

MINUTES
FACULTY SENATE MEETING
THURSDAY, May 22, 2008
Gowen Hall, Room 301, 2:30 p.m.

1. Call to Order and Approval of Agenda.

Faculty Senate Chair Luchtel called the meeting to order at 2:37 p.m. The agenda was approved as modified to allow for an anticipated late arrival of the President, whose regular report will come under agenda item number seven.

2. Farewell Remarks from the Chair – Professor Dan Luchtel, Chair, Faculty Senate.

“As is noted on the agenda, these are the ‘farewell remarks’ of the Chair. If so, my response is, ‘but I just got here.’ The year has gone by very fast, with some goals accomplished and others not. As Gail Stygall pointed out at the end of last year, unexpected events may drive a Senate Chair as much as a planned agenda for the year. I would also agree with Ross Heath who stated in his farewell remarks that it is almost impossible for a Senate Chair to have much impact during a 1-year term. Nevertheless, I found that being Chair of the Faculty Senate was and is a rewarding experience.

“Certainly one of the most enjoyable aspects of the job are the people I worked with in the Senate office on a day-to-day basis. First and foremost were David Lovell, Vice Chair of the Senate, Gerry Philipson, Secretary of the Faculty, Gail Stygall, Chair of the Senate Committee on Planning and Budgeting, and JW Harrington, the Faculty Legislative Rep. They were wonderful colleagues who saved me from many mistakes although I still found a way to do so. I would also like to thank the Chairs of the Faculty Councils and their members, where the real work of the Senate is done. I would also like to thank the efforts of the Group Reps. And of course the entire operation of the Faculty Senate would be dead in the water without the very competent and cheerful support of our staff, Nancy Bradshaw, assistant to the chair; Susan Folk, Assistant to the Secretary of the Faculty, and Melissa Kane, Council Support Specialist.

“Several pieces of legislation were passed, including Class A legislation defining procedures for removal of Faculty Senate Officers and the Secretary of the Faculty. Later today we will be considering Class B legislation on Undergraduate Cross-Campus Enrollment Policy. In addition, several Class C resolutions, including selection of a faculty member on the Board of Regents, fostering multi-unit interdisciplinary research, and environmental stewardship were approved over the course of the past year.

“Other achievements included conducting the first election of the Secretary of the Faculty instead of this position being a Presidential appointment; a resolution to install seatbelts in University-operated vans; the preparation of 2 documents to aid faculty in navigating a dispute resolution; and the formation of an *ad hoc* Senate Committee on Academic Quality and Rigor to review academic standards applied to courses. Led by the Senate Committee on Planning and Budgeting, the Senate made an enormous effort to understand the budget and the budgetary process. As Gail Stygall will report, we did so with mixed success. We were mindful of the necessity of trying to build in safeguards to protect the university budget in times of financial difficulty at the state level. Also, led by Paul Hopkins, a member of the SCPB, we worked through a model of redistribution of internal funds generated from retirements to fund salary increases. Now we need both courage and administrative support to implement it.

“I am hopeful that work we began on the definition and development of three issues will continue next year: 1) revision of the RCEP process (Re-organization, Consolidation and Elimination of Programs); 2) restructuring the senate; and 3) possible formation of a College of the Environment.

“The second and third of these issues are on the today’s agenda for further discussion. Provost Wise will lead a discussion on the College of the Environment and Gerry Philipson will do likewise for the senate restructuring issue.

“I would also like to add a few comments about the College of the Environment. At last week’s Board of Regents meeting, the Provost provided a ‘Draft Proposal to the UW Board of Regents to Establish

a College of the Environment at the University of Washington.’ This 65-page document is a business case, which the Regents requested, to describe how the proposed college might work. The Senate leadership strongly encouraged the Provost to make this document widely available to the faculty so that they might read it to better understand what is being proposed. This proposal is now available on the web by going to the UW’s home page, search on ‘College of the Environment’.

“Unfortunately, some faculty have taken this document as meaning this is a ‘done deal’. Let me assure you that this is not a done deal. The Provost expects that there will be much discussion over the next year about this proposal; furthermore, a more in-depth internal document of the academic goals of the College will be developed over the coming months. And if this proposal does move forward, the Senate Committee on Planning and Budgeting will be conducting a rigorous RCEP review.

“So I would ask the faculty to read the ‘Draft Proposal’ with an open mind. Out of curiosity, I did do a word check for the word ‘proposed’ in this document. There were sixty hits, almost one per page. So I think this is a proposal, not a done deal.

“Finally, I would like to thank the President and Provost for their help and advice over the past year. We experienced a rough patch here and there but overall, I think we were able to establish a good working relationship. And I thank you for recognizing the importance of shared governance.

“Earlier this month, Professor Emeritus Harold Amoss of Urban Planning died. He served as Chair of the Faculty Senate in 1979-1980. Nancy Bradshaw provided me with a copy of his farewell remarks that he delivered to the Senate on June 6, 1980. He began by saying, ‘It hardly seems worthwhile simply to review the Senate’s accomplishments this academic year, now nearly over, because most items on the list would be the same from year to year.’ I read several other farewell addresses by more recent Chairs of the Faculty Senate and this is true. Common themes do emerge. Budgetary and salary issues are nearly always mentioned. As Chairman Amoss phrased it, ‘The Senate was at its best when it made recommendations on a faculty salary plan.’ A critical but unanswered question was, ‘Who is making the critical decisions, particularly those relating to the allocation of resources that are getting very scarce?’ We would also like to know not only who, but how these decisions are made; that is, how priorities are established. He also asked, ‘why not include a professor on our Board of Regents?’ And finally, ‘the Faculty Councils have all performed well’ and the success of the Senate office depended on the excellent work of its staff. All still true today.

“And so it goes—the work of the Senate. In any one particular year, the advance seems relatively small. But I have tried to emphasize that our efforts ‘add value to the system.’ Over the years, I think the record shows that the work of the Senate has resulted in significant improvements in the lot of the faculty and has helped to more clearly define the lasting core values of the University. In any case, we should note, as Ross Heath did in his farewell remarks, that ‘from a historical viewpoint, the only well-archived records of the internal workings of the University are those of the Senate and its councils. Thus, if the worst should ever happen, our version of history will likely be the one that prevails!’

“Thank you. That ends my remarks.”

3. Report of the Provost & Executive Vice President – Provost Phyllis Wise
College of the Environment Update.

Provost Phyllis Wise thanked the Senate for the opportunity to deliver an update on the evolution of the UW College of the Environment (COE). She began by commenting on how the process has benefitted from input from Faculty Senate leadership over the past year. If Regents approve the College at its meeting in June, the College will be in place as a “shell.” The current iteration of the proposal can be seen on the UW’s website for the College of the Environment which also has a link from the website of the Board of Regents. The idea for this proposal was conceived in the realization that the environment is the largest challenge of our generation, and that involvement of the Academy will be critical in meeting that challenge effectively. She emphasized that this is still a proposal. The draft on the website is constantly changing in response to input from faculty, and she welcomed any further questions or comments from the Senate today.

Professor Charles Eriksen, Applied Physics Laboratory (APL), remarked that the draft proposal to the Regents to establish a College of the Environment states that the seven existing proposed core academic units and centrally-administered units were responsible for more than \$60 million in direct expenditures from external sources. At this level of productivity, the proposed College of the Environment would be one of only five colleges within the UW to conduct more than \$20 million in research and development annually. Eriksen's question to the Provost concerned the fact that the College of Ocean and Fisheries Sciences (COFS) last year had over \$65 million in direct expenditures from external support. His point in asking was to make the Senate aware 1) that the proposed COE (College of the Environment) is actually smaller by this measure than an existing college whose dismantling is being proposed and 2) that the APL, for which applied research is a mainstay, is not being included in the proposed College of the Environment even though encouraging applied research is one of the key rationales for its formation.

A number of APL scientists have academic appointments in the School of Oceanography as WOT faculty and contribute considerably to the School's research and graduate education activities. Eriksen expressed his concern that the separation of APL from a common college may jeopardize the relationship with Oceanography that has been forged under COFS, a concern that is shared with a number of colleagues in both units. The Provost assured Professor Eriksen that these concerns are being taken into consideration in the progressive drafting of the proposal.

William Wilcock, Oceanography, inquired about the process of populating the new College. What would happen if the College were formed and the designated units declined to be included? The Provost responded that initial votes of engagement so far (although not final votes) had been taken in Atmospheric Sciences, Marine Affairs and the College of Forest Resources and all those votes had been favorable.

Susan Whiting, Political Science, asked how social sciences would be involved in the College. The Provost reported that Judith Howard, Divisional Dean of Social Sciences, had been integrally involved in the proposal. She projected that over the next five years, ten of the twenty new faculty FTE would be dedicated to social scientists. It would be up to the new Dean, however, whether those new FTE would reside in the college or have joint appointments with other departments.

4. Report from the Senate Committee on Planning and Budgeting – Professor Gail Stygall, Committee Chair.

Senate Committee on Planning and Budgeting (SCPB) Chair Gail Stygall remarked that this would be the last time that she would address the Senate as a member of the Senate leadership. Over six years, from an occasional report as Deputy Legislative Representative, to speaking at every meeting as Legislative Representative, Vice Chair, Chair of the Faculty Senate or Chair of the Senate Committee on Planning and Budgeting, she has appreciated having the opportunity to speak to the campus wide community of faculty. Given this final opportunity, she expressed her thanks for the hard working members of the SCPB: John Bramhall, Anesthesiology, Steve Ellis, Physics, Jim Gregory, History, Paul Hopkins, Chemistry, Brad Holt, Chemical Engineering, Marcia Killien, Nursing—who constitute the at-large members, and Dan Luchtel, David Lovell, JW Harrington and Gerry Philipsen, who constitute the Senate leadership. She also expressed her thanks to Sandra Archibald, the representative from the Board of Deans, and Gary Quarfoth, interim Vice Provost for Planning and Budgeting and Phyllis Wise, Provost. This committee demands time, energy and thoughtful response, far more than the typical committee.

The University of Washington has a huge and diverse budget. It includes more than \$2 billion in the Consolidated Endowment Fund. There's \$1.2 billion in the invested funds, made up primarily of the operating funds of the University invested in short-term, liquid accounts, and a little more than \$1 billion in research funds awarded to faculty at the university. The state of Washington provides only about \$400 million to the budget and student tuition another \$295 million. Almost all of the instructional costs, faculty salary in particular, are carried on these state funds. The various sources of funds have different restrictions on how they may be used, complicating an already opaque view. Faculty coming into SCPB spend a great deal of time learning the budget.

Before leaving the office Stygall wanted to review areas that continue to challenge faculty leaders. When she initially ran for office as part of the Senate leadership, budget transparency was one of her critical issues. Although many things have improved, more progress is necessary. Senate leadership

trusts that the incoming Vice Provost for Planning and Budgeting, Paul Jenny, who comes to us from Berkeley where the faculty are more widely involved in budget processes, will help in that progress.

So what needs to improve? First, faculty needs a more transparent connection between expenditures and source of funding. What faculty sees in SCPB is an incremental budget for the next budget year, the increase in funds assigned to a particular category. What faculty doesn't see is the tracing of the multiple sources of the funds for each category, although there is a general division between operating fund sources and indirect cost recovery. But as an example of expenditure and source that faculty doesn't see is how, for example, funds from summer quarter are allocated, or how the interest on the invested funds are allocated. Without that clear relationship, it is sometimes difficult to clarify what funds might be available for faculty raises. The budgeting process has been moved up in time, making it possible for SCPB to comment on budgets before they go to the Regents. This is an improvement but clarifying the relationship between the less typical funding sources and how they are allocated would be an even bigger improvement.

