section.

Note also that Faculty Council Chairs and chairs of elected faculty councils of schools, colleges and campuses, being ex officio senators with vote, are eligible for election to the SEC.

Section 13-31, April 16, 1956; S-A 29, June 8, 1964; S-A 37, February 8, 1971; S-A 42, June 9, 1972; S-A 71, February 5, 1985; S-A 88, May 25, 1993; S-A 96, December 4, 1996; S-A 104, April 9, 2001; S-A 113, February 24, 2005: all with Presidential approval.

Section 22-63. Election of the Executive Committee

- A. The election of Executive Committee members shall be conducted after the regular Senate elections but before the end of Spring Quarter.
- B. ~~The elected senators for the coming year from each group shall meet to make nominations from their number as their group's representative on the Executive Committee. A quorum shall be a majority of the senators in the group. The Senate Chair or a designated representative will preside at the meeting. The Chair and immediate past Chair of the Faculty Senate shall appoint a nominating committee that shall nominate at least one candidate for each Executive Committee position. Nominations of Faculty Council Chairs shall consider the relationship of the Council's work to the Senate's upcoming agenda. The nominations as a whole shall provide broad representation across academic disciplines, such as Health Sciences, Arts and Sciences, and other schools and colleges, and shall endeavor to balance continuity and turnover of representation.~~
- C. ~~At least two nominations shall be made from the floor at the meeting provided for in B. If the number of senators present at this meeting is a majority of all of the senators in the group, and if the electing vote by written ballot of those present constitutes a majority of all senators in the group, the election shall be declared completed at that point. Otherwise, election shall be by a majority of all senators in the group, by an election conducted by the Secretary of the Faculty. At a regular Senate meeting prior~~

to the end of the academic year, the Chair of the Senate, with the approval of the Executive Committee, shall publish in the agenda for that meeting the name of at least one eligible nominee for each elected Executive Committee position. Additional nominations may be made from the floor. An electronic vote will follow within one week of that meeting. The nominee receiving the highest number of votes for a position is elected. In the event of a tie, any untied nominees are eliminated and electronic ballots shall be cast again.

Rationale: Revises the election process to provide a nominating process with a nominating committee appointed by the Senate Chair and immediate past Chair.

Guidelines for nominations to ensure breadth across academic disciplines and representation of each campus on the SEC are also provided. Note, however, that nominations from the floor of the Senate are not bound by these guidelines.

The nomination guidelines permit taking into account the academic affiliation of faculty council chairs when considering the breadth of faculty representation.

The nomination guidelines take into account the desire to balance experience and turnover in the SEC.

Section 13-31, April 16, 1956; S-A 29, June 8, 1964; S-A 37, February 8, 1971; S-A 113, February 24, 2005: all with Presidential approval.

Section 22-64. Vacancies in the Executive Committee

- A. If an Executive Committee member discontinues his or her membership during the interval between Executive Committee elections, a successor shall be elected ~~by the senators of his or her group~~ in the manner prescribed by Section [22-63](#).B and C for the initial election of Executive Committee members.
- B. A senator elected to fill a vacancy in the Executive Committee serves for the unexpired committee term of the senator whom he or she succeeds.

Rationale: Removed reference to groups, which have been disestablished.

Section 13-31, April 16, 1956; S-A 55, May 25, 1977: both with Presidential approval.

Section 22-65. Officers of the Executive Committee [NOT UNDER CONSIDERATION FOR REVISION]

Senate Restructuring

Rich Christie
FCFA Chair
January 28, 2010

History of Restructuring

- Ca. 2005 Restructuring starts under Secretary of the Faculty Gerry Philipsen
- Two quarters of work by Faculty Council on Faculty Affairs, under Jan Sjøvik and then Rich Christie
- Close involvement of Senate Leadership:
 - David Lovell, Bruce Balick, J.W. Harrington and Secretary of the Faculty Marcia Killien.
- Consultation with Faculty Council chairs and College Council chairs
- Discussions in the Senate

FCFA Membership

| | |
|------------------------|------------------------|
| ○ Susan Astley | Epidemiology |
| ○ Sarah Bryant-Bertail | Drama |
| ○ Jan Carline | Medical Education |
| ○ Rich Christie | Electrical Engineering |
| ○ Christine DiStefano | Political Science |
| ○ Alan Kirtley | Law |
| ○ Kevin O'Brien | Medicine/Cardiology |
| ○ Sandra Phillips | Restorative Dentistry |
| ○ Larry Ricker | Chemical Engineering |
| ○ Todd Scheuer | Pharmacology |
| ○ Jan Sjøvik | Scandinavian Studies |
| ○ William Wilcock | Oceanography |

