University of Washington
Faculty Council on Multicultural Affairs
February 8th, 2017
2:30 – 4:00 p.m.
Odegaard Undergraduate Library 320

Meeting Synopsis:

1. Call to order
2. Review of the minutes from November 9th, 2017; December 14th, 2017; January 11th, 2018
3. UW Academic Personnel Demographic Trends
4. Faculty Code Chapter 24 potential Class A legislation / call for volunteers
5. Update on recent report to the Faculty Senate – Williams
6. Good of the order
7. Adjourn

1) Call to order

The meeting was called to order at 2:30 p.m.

2) Review of the minutes from November 9th, 2017; December 14th, 2017; January 11th, 2018

The minutes from November 9th, 2017, December 14th, 2017, and January 11th, 2018 were approved as written.

3) UW Academic Personnel Demographic Trends

Williams noted several documents showing UW academic personnel demographic trends were sent to members before the meeting (Exhibit 1). She explained the data within those reports was broken down and summarized for several UW schools/colleges that generally share academic emphases across the three UW campuses (Exhibit 2). Those schools and colleges included Arts & Sciences (UW Seattle/UW Bothell/UW Tacoma), College of Engineering (UW Seattle), Science, Technology, Engineering, & Mathematics (UW Bothell), and the School of Business (UW Seattle/UW Bothell/UW Tacoma). Williams reminded the council that it is the aim of this exercise that a final report be generated showing surface-level information on demographic trends as discussed, which can be shared widely when finalized.

A member reminded the council that the reports are comprised of data gathered via “snapshots” taken annually during the month of October, and so while useful for surveying high-level trends, the reports do not show “real-time” data. It was noted this fact would be added to the limitations of the data planned to be listed as part of the final report.

There was some brief discussion of UW job separation data. It was noted the university does track the difference between retirements, death, and other types of departures to some degree, but that data is entered/stored by staff in individual units and is generally not recorded centrally. It was noted exit surveys for faculty are also generally not in use at the university.
Members felt the College of Arts and Sciences had most successfully made strides to diversify its faculty across the three campuses based solely on the numbers/reports viewed in the meeting. However, it was noted the College of Arts and Sciences had generally not received monetary support to facilitate that outcome, unlike several other schools/colleges. A member explained the College of Arts and Sciences (UW Seattle) would likely experience a hiring freeze during the upcoming academic year (2018-2019), while other colleges (such as the College of Engineering) are expected to continue hiring.

It was noted diversity of instructional faculty is improving at a higher rate than professorial faculty across the campuses. Potential explanations for the phenomenon were discussed, and a likely cause was noted to be more widespread hiring for instructional titles than for tenure-track positions.

Members thanked Williams and Robelle Camat (School of Law, Students, Equity, and Engagement) for breaking down the data and creating the high-level summary to accompany the raw reports (Exhibit 2). It was noted the summaries are very useful for viewing trends.

4) Faculty Code Chapter 24 potential Class A legislation / call for volunteers

Williams noted a Class A legislative proposal is being considered by the council (Exhibit 3). She explained the proposal is simple in the amount of revisions being recommended, in that only the term “may” is being substituted for the word “shall” in two sections of Faculty Code Chapter 24 (Exhibit 3). Williams explained she mentioned the proposal on behalf of the FCMA in a recent meeting of the Faculty Senate and heard no concerns at that time. She asked for feedback from members.

A member inquired about the intention of the legislation and need for altering a single word within the Faculty Code. It was noted under the current language (“may”), units may choose to discount a faculty member’s contributions to diversity in relation to appointment and promotion, but by making the term “shall,” faculty members with relevant contributions shall have those contributions considered as part of their scholarly and professional qualifications. It was noted the legislation is a mechanism to put value on an aspect of faculty work that is traditionally undervalued. It was noted the legislation does not intend to mandate that units may only hire/promote someone with those credentials (service that address diversity and equal opportunity). It was noted this distinction is important, and not evident in the code language alone.

Following a question, the council support analyst gave a brief overview of the process for approval of Class A legislation.

There was some discussion of substituting the term “will” for the term “shall” in the legislation. It was noted the term “shall” is parallel with existing language within the Faculty Code, while “will” is used in the Code to a much lesser extent. A few other grammatical changes were considered, but ultimately none were accepted into the legislation.

There was some discussion of developing a rationale statement to be included with the legislation. It was noted contextualizing the legislation via the rationale as well as during discussions (given the overt simplicity of the change) will be very important to the likelihood of its passing the Faculty Senate and
voting UW faculty. Born agreed to work with Williams on development of a rationale statement to accompany the legislation.