A second area of improvement should come from SCPB having a better understanding of and better access to the budgets of self-supporting programs. It isn't just Educational Outreach that is self-supporting. UW Technology (formerly C & C) is self-supporting as is Parking/Transportation. In the case of UW Technology departments and units are charged a tax on their operating funds and these "taxes" may be going up. In the case of Parking/Transportation, faculty, staff and students pay a "tax" from their own funds. Educational Outreach was the only self-supporting unit that we were able to review this year. Out of that review came a proposal from SCPB to shift some of the funds from summer quarter to nine month faculty supervising summer thesis credits, especially important to nine month faculty with summer grants who otherwise without other university income are not allowed to work with summer students who are not working on their grants. That proposal, which was recommended to the Provost, is now under her consideration.

A third area of improvement should be the development of a long-term faculty salary policy. The faculty does not have such a policy and none seems to be on the horizon. There are some goals about reaching the 75th percentile of our HEC Board peers, or the 60th percentile of the Global Challenge state, but as UW faculty approaches that first goal, there is no announced commitment to a program that will maintain those salaries in the face of what may be a declining state budget. Moreover, the policy of going to Olympia and asking only for increases in per student funding may not be in the faculty's best interest. An increase in per student funding that is specific to, say, an increase in engineering faculty, is not a general raise for the faculty. Additionally, each time that the University has itself increased faculty salaries beyond what the state has allocated means that the UW's obligations have increased on salaries while the state's obligations have not increased by the same amount. It may be time to go to the legislature and ask straightforwardly for faculty raises of a certain percentage as Washington State is doing this year.

Finally, the most important means for addressing these improvements in what SCPB can achieve is to improve the funding of the Senate. At present, there is no funding specifically for SCPB. Unlike many schools in the University of California system, we are woefully understaffed. Where UC Davis has seven Senate staff and UCLA has twelve including several budget analysts, we are stretched to the limit, guided only by what time the faculty members on the committee can eke out to do financial analysis. Compared to the millions of dollars spent campus wide on administrative support, the Senate's support is minimal: it amounts to the released time for the Senate's Chair and Vice Chair, and a single staff member. If faculty are to be partners in the budget process, even consultative partners, this situation needs to be remedied.

Again, she told the Senate that it had been an honor to serve, and she encouraged senators to continue asking hard questions about the coming budgets, here in the Senate, in SCPB, and in their colleges and departments.

The Senate responded to Stygall's remarks with a round of applause in appreciation for her service.

In response to a question about why the Senate had no budget analysts on staff, Stygall repeated that there were insufficient funds provided for the Faculty Senate.

Senate Vice Chair David Lovell expressed his personal thanks, as well as thanks on behalf of the Faculty Senate, for Stygall's many years of service to the faculty and the University of Washington. The Senate again responded with a round of applause.

5. Legislative Report – Professor James W. Harrington, Faculty Legislative Representative.

Given the length of the agenda and the number of important issues to be considered at this last meeting of the academic year, Professor Harrington kept his remarks to three brief points and encouraged Senators to contact him with any further comments or questions.

1. At its last meeting, the Board of Regents approved the make-up of the Performance Agreement Committee tasked with the responsibility to come up with guidelines and benchmarks that the University would request from the State. This committee includes Harrington, Paul Hopkins, Gail Stygall, Wendy Thomas, and William Zumeta. The work will be done early this summer.
2. The Council of Faculty Representatives (CFR) has been asked to appoint a faculty representative on a state-wide working group to discuss electronic learning. The University of Washington has nominated Tom Norris, from the School of Medicine, who has a strong background in electronic learning. The CFR will have the final word on who, from nominees submitted from all institutions of higher learning, will serve on this working group.
3. Finally, Harrington reported that he would be meeting with faculty and administration leadership and state legislators over the summer to develop a legislative agenda for the 2009 session. In addition, he will draft procedures that the Faculty Senate may want to consider for nominating to the Governor a faculty member to serve on the Board of Regents, whether or not state law is changed to mandate a faculty Regent. This exercise in itself could be an effective way of illustrating the significant contribution a faculty member would bring to the work of the Board.

6. Report from the Faculty Athletic Representative – Professor Patrick Dobel. **{Exhibit A}**

Tyrone Willingham, University of Washington Head Football Coach.
Eric Godfrey, Vice Provost, Student Life.

Chair Luchtel then introduced three guests who will be addressing issues of concern related to intercollegiate athletics.

Professor Patrick Dobel began, introducing himself as the current Faculty Athletic Representative (FAR), and Professor in the Evans School of Public Affairs, specializing in leadership, ethics and strategy. The FAR is a presidential appointment and serves as liaison to the Senate, the Senate Executive Committee (SEC), the Advisory Committee on Intercollegiate Athletics (ACIA), and the Faculty Council on Student Affairs (FCSA).

He explained that today's presentation would include a brief summary of recent NCAA reforms and the resulting algorithm now applied to measure academic success of students involved in Intercollegiate Athletics. Following that summary, Coach Willingham and Vice Provost Eric Godfrey will address concerns raised by the *Seattle Times* articles that appeared three months ago, depicting the culture of the last football team to win a Rose Bowl. The articles clearly illustrated a culture that had lost accountability and any sense of academic vision for the student athletes involved.

First, the brief summary of recent NCAA reforms. These reforms included institution of the athletic progress rate (APR). He invited Senators to review attachments to the agenda that illustrate how these work and provide a snapshot of how an athletic program is performing academically. Dobel described the APR as a "simple, clean formula" using identifiable variables that can help determine if a student will graduate. Those variables are: 1) Did the student remain in school or leave, and 2) Did the student stay academically eligible. Eligibility is defined by: 1) a 2.8 GPA, 2) did the student complete six credit hours of graded class work that counted toward that 2.8 GPA, and 3) did the student have 27 hours of credit for the 9-month period?

After considerable discussion, the NCAA established a minimum APR of 9.25, representing a 60% graduation rate. It measures whether, for a given team, a significant number of athletes are maintaining the eligibility defined above. With this reform, for the first time, a team can be penalized

by the NCAA for not performing academically. Those falling behind the 9.25 rate for two years begin to lose practice time. After three years, a student loses the right to participate in post season competitions or bowl games. Ultimately scholarships can be lost. This provides an effective incentive for a coach to balance his efforts between winning games and maintaining an academically viable team.

Dobel cautioned, however, that creating a culture based entirely on punitive incentives can be a challenge. The obvious pitfalls in this case would include the evolution of “easy courses” or “easy majors” that are provided for and/or pursued by student athletes. It is difficult to address this problem because the professors who teach the courses are protected by academic freedom. And, once established, these “easy” courses become popular with the students at large as well. The UW has approached these problems by monitoring the distribution of majors and independent studies courses completed by student athletes each quarter. These statistics are regularly reported to the ACIA. The option of placing caps on classes where more than 25% of students enrolled are student athletes is being considered. In summary, the institution of the APR has dramatically improved the student-athlete culture at the UW. It has presented new challenges, but those challenges are being addressed effectively.

Dobel introduced the second issue (the series of articles by the *Seattle Times*) by reporting that after the articles appeared, the ACIA spent numerous hours isolating the major issues and then meeting with administrators, such as Vice Provost Godfrey and the Athletic Director, as well as with the SEC and the Faculty Senate – with a commitment to hold the feet of the Athletic Director to the fire around those major issues. The major issues include the disturbing reports that athletes involved in criminal behavior were being treated differently than other students and other citizens. Vice Provost Godfrey will address this. Another issue is the team culture – which can easily become problematic, such as was recently the case with Washington State University. Coach Wilingham will address this issue.

Vice Provost Eric Godfrey began his remarks by noting that the work of the Division of Student Life and Intercollegiate Athletics intersect at many levels – much more so now than in the past. His office works on a range of issues that apply to all students, but the issues he will address today relate to the Student Conduct Code and the role of the police on campus.

Godfrey emphasized his commitment to the notion that every student must be treated the same. The Student Conduct Code, and the interaction of police with our students are currently very well understood by those involved in implementation of those policies and provisions. The policies are followed closely without regard to whether a student is an athlete.

Another relatively recent change came with the transfer of the University Police Department from Business Services to Student Life. When students are the object of interest of our police, Godfrey is informed. If the student is an athlete, Godfrey informs the Athletic Director. The police then proceed with an independent investigation. Both he and the Athletic Director are aware of the investigation, but do not interact with the police while the investigation is underway. With that, Godfrey opened the floor to questions.

William Wilcock, Oceanography, asked Godfrey if UW administration believe the allegations, that students in the past were given preferential treatment in the eyes of the law, were true. Godfrey responded that the incidents recounted in the *Seattle Times* articles happened several years ago and do not reflect the current culture with regard to student conduct and especially the conduct of student athletes. He added that some of the representations presented in the article were not entirely accurate and that of these, a number would be impossible to confirm. It is difficult to address this question as there has been a complete change in the players involved since then.

Another faculty member noted that if the journalist could go back to original sources, the UW should be able to do the same. Again, Godfrey reiterated that the characters and culture of student athletes at the UW has changed dramatically since then.

Mark Cooper, Biology, suggested that focus on the past is sometimes indicated. He recalled that President Gerberding had been able to articulate his “disgust” concerning the incident several years ago that cost a UW student the sight in one eye. He would welcome a parallel expression from administration that acknowledges what had happened with the young woman involved in the articles. He wondered if the President ever sent a letter of apology that the Senate had requested.

Godfrey responded that in his view, from what he has seen and heard, the UW Police Department has always acted independently. He has no knowledge to the contrary currently or in the past.

Cooper clarified that his concern was that UW lawyers had somehow influenced the police involved in the case. Godfrey responded that he had no knowledge of that being the case. He assured Cooper that the UW Police Department acts completely independently and ethically now. Clear protocols would preclude police from communication with anyone except himself and the Athletic Director. In addition, the Student Conduct Code has extended its jurisdiction to the neighborhood north of 45th and includes criminal activities by students.

A faculty member reiterated that the important point here is the possibility that the UW became involved in this police investigation. Who at the University would be able to report knowledgeably about this?

Godfrey replied that this does not relate to UW policy. The UW has clear jurisdictional boundaries. Its jurisdiction ends at the boundaries of the campus, with the exception of an expanded presence north of 45th with the new Code.

Coach Willingham then addressed the Senate, thanking Chair Luchtel, the Provost, and FAR Dobel for the opportunity to address the Senate. He acknowledged the sensitivity of the issues being discussed so far today and hoped he could assure Senators that the culture and values of the Intercollegiate Athletics Program today have evolved significantly since the time reflected in the articles.

He began his remarks with some biographical data – being raised in humble circumstances in a two-parent home. His father was able to complete the 5th grade before having to go to work for the family, and his mother was a life-long teacher. Both, however, were committed to the importance of education and in particular to making sure their children were well-educated. Everything he brings to his current position is firmly grounded in this value.

Rather than priorities that are numbered one, two and three – all his priorities (winning games, fostering good students and fostering good and respectful citizens) are *first* priorities. He does not believe compromise is necessary; these priorities are inter-twined. Maintaining that resolve in a competitive environment is a challenge, but one that he believes is achievable.

Although the events reported in the *Times* articles occurred before he came to the UW, he believes they have had a significant impact on him, the team and the University. He has struggled in dealing with them, particularly in his efforts to recruit new players, and they have made it harder to accomplish what he had hoped to do at the UW. But despite those challenges, with the support of the ACIA and the APR, he believes his team, and Intercollegiate Athletics are slowly changing and becoming a culture that reflects the goals and expectations of higher education.

Bruce Balick, Astronomy, suggested that university-age students are all likely to be pushing the limits and some push those limits without demonstrating respect. How does Intercollegiate Athletics identify this tendency toward disrespect and how does it deal with it?