Main Features - Senate

- Smaller (1:40 vice 1:15. 110 elected vice 267)
 - §22-41.F.2 p.18
- Representation by school, college or campus
 - §22-41.F.2 p.18
- Nominations and elections by College Councils
 - §22-47 p.22

Main Features - SEC

- Smaller (17 vice 31)
 - §22-62 p.25
- 3 elected Faculty Council Chairs (vice 14)
 - §22-62.A.7 & C p.25
- 8 elected Senators (vice 11)
 - §22-62.A.8 & C p.25
- Nomination committee appointed by Senate Chair and Immediate Past Chair
 - §22-63.B p.26

Senate Size

§ 22-41.F p.17

- Efficacy – smaller group provides better debate
 - History: First Senate in 1939: 54 Senators
 - Last size revision in 1956: 96 to 63
- Efficiency – governance with less faculty effort
 - Faculty have better things to do
 - Attendance
 - Size now first among Strategic Peers

Recent Senate Attendance

| Date | Attended | Excused | Unexcused | Vacant |
|---------------------------|-----------|---------|-----------|--------|
| 5/21/09 (Last of yr) | 80 (30%) | 53 | 74 | 60 |
| 10/29/09 (First of yr) | 124 (46%) | 52 | 61 | 30 |

| University | Elected Senators* |
|-------------------------|-------------------|
| UW Now | 267 |
| Maryland | 170 |
| UCLA | 162 |
| UW Proposed | 110 |
| Rutgers | 100 |
| Connecticut | 81 |
| Massachusetts - Amherst | 80 |
| Virginia | 80 |
| UCSD | 75 |
| Colorado - Boulder | 60 |
| UC Davis | 44 |
| UC Irvine | 36 |
| Colorado - Denver | 33 |

UW Global Challenge Peer State Institutions. Data from web sites 5/09. *Senators or equivalent.

Representation

§22-41.F p.17

- Broad representation vs. proportionality
- Existing requirement to combine small departments: proportionality already a concern
- Can't reduce size, retain departmental representation and have reasonable proportionality
- Multiple plans considered

| Plan | Description | Senate Size | Proportionality Ratio |
|------|--------------------------------|-------------|-----------------------|
| A | Now. 1:15 min 12 | 268 | 1.4 |
| B | 1:30 combine depts | 133 | 1.6 |
| C | 1:75 combine depts | 56 | 4.5 |
| D | 1 per Department | 129 | 7.9 |
| E | 1 per Dept < 50, 2 > 50 | 132 | 5.8 |
| F | 1:50 1 per school max 10 | 51 | 6.4 |
| G | 1:50 2 per school max 25 | 97 | 5.1 |
| H | Proposed 1:40 min 1 per school | 114 | 1.9 |

Proportionality is the ratio of highest proportionality to lowest, by School, College or Campus. If 1.4, then one Senator could represent 1.4 times as many faculty as another. The ratio is computed for schools, not departments, so actual values for A-E are higher.

Representation Solution

§22-41.F.2&3 p.18

- Representation by school, college or campus (minimum 1 Senator)
- College councils to apportion senators to their departments
 - Local knowledge
 - Closest faculty governance body

Example Apportionment – Elected Senators

| Unit | Current | Proposed |
|-------------------|------------|------------|
| Arts & Sciences | 61 | 23 |
| Built Environment | 4 | 2 |
| Business | 7 | 3 |
| Dentistry | 5 | 2 |
| Education | 5 | 2 |
| Engineering | 15 | 7 |
| Evans School | 2 | 1 |
| Environment | 13 | 5 |
| I-School | 2 | 1 |
| Law | 4 | 2 |
| Medicine | 110 | 43 |
| Nursing | 6 | 3 |
| Pharmacy | 3 | 2 |
| Public Health | 13 | 5 |
| Social Work | 4 | 2 |
| Bothell | 5 | 3 |
| Tacoma | 7 | 4 |
| Total | 267 | 110 |

Secfac 1/10

Ex Officio Senators

§22-41.C & D p.17

- College Council Chairs added to improve College-Senate interaction
 - Without vote to maintain proportionality
- Faculty Council chairs remain with vote
 - Retains experience in governance process in Senate

Senate Nominations and Elections

§22-47 p.22

- Nominations and elections conducted by College Councils with support from Secretary of the Faculty
- Nomination process should generate Senators more willing to serve.
- College Councils mostly OK with nominating and electing.