After additional discussion, a member moved that the second change in 24-32.E be deleted from the legislation, as its inclusion significantly “muddies” the conversation surrounding rationale for the legislation. Another member noted removal of the 24-32.E change makes sense. A vote was taken and the draft change in 24-32.E was deleted from the legislation (Exhibit 3).

A member requested the draft legislation be forwarded to the Faculty Council on Faculty Affairs for review by that body. The procedure was agreed to.

There was a motion to forward Class A legislation as amended to the Senate Executive Committee and Faculty Senate for consideration (Exhibit 3). The motion was approved by a majority of voting members.

5) Update on recent report to the Faculty Senate – Williams

Williams explained she presented the work of the FCMA so far to the Faculty Senate in their most recent meeting.

6) Good of the order

There was some discussion of additional work to be carried out by FCMA during the 2017-2018 academic year given the significant progress already attained on the council’s two main items (demographic data and revisions for the Faculty Code). Ideas included:

- Inviting leadership of the UW WIRED group to share information regarding the needs of their members.
- Invite administration to report on use of the Bias incident Reporting Tool.
- Investigate the impact of the UW diversity requirement for undergraduate students.
- Investigate feasibility of a Campus Climate Survey

7) Adjourn

The meeting was adjourned at 4:00 p.m.

Minutes by Joey Burgess, jmbg@uw.edu, council support analyst

Present: Faculty: Joseph Babigumira, Branden Born, Emily Cilli-Turner, Pietro Paparella, Brenda Williams (chair), Joseph Rajendran
Ex-officio reps: Ann Madhavan, Karyn Crow
President’s designee: Chadwick Allen

Absent: Faculty: Andrea Otanez, Sadaf Bhutta, Teresa Evans-Campbell, Thomas Lee, Yoriko Kozuki
Ex-officio reps: Kendra Canton, Louie Tan Vital
Exhibits
Exhibit 1 – Academic Personnel Demographics Trends by School
Exhibit 2 – 20180206 Draft Observations - UW Demographic Trends
Exhibit 3 – Faculty Code and Governance highlighted sections_121417
Hispanic Professorial Faculty by Gender – Seattle, College of Arts and Sciences

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit
- Campus
  - Seattle
- College
  - 254 College of Arts and Sciences
- Department
  - All

Restrict Academic Personnel
- Gender
  - All
- Race/Ethnicity
  - Hispanic
- Faculty Category
  - 01 Professional Faculty
- Job Class Code
  - All
- Full-Time Faculty Status
  - All

Legend
- Female
- Male
Hispanic Instructional Faculty by Gender – Seattle, College of Arts and Sciences

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Exhibit 1
Multi-Race Professorial Faculty by Gender – Seattle, College of Arts and Sciences

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Breakdown
Gender

Select Measure
Number of Academic Personnel

Legend
- Female
- Male

Exhibit 1
Multi-Race Instructional Faculty by Gender – Seattle, College of Arts and Sciences

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit
- Campus: Seattle
- College: 254 College of Arts and Sciences
- Department: All

Restrict Academic Personnel
- Gender: All
- Race/Ethnicity: Multiple Race
- Faculty Category: 02 Instructional Faculty
- Job Class Code: All
- Full-Time Faculty Status: All

Overall Trend
Number of Academic Personnel by Gender

Select Breakdown
- Gender

Select Measure
- Number of Academic Personnel

Legend
- Female
- Male

Trend by Category
Number of Academic Personnel by Gender
Declined to Respond Professorial Faculty by Gender – Seattle, College of Arts and Sciences

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit
- Campus
  - Seattle

College
- College of Arts and Sciences

Department
- All

Restrict Academic Personnel
- Gender
  - All

Race/Ethnicity
- Declined To Respond

Faculty Category
- O1 Professorial Faculty

Job Class Code
- All

Full-Time Faculty Status
- All

Legend
- Female
- Male

Exhibit 1
Declined to Respond Instructional Faculty by Gender – Seattle, College of Arts and Sciences

Academic Personnel Demographic Trends

Fall 2007-Fall 2016

Legend
- Female
- Male

Overall Trend
Number of Academic Personnel by Gender

Trend by Category
Number of Academic Personnel by Gender

Select Unit
- Campus
  - Seattle
- College
  - 254 College of Arts and Sciences
- Department
  - All