Coach Willingham responded that student athletes are monitored much more than typical students. In so doing, faculty and staff can pick up on these issues early, hopefully before they develop into problems (for example, associated alcohol or drug abuse) – and get those students the intervention and/or counseling needed. Most of the student athletes love to participate in their sports. Knowing that they will not be able to play if they don't follow the rules is pretty effective incentive to follow them. Another important way of dealing with this concern is to be very mindful of these issues when recruiting students.

Vice Chair David Lovell acknowledged progress made as a result of applying the APR to monitoring student athletes who may not have been admitted as regular students. He questioned, however, how a student's commitment to education is assessed and what Willingham's role is in that assessment.

Willingham responded that he is critically involved in that assessment – and is committed to having students who are dedicated about education as well as athletics. He recounted that he had grown up

during a time and when racial segregation prevailed. He knows how it feels to be “out of place” – and he works hard to ensure that the student athletes he brings into the University of Washington will not suffer that feeling due to a lack of ability to perform at the academic level of his or her fellow students. He believes that those who come into Intercollegiate Athletics (ICA), even those with special needs, will succeed if their commitment to changing their lives is clear. If the commitment is there, ICA has great potential for supporting and helping those students to succeed academically.

Christoph Giebel, International Studies, expressed his concern, and that of his faculty colleagues, that the Senate should play a more active role in resolving the issues and questions raised by the *Seattle Times* articles and proposed the possibility of forming a faculty committee to address those issues. Executive Vice Provost Doug Wadden, speaking as a faculty member, responded that the Senate had created the Advisory Committee on Intercollegiate Athletics (ACIA) to actively monitor the activities of Intercollegiate Athletics. ACIA has been doing so effectively for a number of years and would willingly address specific issues brought to it through the Senate, the SEC, or by individual faculty members. Is another faculty committee needed at this point? Geibel responded that the concern was generally focused on the treatment of the rape victim and whether she was being heard. Wadden doubted that any faculty committee, the ACIA or the Faculty Senate, could participate in that investigation. If specific issues can be identified and presented to the ACIA, that committee is optimally placed to consider such concerns.

SCPB Chair Gail Stygall expressed great appreciation for Willingham’s support of academics. She did not question the progress made in ICA since his appointment. Nevertheless, the *Seattle Times* articles suggested that UW attorneys had worked to discredit the victim’s character and testimony. Do those attorney’s still work at the UW? Mark Cooper, Biology, added that his perception is that faculty members are very distressed. Many faculty in his department had signed a letter to President Emmert asking him to assure the on-going safety and well-being of all students. He feels it is very appropriate that faculty and the Senate be concerned, and that concern might be manifested through a statement or an investigation. As a historian, Giebel stated that it is important that faculty understand what happened and that it’s disturbing that many of these questions remain unanswered. Wadden reiterated that there are committees in place to handle these concerns. These committees can look at policies that might be revised and improved, but he sees no evidence that information has been suppressed by the UW.

Faculty Athletic Representative Patrick Dobel questioned whether these articles should be regarded as history instead of as journalism. He reported that he had worked with the reporter for these articles over six months and given that process, the articles may well have been written with a very different slant. The final product of the reporter’s research was newspaper articles – not history. They do not reflect the complexities that would be included in a historical approach to the same material. A number of these complexities are currently the object of litigation and cannot be addressed until court cases are concluded – but that cannot be considered stonewalling.

William Wilcock, Oceanography, asked if the articles are not “history,” how can he and his colleagues find out the truth. Does the UW have a position on whether the allegations in the article are true or not? Dobel responded that the UW does not have a position, given continuing litigation. He again encouraged Wilcock, and others concerned, to follow Wadden’s advice to identify issues of concern, and to forward those concerns to ACIA, in order to ensure that the allegations reported in the articles never occur again at the UW.

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

The President was unable to attend the meeting; there was no report.

8. Summary of Executive Committee Actions and Upcoming Issues and Actions of May 5, 2008.
- Minutes of the April 7, 2008 SEC meeting and April 24, 2008 Faculty Senate meeting were approved;
 - The dates for the 2008-2009 meetings of the Senate Executive Committee and Faculty Senate were approved attached as **{Exhibit B}**.

Faculty Senate Chair Luchtel noted that item number eight on the agenda lists actions taken by the Executive Committee during its meeting of May 5. He encouraged Senators to pay particular attention to Exhibit B, the dates for the 2008-2009 meetings of the Senate Executive Committee and the Faculty Senate.

9. Announcements.

There were no announcements.

10. Requests for Information.

There were no requests for information.

11. Nominations and Appointments.

Action: Approve nominees for Faculty Councils and Committees. **{Exhibit C}**

Luchtel then referred Senators to Exhibit C of the agenda. On behalf of the Executive Committee, Vice Chair David Lovell then nominated members to serve on faculty councils and committees as listed on the attachment. Luchtel asked if there were any further nominations from the floor, and Senator Eric Stern (Medicine) made a motion to nominate Kevin O'Brien (Medicine/Cardiology) to serve on the Faculty Council on Faculty Affairs. The motion was seconded and approved by a vote of the Senate.

The nominations were approved as amended.

12. Memorial Resolution.

Vice Chair Lovell asked that the minutes of this meeting record the sorrow of the entire faculty upon its loss by death of these friends and colleagues:

- Professor Emeritus Harold Amoss of Urban Planning who also served as Chair of the Faculty Senate 1979-80 died May 5, 2008 after having served the University since 1963.
- Associate Professor Kathleen Clayson of Laboratory Medicine who died April 18, 2008 after having served the University since 1969.
- Professor Jacqueline Leiner of Romance Languages and Literature and Comparative Literature who died April 5, 2008 after having served the University since 1963.
- Clinical Associate Professor John Riley of Medicine who died May 13, 2008 after having served the University since 1969.
- Professor Emeritus Robert Sutermeister of Management and Organization who died May 12, 2008 after having served the University since 1940.

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.

Chair Luchtel invite the Senate to approve the resolution by a standing vote. The resolution was approved.

13. Unfinished Business.

Faculty Senate Restructure Proposal – Gerry Philipsen, Secretary of the Faculty. **{Exhibit D}**

Secretary of the Faculty Gerry Philipsen presented details of the latest iteration of the proposal (attached as Exhibit D) for smaller Faculty Senate. He also provided, at the request of members of the Senate Executive Committee, information and Faculty Senate Attendance, appended to these minutes at the end of Exhibit D.

1. New speaking and voting members:

- representatives of the eighteen elected faculty councils of the schools, colleges, and campuses;
- immediate past chair of the Faculty Senate;
- the Provost.

2. Opportunity for senatorial representation of each of the University's 129 departments.
3. Proportional representation, e.g., one senator per 100 voting faculty in a department; one per 70?

Senate: approximately 172 members maximum contrasted with the present 282, a restructured and leaner body.

Benefits:

- Includes new categories of members whose distinctive frame of reference would be invaluable;
- Greater opportunity for members to speak;
- Considerable efficiencies in elections, voting, and administration;
- Greater flexibility in physical arrangements, e.g., room size, microphones, and seating.

A smaller Senate Executive Committee that includes:

- Chairs of all 14 Faculty Councils (as speaking but not voting members);
- Senators who are elected by the Senate, to represent, with vote, the breadth of the University;
- *Ex officio* members.

The size of the SEC would be reduced from approximately 30 to approximately 13 voting members plus Chairs of 14 Faculty Councils. The decrease in voting members will provide useful flexibility in scheduling.

Philipsen noted that he and Senate Leadership will be responding to any feedback received today to further fine-tune this proposal in order to turn it over to the Faculty Council on Faculty Affairs for their review and consideration. If they see fit to draft legislation to institute this proposal, or a proposal of their own, it will return for two more sessions of Faculty Senate consideration. Review so far has included considerable passion and commitment. Many have expressed great interest in being part of the Senate and Senate Executive Committee, and Philipsen believes the current proposal would establish a better structure for the Senate. This is not a dramatic transformation but one with significant improvements.

Eric Stern, Radiology, requested clarification on the plan for the Senate Executive Committee and how representation from the ten faculty groups would now be handled. Philipsen responded that the ten faculty groups are a somewhat arbitrary way of grouping departments. He would like to move to a different system, and one possibility is to appoint a representative from each of the three largest schools and/or colleges – then cluster some of the others into three or four groups that would each have a representative with a total of six or seven elected representatives. Stern reiterated his concern that decreasing the number of faculty members involved in governance is a loss. There are many voices and lots of opinions among faculty. The smaller the Senate and SEC become, the more the conversation is limited to the same small group of people. Stern's concerns were supported by a number of other Senators during the discussion. Philipsen responded by stating that the current proposal provides for 129-140 faculty members representing their departments. In addition, there are another 32-36 *ex officio* members.

Senate Chair Luchtel suggested that discussion be concluded, due to the time, and the Class B legislation yet to be considered. In response, a Senator suggested scheduling a continuation meeting to complete this important discussion. Senate Parliamentarian, Joe Janes pointed out that discussion on this issue will continue for some time to come, without having to schedule a continuation meeting. This proposal will go to the Faculty Council on Faculty Affairs, which may or may not decide to propose legislation changing the *Faculty Code* regarding the structure of the Faculty Senate. If legislation is proposed, it will cycle two more times before the SEC and the Senate before a vote of approval is taken by the Senate. If approved, the legislation must be voted on by the Faculty. This is not a *fait accompli*. The suggestion to schedule a continuation meeting was dropped. Faculty Council on Faculty Affairs (FCFA) Chair Jan Sjøvik stated that he would welcome any and all input to the FCFA deliberations of this proposal, in person or in writing, at any FCFA meeting.

At the conclusion of this discussion, Vice Chair David Lovell offered thanks to Gerry Philipsen for his service as Secretary of the Faculty, whose term will be concluding at the end of June. He noted that

Gerry had stepped into a difficult position and had done so with honor and honesty. The Senate responded with a round of applause.

14. New Business.

Class B Legislation. {Exhibit E}

Janet Primomo, Chair, Faculty Council on Tri-campus Policy.

George Dillon, Chair, Faculty Council on Academic Standards.

Title: Undergraduate Cross-Campus Enrollment Policy.

Action: Approve for distribution to the faculty.

Chair Luchtel announced that the new business under consideration today is attached to the agenda as Exhibit E and is Class B Legislation regarding the undergraduate cross-campus enrollment policy.

He explained that Class B legislation changes non- *Faculty Code* sections of the *University Handbook*. After review by the Senate Executive Committee, the Faculty Senate considers Class B legislation once and then sends it to the university president for review. Within ten days of approval of the action by the president, the Class B legislation is duplicated in a *Class B Bulletin* and sent by the Secretary to each member of the faculty. The legislation becomes effective if there are no objections within 21 days of its publication. To be effective, the objections must constitute five percent or more of the voting members of the faculty, or by two-thirds of the eligible voting faculty at either UW Bothell or UW Tacoma.

On behalf of the Senate Executive Committee, Vice Chair David Lovell moved that the Faculty Senate submit to the faculty in a Class B Bulletin, the Class B Legislation amending the *University Handbook* attached as Exhibit E to the agenda.

Luchtel then introduced Janet Primomo, Chair of the Faculty Council on Tri-campus Policy (FCTCP), and George Dillon, Chair of the Faculty Council on Academic Standards (FCAS), who would provide information on the legislation.

Dillon explained that this legislation is an outgrowth of discussions within FCTCP and FCAS last year regarding cross-campus registration that would have included dual majors. The proposal was dropped last year, then picked up again this year, without the provision for dual majors. He believes both Councils have been guided by pragmatism and good sense, and have strived in this legislation to maintain the integrity of the home campus of each student. Primomo continued by stating that the purpose of the legislation is to codify *ad hoc* policies that have evolved for undergraduate students and which are, in reality, already in place. Primary changes are in Section 3, delineating cross campus enrollment policy. Other changes are for the most part housekeeping changes. She assured Senators that the changes had been extensively discussed by faculty and appropriate staff.