Senate Elections

- Term limits 4 on 2 off (vice 4 on 4 off)
 - §22-43.B p.21
- Half elected every year, but all from school, college or campus in same year
 - §22-47.A p.22
- Occasional 1 year terms to even staggering
 - §22-47.B p.22
- Transition plan: complete replacement
 - §22-49 p.24

SEC Size and Composition

§22-62 p.25 & 22-63 p.26

- 31 on SEC for Senate of 110 too many
- Retain Bothell and Tacoma Chairs of elected faculty councils ex officio with vote
- Three year term limits for elected SEC members
- Nominating committee appointed by least conflicted – Chair and Past Chair
- Guide for academic breadth in nominations
 - "across Health Sciences, Arts and Sciences, and other schools and colleges"
- Senate can elect whomever they want

SEC Size and Composition

§22-62 p.25

- SEC voting Members
 - President of the University
 - Senate Chair
 - Senate Vice Chair
 - Chair of Senate Committee on Planning and Budgeting
 - Chairs of Bothell and Tacoma elected faculty councils
 - 3 elected Faculty Council Chairs
 - 8 elected Senators

Timing

- Class A legislation - requires two Senate Meetings
- Faculty vote ca. finals week
- Implementation in spring quarter elections for new Senate next year

Request for Information:

1. As a follow-up to the discussion at the last meeting, I request a quantitative summary of salary increases granted this year including the following information: How many members of the faculty have received raises since Executive Order 29 was implemented? How many of those raises were in response to actual outside offers? What is the total annual expenditure to provide these increases? What is the mean and median value of the increase for each faculty member who received an increase? Also, I request the corresponding information for all members of the administration.
2. a.) I request a complete description of the handling of the application by Provost Wise for approval of outside professional work for compensation as a member of the Nike board. I request that a copy of the "Request for Approval of Outside Professional Work for Compensation" be included in the response to document the approval history.

b) Also, I request an explanation of the legal issues involved. How is it consistent with Washington State law for the Provost, a State employee, to accept significant compensation for an outside position (that admittedly poses conflicts) attained by virtue of holding the position of UW Provost?

Duane Storti, Senator
Group Six

2009-2010 Representative Faculty Council Nominations

Nominate for Senate appointment, effective immediately, representative ex-officio members of Faculty Councils and Committees for terms ending September 15, 2010, with voting rights to be determined by the SEC through the faculty councils:

Associated Students of the University of Washington

Council

Representative

University Libraries----- Yookyong (Yooky) Lee

Senate Vice Chair Candidate Remarks**Susan Astley, Professor, Epidemiology.**

Susan Astley is a Professor of Epidemiology/Pediatrics in the Schools of Public Health and Medicine. She cofounded and directs the Washington State Fetal Alcohol Syndrome Diagnostic & Prevention Network of clinics located at the UW Center on Human Development and Disability. Dr. Astley has been with the University for 29 years. She is joined by her husband, now in his 38th year at the University, and their daughter who recently joined the faculty. She has been actively engaged in shared governance at the University for the past two decades. She is currently serving her third term as a Faculty Senator, second term on the Senate Executive Committee, and first term on the Faculty Council on Faculty Affairs. She also serves on two committees addressing Faculty Effort Certification policies.

There are a breadth of issues currently under consideration by the Faculty Senate and 14 Councils including, but not limited to: 1) restructuring of the Faculty Senate for more efficient and effective governance; 2). assessing the value/feasibility of Activity Based Budgeting: the allocation of revenues generated from instructional/research activities directly to the unit responsible for the activity; 3). Open-Access: the move toward free, online access to scholarly publications; 4) Distance learning as an emerging mode of instruction; 5) tri-campus shared governance; 6) recruitment and retention of faculty (and students) of underrepresented minorities; 7) UW Climate Action Plan: an institutional plan for becoming climate neutral; 8) 2Y2D (2 Years to 2 Decades): development of a sustainable academic business plan for the University for the next 20 years, with progress in 2 years; and 9) preserving the spirit of the Faculty Salary Policy during these exigent times. None of these issues escape the impact of the current recession. With an overall reduction of 16 percent in state support for higher education, Washington State experienced the 4th highest cut in the nation from 2009 to 2010. More specifically, the 2009 state legislature cut the UW's budget by 26%, a funding level not seen since 1999. While the current recession has brought these fiscal issues to the forefront, it is important to understand that state support of higher education has been declining for decades. State funds for the UW now comprise 45% of the UW's budget, down from 55% in the last biennium and 80% 30 years ago.