Restrict Academic Personnel
- Gender
  - All
- Race/Ethnicity
  - Declined To Respond
- Faculty Category
  - 02 Instructional Faculty
- Job Class Code
  - All
- Full-Time Faculty Status
  - All

Select Breakdown
- Gender

Select Measure
- Number of Academic Personnel
White Instructional Faculty by Gender – Seattle, College of Engineering

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit
- Campus
  - Seattle

College
- 250 College of Engineering

Department
- All

Restrict Academic Personnel
- Gender
  - All

Race/Ethnicity
- White

Faculty Category
- G2 Instructional Faculty

Job Class Code
- All

Full-Time Faculty Status
- All

Legend
- Female
- Male
- Unknown

Exhibit 1
Black Professorial Faculty by Gender – Seattle, College of Engineering

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Exhibit 1
Hispanic Professorial Faculty by Gender – Seattle, College of Engineering

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Legend
- Female
- Male

Select Unit
- Campus
  - Seattle
- College
  - 250 College of Engineering
- Department
  - All

Restrict Academic Personnel
- Gender
  - All
- Race/Ethnicity
  - Hispanic
- Faculty Category
  - All Professorial Faculty
- Job Class Code
  - All
- Full-Time Faculty Status
  - All

Select Breakdown
- Gender

Select Measure
- Number of Academic Personnel

Overall Trend
Number of Academic Personnel by Gender

Trend by Category
Number of Academic Personnel by Gender

Exhibit 1
Hispanic Instructional Faculty by Gender – Seattle, College of Engineering

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit
- Campus: Seattle
- College: 250 College of Engineering
- Department: All

Restrict Academic Personnel
- Gender: All
- Race/Ethnicity: Hispanic
- Faculty Category: 02 Instructional Faculty
- Job Class Code: All
- Full-Time Faculty Status: All

Overall Trend
Number of Academic Personnel by Gender

Trend by Category
Number of Academic Personnel by Gender

Legend
- Female
Multi-Race Professorial Faculty by Gender – Seattle, College of Engineering

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit
Campus
Seattle

College
250 College of Engineering

Department
All

Restrict Academic Personnel
Gender
All

Race/Ethnicity
Multiple Race

Faculty Category
O1 Professional Faculty

Job Class Code
All

Full-Time Faculty Status
All

Legend
- Female
- Male

Exhibit 1
Multi-Race Instructional Faculty by Gender – Seattle, College of Engineering

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit
Campus
Seattle

College
250 College of Engineering

Department
All

Restrict Academic Personnel
Gender
All
Race/Ethnicity
Multiple Race
Faculty Category
G2 Instructional Faculty
Job Class Code
All
Full-Time Faculty Status
All

Select Breakdown
Gender

Select Measure
Number of Academic Personnel

Legend
Female

Overall Trend
Number of Academic Personnel by Gender

Trend by Category
Number of Academic Personnel by Gender

2007
2016
Number
1
Declined to Respond Professorial Faculty by Gender – Seattle, College of Engineering

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Exhibit 1
Declined to Respond Instructional Faculty by Gender – Seattle, College of Engineering

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit
Campus
Seattle
College
250 College of Engineering
Department
All

Restrict Academic Personnel
Gender
All
Race/Ethnicity
Declined To Respond
Faculty Category
02 Instructional Faculty
Job Class Code
All
Full-Time Faculty Status
All

Legend
- Female
- Male

Overall Trend
Number of Academic Personnel by Gender

Select Breakdown
Gender

Select Measure
Number of Academic Personnel

Trend by Category
Number of Academic Personnel by Gender
Hispanic Professorial Faculty by Gender – Seattle, School of Business

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Overall Trend
Number of Academic Personnel by Gender

Trend by Category
Number of Academic Personnel by Gender

Legend
- Female
- Male
Multi-Race Professorial Faculty by Gender – Seattle, School of Business

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit
Campus
Seattle

College
256 Foster Business School

Department
All

Restrict Academic Personnel
Gender
All

Race/Ethnicity
Multiple Race

Faculty Category
01 Professional Faculty

Job Class Code
All

Full-Time Faculty Status
All

Legend
Male

Exhibit 1
Exhibit 1

Declined to Respond Professorial Faculty by Gender – Seattle, School of Business

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit
- Campus: Seattle
- College: 256 Foster Business School
- Department: All

Restrict Academic Personnel
- Gender: All
- Race/Ethnicity: Declined To Respond
- Faculty Category: O1 Professorial Faculty
- Job Class Code: All
- Full-Time Faculty Status: All