The legislation was approved by a vote of the Senate.

15. Adjournment.

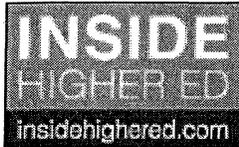
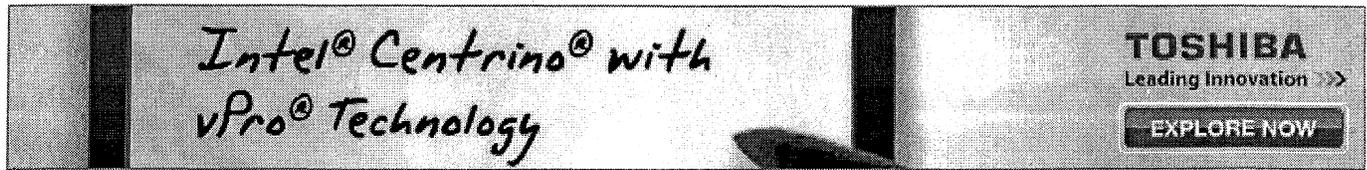
Before asking for a motion to adjourn, Vice Chair Lovell asked for the floor. On behalf of the Senate, he expressed appreciation for the work and dedication to faculty issues demonstrated by Chair Luchtel over the past academic year. The Senate joined him in a round of applause for the Chair.

The meeting was adjourned 4:48 p.m.

PREPARED BY: Gerry Philipson, Secretary of the Faculty

APPROVED BY: Dan Luchtel, Chair, Faculty Senate

Advertisement



May 7

Progress and More Potent Penalties

As recently as two years ago, the only way a college could get in trouble with the National Collegiate Athletic Association was to break one of its rules, be it a serious one like engaging in academic fraud or a comparatively minor one like giving a recruit a few extra t-shirts. But no amount of academic failure by players could lose a team a scholarship, require it to give up practice time, or bar it from a bowl game or the NCAA tournament. That reality made it easy — as many critics of the NCAA did, and in some cases still do — to question how seriously the overseer of big-time college sports and the college presidents who run it take the academic nature of the enterprise.

The NCAA's announcement Tuesday of the latest step in its multiyear campaign to assess the academic progress of Division I teams may not persuade the stingiest skeptics of college sports that the NCAA and its leaders care as much about academics as they assert; association officials continue to play down the likelihood that athletes are meeting its eligibility standards through watered down courseloads or the sort of academic shenanigans that have been revealed in recent controversies at Auburn and Florida State Universities and the University of Michigan.

But the association's report Tuesday on the performance of more than 6,000 Division I teams on the NCAA's Academic Progress Rate measure also revealed undeniably that the group is willing, as never before, to punish colleges when their athletes fail to perform in the classroom. A total of 218 teams at 123 colleges — there are 329 members of Division I, and a college-by-college database of their outcomes appears here — will be penalized in some form this year because they fell short of the NCAA's minimum standards in the 2006-7 academic year.

One hundred thirteen of those teams will lose scholarships because their 2006-7 APR score fell below the NCAA's threshold of 925 (out of 1,000) and because at least one athlete left college in poor academic standing; 35 of those teams, and 44 additional squads, will receive a public warning because they scored below 900 in multiple years and are on track for "historical" penalties. And a total of 26 teams face scholarship losses and restrictions in practice time because they qualified for historical penalties for the second straight year.

If some of those teams fall short again next year, they could be barred from postseason competition, which is about the most serious penalty the NCAA imposes on rule breakers. "Those are serious penalties, and a number of teams face them," said Myles Brand, the association's president.

During Tuesday's announcement, Brand and other association leaders spent far more time emphasizing how much progress Division I teams have made than they did discussing the toughness and significance of the penalties being imposed. But in their eyes, the two are intimately connected.

"We are taking action when it's needed to make sure our member institutions, and especially [athletics directors] and coaches, recognize that we're serious" about academic performance, said Walt Harrison, president of the

University of Hartford and chairman of the NCAA's Committee on Academic Performance. "But the real goal is to enhance the academic success of our student-athletes."

On that front, Harrison and Brand argued, the signs are positive. The four-year average Academic Progress Rate rose by one point across Division I from 2005-6 to 2006-7, to 961, and the score rose or stayed level in 17 of 19 men's sports and 15 of 19 women's sports. Some of the lowest-performing sports have seen the most significant increases, with the APR in baseball climbing by 12 points and the average rate in football by 11 points since 2003-4. (To calculate the APR, each scholarship athlete can receive a maximum of two points per term: one for finishing in good academic standing and another for remaining enrolled at the institution. A team's APR is calculated by dividing the total number of points earned by the players on its roster for the year by the total number of points possible, then multiplying by 1,000.)

Brand cited as another sign of progress the fact that far fewer teams than predicted faced scholarship reductions when the second phase of the so-called historical penalties kicked in this year. At this time last year, the association projected that many hundreds of teams could be affected this year when the association generally lifted the "squad size reductions" that blunted the impact of the rules on teams with relatively few players. That only about 150 teams faced "immediate" scholarship reductions is one of numerous "genuine signs of measurable improvement," Brand said.

And last month, 712 teams earned recognition for placing in the top 10 percent of their peers in terms of the APR scores.

Troubling signs remain, though, Brand acknowledged.

Fifty three men's basketball teams — about one of every six Division I teams — were among the 218 to be penalized, and 39 of them lost scholarships. Twenty-six teams faced what the NCAA calls "occasion 2" penalties, meaning that they continued to fall below the 900 academic progress rate threshold for the second straight year even though the NCAA had worked one on one with them to try to improve their performance. And some number of colleges, Brand said, "have seen a steady decline in their APR scores in last four years.... For them, the situation is dire." (Brand declined to identify which colleges are in that situation, and it is impossible to identify them from the information on the NCAA's Web site because the association has removed the college-by-college data for previous years.

But it is not hard to identify colleges that are clearly struggling with meeting the NCAA's new academic regime. Institutions such as California State University at Sacramento (seven), Delaware State University four), Florida International University (five), New Mexico State University (six), San Jose State University, and the University of Alabama at Birmingham are among those that have multiple teams facing penalties for falling short of the NCAA's academic guidelines. Four of Sacramento's troubled teams qualify for historical penalties, meaning that they have been chronic problems, as are all four of Delaware State's low-performing teams, two of Florida International's, one of New Mexico State's, and all six of San Jose State's and Alabama-Birmingham's.

Brand and Hartford's Harrison said that having multiple teams fall below the mark should be a warning sign to a college's president and other leaders that something may be wrong in how the institution is allocating its funds. "The president should be alerted to the problem and review the approach taken by the athletic department," Brand said, posing the question: "Are we spending the dollars we're investing in athletics in the right way?" The goal of an athletics department should be to make academic opportunities available to athletes, he said, and repeated failure to improve academically raises the question of "are those academic opportunities being made available?"

"It [may make] more sense to put money into the development of academic resources than into the development of new suites" in a football stadium, Brand said.

Having "multisport problems," Harrison added, "should be a real red flag" for a president. "I hope presidents are taking historical penalties more seriously," he said, because it "suggests that you've had a problem for several years and haven't been addressing it."

Officials at the institutions singled out by the NCAA for having multiple teams with poor historical performance had a range of responses to the attention. All of them said that they were significantly upgrading their academic support services and had seen meaningful improvements in the academic performance of their athletes; the main differences in their reactions depended on how much they believed the NCAA had recognized their progress.

“That we face penalties for the academic performance of our student-athletes is unacceptable,” Brian Mackin, athletics director at Alabama-Birmingham, said in an e-mail message. “We are firmly committed to devoting the resources and attention necessary for improvement. We have taken a series of steps over the past two years to underscore this priority and our enhancements will continue this year when we hire two more academic support staff. We have expanded and enhanced our academic center and tripled the number of computers available. And, we have established group math and writing labs so that student athletes can get help in these key subjects. Clearly, our efforts are having an impact: 12 teams (out of 16) have current year APRs that now are above the 925 mark; with continued annual improvements our goal is for all teams to meet or exceed that mark in their four-year rolling average.”

Pete Garcia, athletics director at Florida International, praised the NCAA for recognizing that the university had made major changes to rebound from some miserable years in the early part of this decade — hiring seven new coaches, pouring additional funds into hiring additional tutors and buying laptops for athletes, among other things. From 2005-6 to 2006-7, the Academic Progress Rate of its baseball team rose by 200 points (from 725 to 925) and of its football team by 59 points, to 881 (still well below the NCAA’s threshold). The university still has its problems — its basketball team’s four-year APR still sits at 854 (down from the previous year), for instance.

But the NCAA granted Florida International’s request for a waiver of some penalties in football and baseball, awarding its full allotment of baseball scholarships and obviating the prospect of historical penalties in football.

“We can’t go back and fix” the older years, Garcia said, but the NCAA seems willing to focus on the question of “how much did you improve this year?... As soon as they see progress there, they’re willing to give schools relief.”

Not in every case, to the dismay of officials at San Jose State. In a prepared statement, they said they had “worked tirelessly” to appeal the NCAA’s decision to impose historical penalties on the university’s teams, which they said fails to credit San Jose State for the widespread changes it has put in place since 2005, when since a new president, athletics director and football coach came into their jobs. The four-year rolling average punishes the university for the fact that 58 football players left the university after the previous coach did. Over the last two years, the university has raised its overall Academic Progress Rate for athletes to 936 from 903, and the football team has raised its fall 2007 APR to 913 “and projections show a minimum of a 900 APR for the 2007-08 academic year — on track and ahead of NCAA mandates.”

“We cannot undo what has been done, but we can shape the future,” the statement said. “We remain steadfastly committed to marching down the path to academic success that has been laid since January 2005.”

— Doug Lederman

The original story and user comments can be viewed online at <http://insidehighered.com/news/2008/05/07/ncaa>.