The UW remains a strong, vibrant leader in its core missions of public higher-education, research, and clinical service to the community. The challenge facing us today is to find new, innovative ways to fund the University as we continue in our primary mission as a public University serving the citizens of Washington. The role of the faculty and Senate, in shaping the future of the UW through shared governance, has never been more vital.

Dr. Astley brings with her decades of experience in a leadership role, having built a statewide clinical/research/training program that provides rapid dissemination of clinical discoveries into clinical/public health practice through statewide collaborative partnerships. As a non-tenured professor, she has attracted millions of dollars in State and research funds to build and support her program. But she, like many other UW faculty and programs, has not escaped the impact of the State fiscal crisis. In December 2008, the State terminated their fiscal support of her clinical program, after 14 years of support, with just 5 days notice. She not only lost her salary support, but the salary support for all of her staff. In the absence of University bridge-funding for such cataclysmic events, she personally provided interim funding for her staff, while she and community partners successfully negotiated a Senate bill that fully re-instated the program's funding three months later. But this did not mark the end of a challenge. Like the University and many programs within the University, Dr. Astley is actively engaged in finding new, innovative sources of funding to supplement declining State support.

The current challenge faced by the University can and must be met. There is no assemblage of individuals more qualified than the University of Washington faculty to help meet this challenge. For Dr. Astley, it would be an honor and privilege to lead the Senate in this effort.

Mark Haselkorn, Professor, Human Centered Design & Engineering

[The] dramatic reduction in state support signals a fundamental change in our relationship with the state. For the first time in our history, tuition revenue will exceed state support. The funding the state of Washington provides to its public universities has fallen to among the lowest levels in the nation. These realities will force us to change the fundamental financial model by which we operate and to reconsider the manner in which we approach our core mission. -- Mark Emmert, UW President, April 28, 2009

RCW 28B.20.200 FACULTY -- COMPOSITION GENERAL POWERS. The faculty of the University of Washington shall consist of the president of the University and the professors and the said faculty shall have charge of the immediate government of the institution under such rules as may be prescribed by the board of regents.

The next three years may well be the most important in the 150-year history of the University of Washington. Largely in response to the ongoing economic situation, the administration has initiated discussions and committee activities that are intended to clarify and modify essential university elements such as our core mission, our budget model, and our processes for resource allocation. This is an extremely complex effort, not only because the university community itself is extremely diverse and complicated, but also because the UW effort must take place in the context of other State efforts and environments that we hopefully can impact but certainly can't control. Over the next three years, this intricate process will play out with eventual implications for anyone who works at or attends UW.

Of course a far-reaching effort like this is not something that is undertaken lightly. There are compelling reasons why the administration has begun this process. Resource allocation processes need to change because our resource base has changed. State funding is our fourth largest revenue source, surpassed by tuition for the first time. Self-sustaining research and education has grown to well over a billion annual dollars, second largest in the country. It is a myth that State funding pays for the educational component of our efforts and we can no longer sustain a realistic, forward-looking university strategy based on such myths.

With State support at about 8% of our total budget, how do we proceed to establish and manage a predictable enabling revenue base and organizational structure that is aligned with our strategic goals and collective values? Do we, as is currently being advanced, move towards an *Activity-based Budgeting (ABB)* model that would include, among other things, allocating resources based on student credit hours generated (as is done by many other universities)? How do we support core university elements that cannot be sustained under such a model? One solution, already being explored, is to clearly define those elements that are essential to our core mission and subsidize those elements within an otherwise activity-based resource allocation.

Thus, as the President has rightly identified, any effective long-term solution to what is essentially a budget-driven problem will involve decisions related to fundamental issues such as the university's mission and character. It is for this reason that the most significant issue facing the Faculty Senate, and more importantly the faculty as a whole, is the role of the faculty and the appropriate and effective channeling of faculty input into this major re-conception of who we are and how we work.

Unfortunately, there is a general perception among faculty that the Faculty Senate does little that significantly impacts their roles and resources. This comes from a long history of communications from the Senate to the faculty on issues that did not rise very high in the priorities of the individual professor. This is about to change as our emails about Class C legislation are joined by emails, websites and meetings that provide the faculty an opportunity for input into a process that will impact them profoundly. It is the Senate's job to clearly communicate the nature of these critical new communications and then manage an extremely complex conversation involving the faculty as a whole on one side and the administration and other State stakeholders on the other.