University of Washington Athletics
Academic Results – Winter 2008

- **Seventeen teams were above a 3.00 gpa**

Women’s Basketball	3.00	
Men’s Crew	3.04	
Women’s Crew	3.07	
Men’s Cross Country	3.18	
Women’s Cross Country	3.47	
Women’s Golf	3.23	
Gymnastics	3.30	
Men’s Soccer	3.13	
Women’s Soccer	3.01	
Softball	3.05	
Men’s Swimming	3.21	(>20 student-athletes)
Women’s Swimming	3.35	(>20 student-athletes)
Men’s Tennis	3.42	(<20 student-athletes)
Women’s Tennis	3.54	(<20 student-athletes)
Men’s Track & Field	3.07	
Women’s Track & Field	3.10	
Volleyball	3.20	

Average Team GPA for department: 3.09

- **Most Improved Teams**

Men’s Soccer	2.84 to 3.13
Women’s Golf	2.86 to 3.23

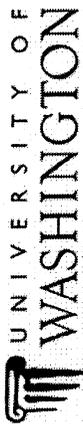
- **122 student-athletes made the Dean’s List**
- **344 student-athletes earned a 3.00 or better**
- **3 student-athletes earned 4.00 g.p.a**

Yonatan Cohen	Men’s Swimming
Jonathan Booker	Men’s Track & Field
Joseph Darda	Men’s Track & Field



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Teams	Winter 2008			Autumn 2007			Summer 2007			Spring 2007			Winter 2007		
	Qtr GPA	Cum GPA	Athletes												
BASEBALL-MEN	2.58	2.74	41	2.80	2.77	44	2.84	2.61	4	2.39	2.72	40	2.86	2.79	38
BASKETBALL-MEN	2.76	2.64	13	2.59	2.62	14	2.81	2.68	11	2.52	2.67	13	2.45	2.64	14
BASKETBALL-WMN	3.00	2.88	14	2.82	2.85	15	2.63	2.94	8	3.07	3.04	15	3.14	3.07	16
CREW-MEN	3.11	2.98	42	2.92	2.96	42	2.87	2.98	6	2.88	2.97	42	2.98	2.99	44
CREW-WOMEN	2.95	2.87	29	3.06	2.89	30	2.40	2.78	4	3.00	2.98	29	2.84	2.96	30
CREW-WOMEN	2.99	2.98	32	3.06	3.02	37	3.61	3.52	3	3.13	3.24	28	3.29	3.29	28
CREW-WOMEN	3.13	3.06	49	2.98	3.05	49	3.01	3.21	10	3.15	3.06	41	3.09	3.05	41
CROSS COUNTRY-M	3.18	3.13	8	3.11	3.11	9	3.68	3.20	2	3.18	3.08	12	3.13	3.17	16
CROSS COUNTRY-W	3.47	3.38	7	3.37	3.37	9	3.05	3.17	4	3.25	3.27	15	3.33	3.28	15
FOOTBALL-MEN	2.44	2.59	99	2.56	2.64	105	2.69	2.61	45	2.61	2.63	87	2.65	2.63	93
GOLF-MEN	2.92	2.74	6	2.72	2.60	8	3.70	2.00	1	2.35	2.66	8	2.68	2.71	10
GOLF-WOMEN	3.23	2.97	7	2.86	2.88	7				2.89	3.07	8	3.14	3.09	8
GYMN-WOMEN	3.30	3.20	16	3.44	3.18	16	3.67	3.23	7	3.32	3.20	17	3.37	3.18	17
SOCR-MEN	3.13	3.03	25	2.84	2.97	26	2.40	2.76	4	3.00	2.98	20	2.99	2.95	23
SOCR-WOMEN	3.01	3.03	27	2.76	3.03	28	3.08	2.99	5	3.13	3.14	22	3.17	3.14	22
SOFTBALL-WOMEN	3.05	3.03	17	2.87	3.02	18	2.75	2.97	7	2.97	3.07	17	3.12	3.04	18
SWIM-MEN	3.21	3.07	20	3.13	3.05	20	3.15	2.80	3	3.06	2.93	20	2.90	2.90	20
SWIM-WOMEN	3.35	3.17	22	3.11	3.11	23	2.94	3.06	7	3.24	3.09	21	3.16	3.07	21
TENS-MEN	3.42	3.35	12	3.43	3.33	12		3.46	1	3.04	3.28	11	3.32	3.32	11
TENS-WOMEN	3.54	3.38	12	3.25	3.34	10	3.78	3.53	5	3.27	3.06	10	3.04	3.04	10
TRACK-MEN	3.07	3.11	60	3.05	3.11	60	3.18	3.00	11	3.03	3.11	53	3.10	3.09	66
TRACK-WOMEN	3.10	3.17	57	3.17	3.18	55	3.40	3.09	11	3.13	3.14	56	3.16	3.12	58
VLYB-WOMEN	3.20	3.11	16	2.98	3.10	16	3.23	2.92	8	3.25	3.17	15	3.22	3.16	14



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	Winter 2008		Autumn 2007		Summer 2007		Spring 2007		Winter 2007	
	Qtr GPA	Cum GPA								
Average Team GPAs	3.09	3.03	2.99	3.01	3.09	2.98	2.99	3.02	3.05	3.03
Average Athlete GPAs	2.97	2.95	2.92	2.95	2.93	2.92	2.97	2.95	3.00	2.98
Avg Undergraduate GPAs	3.20	3.19	3.20	3.18	3.21	3.11	3.21	3.20	3.19	3.19

	Winter 2008		Autumn 2007		Summer 2007		Spring 2007		Winter 2007	
	# of Stds	% of Athletes								
GPA Distribution										
0.00 - 1.99	61	10.0%	55	8.7%	46	29.1%	56	9.9%	42	7.1%
2.00 - 2.99	208	33.9%	256	40.5%	49	31.0%	203	35.7%	207	35.1%
3.00 - 3.49	203	33.1%	194	30.7%	26	16.5%	186	32.7%	210	35.7%
3.50 - 3.99	137	22.3%	119	18.8%	32	20.3%	116	20.4%	127	21.6%
4.00	4	0.7%	8	1.3%	5	3.2%	7	1.2%	3	0.5%
No. of Athletes	613		632		158		568		589	

	Winter 2008		Autumn 2007		Summer 2007		Spring 2007		Winter 2007	
	# of Stds	% of Athletes								
Comments										
**	11		5		24		3		8	
Dean's List	122		100		3		95		104	
Drop			1				3			
Probation	21		4		1		8		7	
Reinstate	1								1	
Warning	1		16				1			
Withdrawn from Qtr			1		10		1			

NCAA Division I 2006 - 2007 Academic Progress Rate Public Report

Institution: University of Washington

Date of Report: 05/02/2008

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2003-04, 2004-05, 2005-06, and 2006-07 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol.]*

The following chart represents by-sport APR averages for noted subgroups.

Sport (N)	Multiyear APR	Percentile Rank within Sport	Percentile Rank within All Sports	By Sport - Men's						
				All Division I	P u b l i c Institutions	Private Institutions	Football Subdivision	Bowl	Football Subdivision	Championship
Baseball (293)	968	70th-80th	50th-60th	938	928	959	942		939	932
Basketball (337)	943	60th-70th	20th-30th	928	918	948	925		931	932
Cross Country (300)	989	70th-80th	80th-90th	963	955	980	964		962	967
Football (239)	948	60th-70th	20th-30th	934	925	958	936		931	NA
Fencing (20)	NA	NA	NA	977	961	986	974		987	961
Golf (291)	967	40th-50th	50th-60th	962	955	974	965		960	962
Gymnastics (16)	NA	NA	NA	973	971	989	972		1000	955
Ice Hockey (59)	NA	NA	NA	970	961	980	975		981	972

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.
 N/A = No APR or not applicable.
 N = Number of teams represented.
¹ Denotes APR that does not subject the team to a contemporaneous penalty because the team is performing better than the institution's general student body, or based on institutional, athletics and student resources.
² Denotes APR that does not subject the team to contemporaneous penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 925 for that team to be subject to contemporaneous penalties. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.
³ Denotes APR that does not subject the team to historical penalties due to the team's demonstrated academic improvement and favorable comparison based on other academic or institutional factors.
⁴ Denotes APR that does not subject the team to historical penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 900 for that team to be subject to historical penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.
⁵ Denotes APR based on a one year cohort, not subject to a contemporaneous and/or historical penalty.
⁶ Denotes APR based on a two year cohort, not subject to a historical penalty.

NCAA Division I 2006 - 2007 Academic Progress Rate Public Report

Institution: University of Washington

Date of Report: 05/02/2008

Sport (N)	Multyear APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Subdivision	Bowl	Football Subdivision	Championship	Division I
Lacrosse (56)	NA	NA	NA	970	967	971	977			975	960
Skating (13)	NA	NA	NA	967	959	987	955			985	957
Soccer (198)	956	50th-60th	30th-40th	954	944	963	949			962	954
Swimming (140)	970	40th-50th	50th-60th	967	960	978	964			970	968
Tennis (263)	973	60th-70th	50th-60th	961	954	974	963			962	961
Track, Indoor (249)	959	50th-60th	30th-40th	951	942	969	949			954	953
Track, Outdoor (270)	957	50th-60th	30th-40th	951	941	972	949			954	954
Volleyball (23)	NA	NA	NA	965	960	973	962			977	968
Water Polo (22)	NA	NA	NA	957	966	952	973			962	939
Wrestling (87)	NA	NA	NA	941	934	958	945			942	929
By Sport - Women's											
Basketball (335)	998	90th-100th	90th-100th	960	954	972	960			960	963
Bowling (29)	NA	NA	NA	941	933	960	958			933	966
Cross Country (331)	970	40th-50th	50th-60th	970	966	978	971			974	966
Fencing (23)	NA	NA	NA	974	950	987	981			991	956
Field Hockey (78)	NA	NA	NA	983	980	986	982			985	982

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.
 N/A = No APR or not applicable.
 N = Number of teams represented.
¹ Denotes APR that does not subject the team to a contemporaneous penalty because the team is performing better than the institution's general student body, or based on institutional, athletics and student resources.
² Denotes APR that does not subject the team to contemporaneous penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 925 for that team to be subject to contemporaneous penalties. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.
³ Denotes APR that does not subject the team to historical penalties due to the team's demonstrated academic improvement and favorable comparison based on other academic or institutional factors.
⁴ Denotes APR that does not subject the team to historical penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 900 for that team to be subject to historical penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.
⁵ Denotes APR based on a one year cohort, not subject to a contemporaneous and/or historical penalty.
⁶ Denotes APR based on a two year cohort, not subject to a historical penalty.

NCAA Division I 2006 - 2007 Academic Progress Rate

Public Report

Institution: University of Washington

Date of Report: 05/02/2008

Sport (N)	Multiyear APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Subdivision	Bowl	Football Subdivision	Championship	Division I
Golf (238)	1000	90th-100th	90th-100th	974	971	983	980		980	969	972
Gymnastics (64)	995	70th-80th	90th-100th	981	980	989	983		983	988	972
Ice Hockey (34)	NA	NA	NA	978	970	982	984		984	983	979
Lacrosse (82)	NA	NA	NA	984	980	985	988		988	985	976
Rowing (84)	997	70th-80th	90th-100th	985	979	991	980		980	991	988
Skiing (14)	NA	NA	NA	973	963	991	963		963	986	965
Soccer (310)	980	60th-70th	60th-70th	972	965	983	972		972	971	973
Softball (278)	980	70th-80th	60th-70th	965	959	980	969		969	964	964
Swimming (193)	976	30th-40th	60th-70th	978	975	984	979		979	978	978
Tennis (315)	949	10th-20th	20th-30th	971	967	979	973		973	969	972
Track, Indoor (298)	973	50th-60th	50th-60th	963	957	978	963		963	968	961
Track, Outdoor (311)	967	40th-50th	50th-60th	964	958	978	964		964	969	962
Volleyball (321)	980	60th-70th	60th-70th	970	965	980	972		972	967	971
Water Polo (33)	NA	NA	NA	967	955	979	975		975	984	964
By Sport - Co-Ed											
Rifle (25)	NA	NA	NA	963	964	961	965		965	969	929

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of teams represented.

¹ Denotes APR that does not subject the team to a contemporaneous penalty because the team is performing better than the institution's general student body, or based on institutional, athletics and student resources.

² Denotes APR that does not subject the team to contemporaneous penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 925 for that team to be subject to contemporaneous penalties. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

³ Denotes APR that does not subject the team to historical penalties due to the team's demonstrated academic improvement and favorable comparison based on other academic or institutional factors.

⁴ Denotes APR that does not subject the team to historical penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 900 for that team to be subject to historical penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

⁵ Denotes APR based on a one year cohort, not subject to a contemporaneous and/or historical penalty.

⁶ Denotes APR based on a two year cohort, not subject to a historical penalty.

2008-2009**SCHEDULE OF SENATE AND EXECUTIVE COMMITTEE MEETINGS****Autumn Quarter, 2008**

Executive Committee Agenda Deadline.....	September 29
Executive Committee Meeting.....	October 6 *
SENATE Meeting	October 23 **
Executive Committee Agenda Deadline.....	November 10
Executive Committee Meeting.....	November 17 *
SENATE Meeting	December 4 **

Winter Quarter, 2009

Executive Committee Agenda Deadline.....	January 5
Executive Committee Meeting.....	January 12 *
SENATE Meeting	January 29 **
Executive Committee Agenda Deadline.....	February 17
Executive Committee Meeting.....	February 23 *
SENATE Meeting	March 12 **

Spring Quarter, 2009

Executive Committee Agenda Deadline.....	March 30
Executive Committee Meeting.....	April 6 *
SENATE Meeting	April 23 **
Executive Committee Agenda Deadline.....	April 27
Executive Committee Meeting.....	May 4 *
SENATE Meeting	May 21 **

Senate meetings will be held at 2:30 p.m. in Gowen 301.

Executive Committee meetings will be held at 2:30 p.m. in 142 Gerberding Hall.

- * A continuation meeting may be held on the following Monday.
- ** A continuation meeting may be held on the following Thursday.
- *** A continuation meeting may be held on the following Tuesday.

Nominations and Appointments

2008-2011 Faculty Member Appointments to University and Senate Committees.

Academic Standards

John Schaufelberger, Group 2, Construction Management, as Chair, 2008-2010.

Educational Outreach

Randal Keyes, Group 4, Psychology, for a term September 16, 2008 – September 15, 2011.
Jaime Olavarria, Group 4, Psychology, for a term September 16, 2008 – September 15, 2011.
Matthew Yeh, Group 7, Medicine, for a term September 16, 2008 – September 15, 2011.

Leslie Breitner, Group 4, Public Affairs, as Chair, 2008-2010.

Educational Technology

Roxanne Hudson, Group 5, Education, for a term September 16, 2008 – September 15, 2011.
Albert Merati, Group 7, Laryngology, for a term September 16, 2008 – September 15, 2011.
I. Monica Moskal, Group 6, Forest Resources, for a term September 16, 2008 – September 15, 2011.

Werner Kaminsky, Group 3, Chemistry, as Chair, 2008-2009.
David Masuda, Group 7, Medicine, as Vice Chair, 2008-2009.

Faculty Affairs

Susan Astley, Group 7, Epidemiology, for a term September 16, 2008 – September 15, 2011.
William Wilcock, Group 3, Oceanography, for a term September 16, 2008 – September 15, 2011.

Jan Sjøvik, Group 1, Scandinavian Studies, as Chair, 2008-2009.

Instructional Quality

Haideh Salehi-Esfahani, Group 4, Economics, for a term September 16, 2008 – September 15, 2011.
Mary Pat Wenderoth, Group 3, Biology, for a term September 16, 2008 – September 15, 2011.

Multi-Cultural Affairs

Andres Barria, Group 7, Physiology & Biophysics, for a term September 16, 2008 – September 15, 2011.
Mayumi Willgerodt, Group 8, Family & Child Nursing, for a term September 16, 2008 – September 15, 2011.

Research

David Fluharty, Group 3, Marine Affairs, for a term September 16, 2008 – September 15, 2011.
Mark Haselkorn, Group 6, Technical Communications, for a term September 16, 2008 – September 15, 2011.
Richard Wright, Group 1, Linguistics, for a term September 16, 2008 – September 15, 2011.

Mark Haselkorn, Group 6, Technical Communications, as Chair, 2008-2010.

Tri-Campus Policy

Ehsan Feroz, Group 10, UWT Business-Accounting, for a term September 16, 2008 – September 15, 2011.
JW Harrington, Group 4, Geography, for a term September 16, 2008 – September 15, 2011.

University Facilities and Services

Howard Chizeck, Group 6, Electrical Engineering, for a term September 16, 2008 – September 15, 2011.
Sarah Gates, Group 2, Drama, for a term September 16, 2008 – September 15, 2011.
Laura Little, Group 4, Psychology, for a term September 16, 2008 – September 15, 2011.
William Rorabaugh, Group 4, History, for a term September 16, 2008 – September 15, 2011.

William Rorabaugh, Group 4, History, as Chair, 2008-2010.

University Libraries

Charles Wilkinson, Group 7, Psychiatry, for a term September 16, 2008 – September 15, 2009.

Charles Wilkinson, Group 7, Psychiatry, as Chair, 2008-2009.

University Relations

Bruce Hevly, Group 4, History, for a term September 16, 2008 – September 15, 2011.
George Mayer, Group 6, Materials Science & Engineering, for a term September 16, 2008 – September 15, 2011.

Women in Academia

Selva Baltan Brunet, Group 7, Neurology, for a term September 16, 2008 – September 15, 2011.
Soo Borson, Group 7, Psychiatry, for a term September 16, 2008 – September 15, 2011.
Beatrice Gandara, Group 8, Oral Medicine, for a term September 16, 2008 – September 15, 2011.
Marjorie Olmstead, Group 3, Physics, for a term September 16, 2008 – September 15, 2011.

Sandra Silberstein, Group 1, English, as Chair, 2008-2009.

Advisory Committee on Faculty Code and Regulations

Vincent Gallucci, Group 3, Aquatic and Fishery Sciences, for a term September 16, 2008 – September 15, 2011.

Adjudication Panel

Kimberly Gillis Bridges, Group 1, English, for a term September 16, 2008 – September 15, 2011.
Vincent Gallucci, Group 3, Aquatic and Fishery Sciences, for a term September 16, 2008 – September 15, 2011.
Robert Breidenthal, Group 6, Aeronautics and Astronautics, for a term September 16, 2008 – September 15, 2011.
Harris Baden, Group 7, Pediatrics, for a term September 16, 2008 – September 15, 2011.
Thomas Hazlet, Group 8, Pharmacy, for a term September 16, 2008 – September 15, 2011.
Thomas Quinn, Group 3, Aquatic and Fishery Sciences, for a term September 16, 2008 – September 15, 2011.
Steven Pfaff, Group 4, Sociology, for a term September 16, 2008 – September 15, 2011.

Senate Committee on Planning and Budgeting

Dan Jaffe, Group 9, UWB Interdisciplinary Arts & Sciences, for a term September 16, 2008 – September 15, 2011.

Conciliation Board *(requiring SEC approval for appointment by the President)*

Gordon Bradley, Group 6, College of Forest Resources, for a term September 16, 2008 – September 15, 2011.

Senate Restructure April 30, 2008

Composition of the Senate

The membership of the Senate shall consist of voting members of the faculty, according to the following distribution, the following, all with Senate vote:

- A. The President and the Provost of the University.
- B. The Chair and the Vice-Chair of the Faculty Senate.
- C. The elected Chairs of the Faculty Assembly of the Tacoma Campus and General Faculty Organization of the Bothell Campus.
- D. The Chair of the Elected Faculty Councils of each of the schools and colleges on the Seattle campus, as those are listed in 23-11.B.
- E. The Chair of the Senate Committee on Planning and Budgeting.
- F. The Faculty Legislative Representative and Deputy Legislative Representative.
- G. The Chairs of the Faculty Councils (Standing Committees) as listed in 42-31.A.
- H. One member to be elected from the voting membership of each Department at the Seattle Campus and Program at the Bothell and Tacoma Campuses. Any such Department or Program may elect to join with one or more other Departments or Programs, on the same campus, to elect jointly a single shared Senator.

[Note: The above composition provides:

- *a smaller Senate*
- *that each voting member of the faculty may be represented by two senators, one from his or her school, college, or campus and one from his or her primary department (Seattle) or program (Bothell and Tacoma), except in those cases in which departments or programs elect to be represented jointly by a single senator*
- *that the elected membership exceeds the ex-officio membership*
- *the elimination of the 10 faculty groups in present use]*

Composition of the Senate Executive Committee

The membership of the Senate Executive Committee shall consist of the following, all with vote, except where indicated otherwise:

- A. The President and the Provost of the University.
- B. The Chair and the Vice-Chair of the Faculty Senate.
- C. The elected Chairs of the Faculty Assembly of the Tacoma Campus and General Faculty Organization of the Bothell Campus.
- D. The Faculty Legislative Representative.
- E. The Chair of the Senate Committee on Planning and Budgeting.
- F. The Chair of the Faculty Council on Faculty Affairs.
- G. Six elected members of the Senate, to serve a one-year term (renewable up to three years) to be elected by the Senate at its last meeting of the preceding academic year.
- H. The Secretary of the Faculty (without vote).

[Note: the SEC composition provides:

- *a smaller working group of 16 members, 15 voting*
- *considerable breadth of representation, including assured representation of all three campuses and provision of representation of the Senate as a whole by category G above]*

Gerry Philipsen, April 30, 2008

**University of Washington Faculty Senate
Department Names by Group as of April 30, 2008**

Group Number	Voting Unit	Department	Voting Faculty	Total Voting	Total Senators
1	V01	Asian Languages and Literature	26		
1	V01	Slavic Languages & Literature	11		
				37	2
1	V02	Classics	12		
1	V02	Near Eastern Lang & Civil	8		
				20	1
1	V03	English	63		
				63	4
1	V04	Comparative Literature	7		
1	V04	Germanics	11		
				18	1
1	V05	Linguistics	15		
1	V05	Scandinavian Studies & Lit	10		
				25	2
1	V06	Romance Lang & Lit	30		
				30	2
1	V07	Information School	33		
				33	2
2	V08	Architecture	31		
				31	2
2	V09	School of Art	39		
				39	3
2	V10	Construction Management	8		
2	V10	Landscape Architecture	9		
				17	1
2	V11	Communication	29		
				29	2
2	V12	Dance	7		
2	V12	Drama	17		
				24	2
2	V13	Music	38		
				38	3
2	V14	Speech & Hearing Scien	18		
				18	1
2	V15	Urban Design & Planning	17		
				17	1
3	V16	Aquatic and Fishery Sciences	35		
3	V16	Marine Affairs	7		
				42	3
3	V17	Astronomy	16		
				16	1
3	V18	Atmospheric Sciences	25		
				25	2
3	V19	Biology	54		
				54	4
3	V20	Chemistry	48		
				48	3
3	V21	Earth and Space Sciences	40		
				40	3
3	V22	Applied Mathematics	11		
3	V22	Mathematics	56		
				67	4

Group Number	Voting Unit	Department	Voting Faculty	Total Voting	Total Senators
3	V23	Oceanography	42		
				42	3
3	V24	Physics	57		
				57	4
3	V25	Statistics	20		
				20	1
4	V26	American Ethnic Studies	11		
4	V26	Women Studies	9		
				20	1
4	V27	American Indian Studies	8		
4	V27	Anthropology	28		
				36	2
4	V28	Economics	29		
				29	2
4	V29	Geography	17		
				17	1
4	V30	History	40		
				40	3
4	V31	Philosophy	22		
				22	1
4	V32	Political Science	31		
				31	2
4	V33	Psychology	56		
				56	4
4	V34	Evans School of Public Affairs	27		
				27	2
4	V35	Sociology	24		
				24	2
4	V36	Jackson School of International Studies	39		
				39	3
5	V37	Aerospace Studies	6		
5	V37	Military Science	6		
5	V37	Naval Science	7		
				19	1
5	V38	Education	71		
				71	5
5	V39	Law	59		
				59	4
5	V40	Accounting	23		
				23	2
5	V41	Finance & Business Econ	21		
				21	1
5	V42	Management & Organization	24		
				24	2
5	V43	Information Systems & Operations Management	18		
				18	1
5	V44	Marketing & International Business	22		
				22	1
6	V45	Aeronautics and Astronautics	17		
				17	1
6	V46	Chemical Engineering	16		
				16	1
6	V47	Civil and Environmental Engineering	35		
				35	2
6	V48	Computer Science & Engr	50		