There is no simple fix to our problems. To be successful, all elements of the UW must pull together and dynamically manage what is an ever-evolving and complex situation. The essential strengths of our professors—their great diversity and busy successes—make it extremely difficult to engage and maintain

a representative and effective dialog with the faculty as a whole. Nevertheless, it is our job and there has never been a more important time to do it. It is the only way that, as required by [RCW 28B.20.200](#), the President and professors, with the administration, can execute its “charge of the immediate government of the institution.”

Faculty Senate Proposed Changes
(Additions are underlined; deletions are struck through)
Changes to Volume Two, Part II, Chapter 42, Sections 42-31 and 42-35

Rationale:

The Faculty Council on University Relations (FCUR) was established as an advisory body to the Office of the Vice President for University Relations, which no longer exists in the administrative structure at the University of Washington. The current FCUR operates almost exclusively as a faculty committee on honorary degrees, with responsibility established in 2002 by Class B legislation in the *University Handbook* (Volume Four, Part III, Chapter 11) for recommending candidates for honorary degrees to the President. Other issues which FCUR had once followed have been assigned to other Councils. Student/neighborhood issues are now overseen by the Faculty Council on Student Affairs, and various transportation issues, including the Sound Transit proposal for the campus and the impact of the proposed replacement of the SR 520 bridge, are overseen by the Faculty Council on University Facilities and Services and government relations issues are overseen by the Special Committee on Legislative Matters. That being the case, this legislation would retire the Faculty Council on University Relations. A concurrent Class C recommendation to create a Special Committee on Honorary Degrees has been drafted. The Special Committee will be staffed by the Office of the Associate Vice President for Media Relations and Communications. The Associate Vice President chairs the University's Committee on Ceremonies and is the President's designee to the Council or Committee managing honorary degrees.

Since "University Relations" no longer exists as an administrative structure at the UW; and since the Office of University Committees has found it necessary to curtail activities as a result of budget cutbacks; and given that the current Associate Vice President's Office accepts responsibility for staffing a special committee, this proposal was drafted to retire the FCUR and allow for the creation of a Special Committee on Honorary Degrees that reflects the reality of what is currently happening.

Chapter 42: Faculty Councils (the Standing Committees of the University Faculty) and their duties
Section 42-31. The Faculty Councils

Proposed changes:

A. As the principal advisory bodies to the Senate there shall be the following Faculty Councils:

1. The Faculty Council on Academic Standards;
- ~~2. The Faculty Council on University Relations;~~
2. The Faculty Council on Faculty Affairs;
3. The Faculty Council on Research;
4. The Faculty Council on Student Affairs;
5. The Faculty Council on University Facilities and Services;
6. The Faculty Council on University Libraries;
7. The Faculty Council on Instructional Quality;
8. The Faculty Council on Educational Outreach;
9. The Faculty Council on Benefits and Retirement;
10. The Faculty Council on Educational Technology;
11. The Faculty Council on Tri-Campus Policy;
12. The Faculty Council for Women in Academia;
13. The Faculty Council for Multicultural Affairs.

B. Faculty Councils may be abolished and created only by amendment to the *Faculty Code*.

C. Faculty Councils are responsible to the Executive Committee of the Senate.

Section 42-35. Faculty Council on University Relations

~~The Faculty Council on University Relations shall be responsible (as described in Section 42-33) for all matters of policy relating to University relations, including community affairs; government relations at the local, state, and federal levels; public service; University communications; and alumni relations.~~

Class C Resolution In Support Of Student Involvement In Higher Education Advocacy Day,

WHEREAS, Higher Education Advocacy Day will be held Friday, February 5, 2010; and

WHEREAS, this is an opportunity for all University of Washington students to present their opinions regarding higher education to their legislators; and

WHEREAS, Friday, February 5, 2010 is a scheduled class day; therefore,

BE IT RESOLVED, that the Faculty Senate endorses the proposal of the Associated Students of the University of Washington and the Graduate and Professional Student Senate that the faculty of the University of Washington make every effort to facilitate student involvement in Higher Education Advocacy Day by excusing them from class on Friday, February 5, 2010.

*Approved by:
Senate Executive Committee
January 11, 2010*

*Submitted by:
Tim Mensing, ASUW President
Jake Faleschini, GPSS President
January 11, 2010*