Group Number	Voting Unit	Department	Voting Faculty	Total Voting	Total Senators
				50	3
6	V49	Electrical Engineering	46		
				46	3
6	V50	Forest Resources	49		
				49	3
6	V51	Industrial Engineering	8		
6	V51	Mechanical Engineering	31		
				39	3
6	V52	Materials Science & Engr	14		
				14	1
6	V53	Technical Communication	11		
				11	1
7	V54	Anesthesiology	67		
				67	4
7	V55	Biochemistry	26		
				26	2
7	V56	Bioengineering	32		
				32	2
7	V57	Biostatistics	34		
				34	2
7	V58	Biological Structure	19		
				19	1
7	V59	Environmental & Occupational Health Sciences	32		
				32	2
7	V60	Epidemiology	50		
				50	3
7	V61	Family Medicine	26		
				26	2
7	V62	Genome Sciences	27		
				27	2
7	V63	Health Services	47		
				47	3
7	V64	Immunology	12		
				12	1
7	V65	Laboratory Medicine	41		
				41	3
7	V66	Comparative Medicine	9		
7	V66	Medicine	428		
				437	29
7	V67	Medical Education and Biomedical Informatics	27		
7	V67	Medical History & Ethics	9		
				36	2
	V68	Microbiology	32		
				32	2
7	V69	Neurology	39		
				39	3
7	V70	Neurological Surgery	27		
				27	2
7	V71	Obstetrics and Gynecology	33		
				33	2
7	V72	Ophthalmology	15		
				15	1

Group Number	Voting Unit	Department	Voting Faculty	Total Voting	Total Senators
7	V73	Orthopaedics and Sports Medicine	45		
				45	3
7	V74	Otolaryngology	25		
				25	2
7	V75	Pathology	61		
				61	4
7	V76	Global Health	11		
7	V76	Pathobiology	17		
				28	2
7	V77	Pediatrics	173		
				173	12
7	V78	Pharmacology	23		
				23	2
7	V79	Physiology and Biophysics	38		
				38	3
7	V80	Psychiatry & Behavioral Scis	109		
				109	7
7	V81	Radiology	104		
				104	7
7	V82	Radiation Oncology	20		
				20	1
7	V83	Rehabilitation Medicine	54		
				54	4
7	V84	Surgery	85		
				85	6
7	V85	Urology	20		
				20	1
8	V86	Dental Public Health Scien	12		
8	V86	Endodontics	2		
8	V86	Oral & Maxillofacial Surgery	5		
8	V86	Oral Biology	8		
8	V86	Oral Medicine	15		
8	V86	Orthodontics	8		
8	V86	Pediatric Dentistry	6		
8	V86	Periodontics	9		
8	V86	Restorative Dentistry	16		
				81	5
8	V87	Biobehavioral Nursing and Health Systems	36		
				36	2
8	V88	Family and Child Nursing	26		
				26	2
8	V89	Medicinal Chemistry	11		
8	V89	Pharmaceutics	9		
				20	1
8	V90	Pharmacy	27		
				27	2
8	V91	Psychosocial & Community Health	34		
				34	2
8	V92	Social Work	67		
				67	4

Group Number	Voting Unit	Department	Voting Faculty	Total Voting	Total Senators
9	V93	Bothell--Business	16		
9	V93	Bothell-Computer & Software Systems	9		
9	V93	Bothell-Education	11		
9	V93	Bothell-Interdisciplinary Arts & Sciences	35		
9	V93	Bothell-Nursing	9		
				80	5
10	V94	Tacoma-Milgard School of Business	20		
				20	1
10	V95	Tacoma-Computer & Software Systems	11		
10	V95	Tacoma-Urban Studies	6		
				17	1
10	V96	Tacoma-Education	12		
10	V96	Tacoma-Nursing	9		
10	V96	Tacoma-Social Work	11		
				32	2
10	V97	Tacoma-Interdisciplinary Arts & Sciences	51		
				51	3

Total Departments: 129

Total Number of Senators: 267

Senate Restructure – Tables Based on Philipson Proposal 04-01-2008

- A. If faculty elect 1 to 4 senators per School, College or Campus, with 4 being the maximum allowed, a campus-wide target representation ratio of 1:50 cannot be achieved. The number of elected senators and approximate ratios per School/College/Campus would be:

Table A. 1-4 Senators per Unit

Unit	# of Faculty	# of Senators	Target Ratio	Actual Ratio
Architecture	72	1	n/a	1:72
Arts/Sciences	1057	4 (max)	n/a	1:264
Business	102	2	n/a	1:51
Dentistry	88	1	n/a	1:88
Education	77	1	n/a	1:77
Engineering	237	2	n/a	1:19
Evans School	27	1	n/a	1:27
Forest Resources	56	1	n/a	1:56
I-School	36	1	n/a	1:36
Law	63	1	n/a	1:63
Medicine	1720	4 (max)	n/a	1:430
Nursing	104	2	n/a	1:52
Ocean/Fisheries	89	1	n/a	1:89
Pharmacy	42	1	n/a	1:42
PHCM	193	3	n/a	1:64
Social Work	69	1	n/a	1:69
Bothell	82	1	n/a	1:82
Tacoma	122	2	n/a	1:61

Total Senators: 30

- B. If faculty elect on a target 1:50 ratio, with each unit having a minimum of 1 senator and with proportional representation in each unit being the overriding factor, the maximum number of 4 senators per unit cannot be achieved:

Table B. 1:50 Target Ratio of Senators to Faculty, Across Units (cannot have less than 1 Senator)

Unit	# of Faculty	# of Senators	Target Ratio	Actual Ratio
Architecture	72	1	1:50	1:72
Arts/Sciences	1057	21	1:50	1:50
Business	102	2	1:50	1:51
Dentistry	88	2	1:50	1:44
Education	77	2	1:50	1:39
Engineering	237	5	1:50	1:47
Evans School	27	1	1:50	1:27
Forest Resources	56	1	1:50	1:56
I-School	36	1	1:50	1:36
Law	63	1	1:50	1:63
Medicine	1720	34	1:50	1:51
Nursing	104	2	1:50	1:52
Ocean/Fisheries	89	2	1:50	1:45
Pharmacy	42	1	1:50	1:42
PHCM	193	4	1:50	1:48
Social Work	69	1	1:50	1:69
Bothell	82	2	1:50	1:41
Tacoma	122	2	1:50	1:61

Total Senators = 85

- C. If faculty elect on a target 1:100 ratio, with each unit having a minimum of 1 senator and with proportional representation being the overriding factor, the maximum number of 4 senators per unit cannot be achieved:

Table C. 1:100 Target Ratio of Senators to Faculty, Across All Units (cannot have less than 1 Senator)

Unit	# of Faculty	# of Senators	Target Ratio	Actual Ratio
Architecture	72	1	1:100	1:72
Arts/Sciences	1057	10	1:100	1:105
Business	102	1	1:100	1:102
Dentistry	88	1	1:100	1:88
Education	77	1	1:100	1:77
Engineering	237	2	1:100	1:119
Evans School	27	1	1:100	1:27
Forest Resources	56	1	1:100	1:56
I-School	36	1	1:100	1:36
Law	63	1	1:100	1:63
Medicine	1720	17	1:100	1:172
Nursing	104	1	1:100	1:104
Ocean/Fisheries	89	1	1:100	1:89
Pharmacy	42	1	1:100	1:42
PHCM	193	2	1:100	1:97
Social Work	69	1	1:100	1:69
Bothell	82	1	1:100	1:82
Tacoma	122	1	1:100	1:122

Total Senators = 45

Faculty Senate Data as of May 5, 2008.**Faculty Senate Counts:**

Total Voting Faculty = 4196

Total Possible Senators @1:15 Representation: 280

Elected Senators 2007-2008 = 242

Serving as of May 5, 2008 = 225

Voting Faculty by School/Department; Distribution @ 1 Senator per Department

DEPARTMENT	VOTING FACULTY	COLLEGE/SCHOOL	DEPTS/ SENATORS
Architecture	33	Arch & Urb	
Construction Management	8	Arch & Urb	
Landscape Architecture	10	Arch & Urb	
Urban Design & Planning	17	Arch & Urb	
TOTAL ARCHITECTURE AND URBAN PLANNING	68		4
American Ethnic Studies	12	Arts & Sciences	
American Indian Studies	8	Arts & Sciences	
Anthropology	30	Arts & Sciences	
Applied Mathematics	12	Arts & Sciences	
Asian Languages and Literature	26	Arts & Sciences	
Astronomy	17	Arts & Sciences	
Atmospheric Sciences	26	Arts & Sciences	
Biology	63	Arts & Sciences	
Chemistry	49	Arts & Sciences	
Classics	12	Arts & Sciences	
Communication	30	Arts & Sciences	
Comparative Literature	8	Arts & Sciences	
Dance	7	Arts & Sciences	
Drama	17	Arts & Sciences	
Earth and Space Sciences	43	Arts & Sciences	
Economics	29	Arts & Sciences	
English	67	Arts & Sciences	
Geography	18	Arts & Sciences	
Germanics	11	Arts & Sciences	
History	42	Arts & Sciences	
Jackson School of International Studies	39	Arts & Sciences	
Linguistics	17	Arts & Sciences	
Mathematics	60	Arts & Sciences	
Music	42	Arts & Sciences	
Near Eastern Lang & Civil	8	Arts & Sciences	
Philosophy	23	Arts & Sciences	
Physics	63	Arts & Sciences	
Political Science	32	Arts & Sciences	

DEPARTMENT	VOTING FACULTY	COLLEGE/SCHOOL	DEPTS/ SENATORS
Psychology	59	Arts & Sciences	
Romance Lang & Lit	30	Arts & Sciences	
Scandinavian Studies & Lit	10	Arts & Sciences	
School of Art	42	Arts & Sciences	
Slavic Languages & Lit	11	Arts & Sciences	
Sociology	25	Arts & Sciences	
Speech & Hearing Scien	20	Arts & Sciences	
Statistics	21	Arts & Sciences	
Women Studies	9	Arts & Sciences	
TOTAL ARTS AND SCIENCES	1038		37
Accting	24	Business	
Finance & Business Econ	22	Business	
Information Systems and Operations Management	18	Business	
Management & Organization	25	Business	
Marketing & International Business	23	Business	
TOTAL BUSINESS SCHOOL	112		5
Dental Public Health Scien	12	Dentistry	
Endodontics	2	Dentistry	
Oral & Maxillofacial Surgery	5	Dentistry	
Oral Biology	8	Dentistry	
Oral Medicine	15	Dentistry	
Orthodontics	8	Dentistry	
Pediatric Dentistry	6	Dentistry	
Periodontics	11	Dentistry	
Restorative Dentistry	17	Dentistry	
TOTAL DENTISTRY	84		9
Education	76	Education	
TOTAL EDUCATION	76		1
Aeronautics and Astronautics	17	Engineering	
Chemical Engineering	17	Engineering	
Civil and Environmental Engineering	36	Engineering	
Computer Science & Engr	50	Engineering	
Electrical Engineering	49	Engineering	
Industrial Engineering	8	Engineering	

DEPARTMENT	VOTING FACULTY	COLLEGE/SCHOOL	DEPTS/ SENATORS
Materials Science and Engineering	16	Engineering	
Mechanical Engineering	37	Engineering	
Technical Communication	12	Engineering	
TOTAL COLLEGE OF ENGINEERING	242		9
Evans School of Public Affairs	27	Public Affairs	
TOTAL EVANS SCHOOL OF PUBLIC AFFAIRS	27		1
Forest Resources	55	Forest Resources	
TOTAL FOREST RESOURCES	55		1
Information School	34	Information School	
TOTAL INFORMATION SCHOOL	34		1
Law	61	Law	
TOTAL LAW SCHOOL	61		1
Anesthesiology	71	Medicine	
Biochemistry	29	Medicine	
Bioengineering	32	Medicine	
Biological Structure	22	Medicine	
Comparative Medicine	10	Medicine	
Family Medicine	28	Medicine	
Genome Sciences	28	Medicine	
Global Health	11	Medicine	
Immunology	12	Medicine	
Laboratory Medicine	41	Medicine	
Medical Education and Biomedical Informatics	27	Medicine	
Medical History & Ethics	9	Medicine	
Medicine	435	Medicine	
Microbiology	32	Medicine	
Neurological Surgery	27	Medicine	
Neurology	41	Medicine	
Obstetrics and Gynecology	34	Medicine	
Ophthalmology	15	Medicine	
Orthopaedics and Sports Medicine	45	Medicine	
Otolaryngology	26	Medicine	
Pathology	61	Medicine	
Pediatrics	179	Medicine	
Pharmacology	24	Medicine	

DEPARTMENT	VOTING FACULTY	COLLEGE/SCHOOL	DEPTS/ SENATORS
Physiology and Biophysics	41	Medicine	
Psychiatry & Behavioral Scis	114	Medicine	
Radiation Oncology	20	Medicine	
Radiology	104	Medicine	
Rehabilitation Medicine	54	Medicine	
Surgery	86	Medicine	
Urology	23	Medicine	
TOTAL SCHOOL OF MEDICINE	1681		30
Biobehavioral Nursing and Health Systems	38	Nursing	
Family and Child Nursing	30	Nursing	
Psychosocial & Community Health	35	Nursing	
TOTAL SCHOOL OF NURSING	103		3
Aquatic and Fishery Sciences	36	Ocean and Fishery Sciences	
Marine Affairs	8	Ocean and Fishery Sciences	
Oceanography	44	Ocean and Fishery Sciences	
TOTAL SCHOOL OF OCEAN AND FISHERY SCIENCES	88		3
Medicinal Chemistry	11	Pharmacy	
Pharmaceutics	9	Pharmacy	
Pharmacy	27	Pharmacy	
TOTAL PHARMACY	47		3
Aerospace Studies (ROTC)	6	Provost	
Military Science (ROTC)	6	Provost	
Naval Science (ROTC)	7	Provost	
TOTAL ROTC (Provost)	19		3
Biostatistics	34	Public Health and Community Medicine	
Environmental & Occupational Health Sciences	34	Public Health and Community Medicine	
Epidemiology	50	Public Health and Community Medicine	
Health Services	50	Public Health and Community Medicine	

DEPARTMENT	VOTING FACULTY	COLLEGE/SCHOOL	DEPTS/ SENATORS
Pathobiology	18	Public Health and Community Medicine	
TOTAL PUBLIC HEALTH AND COMMUNITY MEDICINE	186		5
Social Work	69	Social Work	
TOTAL SOCIAL WORK	69		1
Bothell--Business	16	UW Bothell	
Bothell-Computer & Software Systems	9	UW Bothell	
Bothell-Education	12	UW Bothell	
Bothell-Interdisciplinary Arts & Sciences	35	UW Bothell	
Bothell-Nursing	9	UW Bothell	
TOTAL UW BOTHELL	81		5
Tacoma-Computer & Software Systems	14	UW Tacoma	
Tacoma-Education	12	UW Tacoma	
Tacoma-Interdisciplinary Arts & Sciences	52	UW Tacoma	
Tacoma-Milgard School of Business	20	UW Tacoma	
Tacoma-Nursing	9	UW Tacoma	
Tacoma-Social Work	12	UW Tacoma	
Tacoma-Urban Studies	6	UW Tacoma	
TOTAL UW TACOMA	125		7
Grand	4196	Grand	129

Faculty Senate Attendance Table**Percent of Elected Senators Who Attended 2007-2008 Senate Meetings**

Voting Faculty as of March 2007 = 3916
 Senators theoretically allowed 2007/2008 @ 1:15 261
 Senators Serving as of 4/24/2008 = 218

School. College or Campus	24Oct	29Nov	31Jan	13Mar	24Apr	AVG.
Architecture/Urban Planning (3)	33	33	67	33	67	46
Arts and Sciences (55)	64	51	49	51	44	52
Business (5)	40	60	20	40	40	40
Dentistry (5)	60	80	60	60	40	60
Education (4)	100	50	20	50	50	54
Engineering (17)	47	41	65	38	50	48
Forest Resources (2)	00	50	100	50	50	50
Information School (1)	00	100	00	00	100	40
Law (4)	50	25	100	50	75	65
Medicine (81)	42	38	38	32	30	36
Nursing (8)	75	40	38	50	75	56
Ocean and Fishery Sciences (5)	80	80	40	60	20	56
Pharmacy (3)	100	33	67	67	33	60
Public Affairs (2)	50	100	100	50	00	60
Public Health/Comm. Medicine (10)	40	69	55	27	27	44
Social Work (4)	75	00	75	25	00	35
Bothell (4)	50	25	75	00	00	30
Tacoma (5)	60	40	80	40	00	44

Distribution By Rank	Percent Distribution by Rank Attendance	
Assistant Professors (61)	28%	54%
Associate Professors (59)	27%	32%
Lecturers (6)	3%	67%
Professors (73)	33%	49%
Research Associate Professors (4)	2%	50%
Research Assistant Professors (5)	2%	40%
Research Professors (3)	1%	67%
Senior Lecturers (7)	3%	57%

Notes:

1. The total "Number of Senators Serving" as of 4/24/08 differs from the total of Senate meeting rosters, which include Council Chairs and other voting members of the Senate.
2. The total Senators as of 4/24/08 is less than the theoretical number of Senators because:
 - a. Senators are distributed by Voting Unit, which combines some departments
 - b. A Voting Unit theoretically entitled to a fraction of a Senator cannot elect a fraction of a person
 - c. Not all Senate seats allowable per department are filled at any given election
 - d. Elected seats vacated during the academic year are not always filled
3. The 2007-2008 Senate includes about 36% first names traditionally female, 64% male.

Undergraduate Cross-Campus Enrollment Policy

I. Background

The Faculty Council on Tri-Campus Policy (FCTCP) and Faculty Council on Academic Standards (FCAS) are working together to clarify the Undergraduate Cross-Campus Enrollment Policy. Through our discussions, we realized that the Handbook does not address cross-campus enrollment for undergraduate students (note that the Graduate School has its own policy). FCTCP and FCAS recommend changes to reflect the parameters we have agreed upon.

Specifically, changes to Volume 4, Part 3, Chapter 2 (Registration) are recommended. A new section is needed to cover undergraduate cross-campus registration. In Section 2, Methods of Registration, some 'housekeeping' revisions to refer to registration via MyUW rather than STAR are required. <http://www.washington.edu/faculty/facsenate/handbook/Volume4.html>

II. Rationale

The above recommendations are intended to provide a clear rationale to the current cross-campus enrollment policies that had evolved in a somewhat ad hoc fashion, as both the Bothell and Tacoma campuses developed. The overarching principle of the proposed recommendations is the achievement of optimal balance between the integrity of the total learning experience that is unique to each campus with the reasonable level of flexibility essential to support the complimentary learning opportunities that are available to undergraduates through cross-campus course enrollment. Aside from the overarching principle pertaining to the protection of the integrity of the learning experience, there are two other concerns that prompted these recommendations. One pertains to the potential budgetary and student FTE implications of an unrestricted cross-enrollment policy, perhaps becoming more problematic as each campus evolves. A second concern is the possibility that an unrestricted cross-enrollment would lead some undergraduate students to falsely assume that majors that are not available on the students home campus can be achieved on another campus on a non-matriculated back door basis. This would be wholly inconsistent with the different missions and curricular structures intended by the University of Washington's three campus model.

Volume 4, Part III, Chapter 2

REGISTRATION

[Additional regulations regarding Enrollment and Registration Procedures are located in WAC 478-160. Among the topics included are admission categories, application forms, residence classification, enrollment periods, enrollment procedures, enrollment in courses on other UW campuses, enrollment service fees, credit categories, withdrawals, and information on special programs.]

Section 1. Registration for Residence Courses – no change.

Section 2. Methods of Registration

- A. Students register by using MyUW ~~the Student Telephone Assisted Registration System (STAR)~~. This is a continuous registration system that is organized into three distinct priority periods that are referred to as periods 1, 2, and 3. Undergraduates cannot enroll in more than 19 credits prior to the beginning of the quarter so that all students will have a chance to develop basic programs. Credits beyond 19 can be added, subject to college restrictions, after the quarter begins.
- B. Registration period 1 is designed primarily to accommodate currently registered matriculated students. It occurs during the latter half of the quarter preceding that for which the student is registering excluding Summer Quarter. Registration priority dates are assigned according to the following sequence: disabled students, graduate students, freshmen, seniors, juniors, and sophomores.
- C. Registration period 2 occurs just prior to the beginning of the quarter and is intended primarily to accommodate new and former students, returning, students from other UW campuses, nonmatriculated, and ACCESS students, and tuition exempt faculty and staff.
- D. Registration period 3 occurs during the first seven calendar days of the quarter and is intended for registration changes. Students registering for the first time during or after period 3 will be assessed a late registration fee.

Section 3. Cross-Campus Enrollment

A. Credits required on home campus before cross-campus enrollment is allowed.

Once admitted, freshmen are required to have completed 25 credit hours on their home campus before enrolling in courses on other UW campuses (UW extension courses are not considered home campus courses). Newly admitted undergraduates above the freshman level of class standing must have completed 15 credits on their home campus before cross-enrolling.

B. Maximum credits allowed per academic year on a campus other than the home campus.

A maximum of 15 credits per academic year may be taken on a campus other than the home campus.

C. Maximum number of credits acquired from other UW campuses allowed toward degree.

A maximum of 45 credits from a UW campus other than the home campus may be counted toward the degree.

D. Individual petitions for waivers of the credit requirements may be considered by the chancellor, dean or dean-designee of the degree-granting unit. However, the approval of such a waiver does not obligate the campus unit listing the desired course (s) to grant special consideration for course admission.

Section 3 4. Late Registration

Any student who registers for the first time after period 2 will be charged a late registration fee.

Section 4 5. Change of Registration

- A. Information on dates and procedures for registration changes is printed in the quarterly Time Schedule.
- B. Courses may be dropped during registration periods 1, 2, and 3 without charge. A drop/add fee will be assessed after registration period 3. No add/drop fee will be assessed for a University withdrawal.
- C. Courses dropped through the first fourteen calendar days of the quarter will not be recorded on the University transcript.
- D. Courses dropped after the fourteenth calendar day through the seventh week of the quarter will be recorded with a grade of W to be followed by a number representing the week of the quarter in which the drop occurred.
- E. No courses may be dropped after the seventh week of the quarter unless approved as hardship withdrawal exceptions by the Registrar's Office. (See this Volume, Part III, Chapter 13, Section 3)
- F. Courses added after registration period 3 through the fifth-third week of the quarter require instructor or departmental approval as determined by departmental policy. After the fifth-third week of the quarter the student must have the permission of both the department chair and the instructor. Approval is granted only in very unusual circumstances.
- G. A course is officially dropped only when transacted through the STAR system-MyUW or when accepted by a representative of the Registrar's Office. An academic department can request a student to drop a course if the student does not meet publicized departmental attendance requirements.
- H. Students dropping courses may receive some refund of tuition and fees depending upon the number of credits dropped and the time of the quarter. Students adding courses may be required to pay additional tuition and fees as determined by the fee schedule.
- I. Proportional schedules will be publicized in the Time Schedule for Summer Quarter a and b terms.

AI, June 1976; S-B 150, March 1990; S-B 167, November 26, 2001; with Presidential approval.

Section 5 6. Registration for Graduate Courses**Section 6 7. Continuous Enrollment of Graduate Students****Section 7 8. Registration for Independent Study by Correspondence Courses****Section 8 9. Concurrent Registration at Other Collegiate Institutions****Section 9 10. Overseas Study**