Overall Trend
Number of Academic Personnel by Gender

Select Breakdown
- Gender

Select Measure
- Number of Academic Personnel

Legend
- Male

Trend by Category
Number of Academic Personnel by Gender
Declined to Respond Instructional Faculty by Gender – Seattle, School of Business

Exhibit 1

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Overall Trend
Number of Academic Personnel by Gender

Trend by Category
Number of Academic Personnel by Gender

Legend
Male
White Professorial Faculty by Gender – Bothell, Interdisciplinary Arts and Sciences

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit
Campus
Bothell

College
ED Interdisciplinary Arts and Sciences

Department
All

Restrict Academic Personnel
Gender
All

Race/Ethnicity
White

Faculty Category
All Professorial Faculty

Job Class Code
All

Full-Time Faculty Status
All

Overall Trend
Number of Academic Personnel by Gender

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<td>2016</td>
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</table>

Trend by Category
Number of Academic Personnel by Gender

Legend
- Female
- Male
Exhibit 1

Black Professorial Faculty by Gender – Seattle, Interdisciplinary Arts & Sciences

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Overall Trend
Number of Academic Personnel by Gender

Trend by Category
Number of Academic Personnel by Gender

Select Unit
Campus
Bothell

College
50 Interdisciplinary Arts and Sciences

Department
All

Restrict Academic Personnel
Gender
All

Race/Ethnicity
Black

Faculty Category
01 Professional Faculty

Job Class Code
All

Full-Time Faculty Status
All

Legend
Female
Hispanic Professorial Faculty by Gender – Seattle, Interdisciplinary Arts & Sciences

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit
Campus
Bothell

College
$50 Interdisciplinary Arts and Scie...

Department
All

Restrict Academic Personnel
Gender
All

Race/Ethnicity
Hispanic

Faculty Category
01 Professional Faculty

Job Class Code
All

Full-Time Faculty Status
All

Legend
Female
Male

Overall Trend
Number of Academic Personnel by Gender

Select Breakdown
Gender

Select Measure
Number of Academic Personnel

Trend by Category
Number of Academic Personnel by Gender

Exhibit 1
Hispanic Instructional Faculty by Gender – Seattle, Interdisciplinary Arts & Sciences

Exhibit 1

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Overall Trend
Number of Academic Personnel by Gender

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<td>2016</td>
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Trend by Category
Number of Academic Personnel by Gender

Legend:
- Female
- Male
Multi-Race Professorial Faculty by Gender – Seattle, Interdisciplinary Arts & Sciences

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit:
- Campus: Bothell

College:
- SE, Interdisciplinary Arts and Sciences

Department:
- All

Restrict Academic Personnel:
- Gender: All
- Race/Ethnicity: Multiple Race
- Faculty Category: GS Professional Faculty
- Job Class Code: All
- Full-Time Faculty Status: All

Overall Trend
Number of Academic Personnel by Gender

Trend by Category
Number of Academic Personnel by Gender

Legend:
- Female
- Male
Multi-Race Instructional Faculty by Gender – Seattle, Interdisciplinary Arts & Sciences

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit
- Campus
  - Bothell

Select Breakdown
- Gender

Select Measure
- Number of Academic Personnel

Legend
- Female

Restrict Academic Personnel
- Gender
  - All
- Race/Ethnicity
  - Multiple Race
- Faculty Category
  - 02 Instructional Faculty
- Job Class Code
  - All
- Full-Time Faculty Status
  - All

Overall Trend
Number of Academic Personnel by Gender

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<th>Year</th>
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<tbody>
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</table>

Trend by Category
Number of Academic Personnel by Gender

Exhibit 1
Declined to Respond Professorial Faculty by Gender – Seattle, Interdisciplinary Arts & Sciences

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit
- Campus
  - Bothell

College
- Interdisciplinary Arts and Sciences

Department
- All

Restrict Academic Personnel
- Gender
  - All

Race/Ethnicity
- Declined To Respond

Faculty Category
- Professional Faculty

Job Class Code
- All

Full-Time Faculty Status
- All

Legend
- Male

Overall Trend
Number of Academic Personnel by Gender

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<td>2015</td>
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<tr>
<td>2016</td>
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Trend by Category
Number of Academic Personnel by Gender
Declined to Respond Instructional Faculty by Gender – Seattle, Interdisciplinary Arts & Sciences

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Overall Trend
Number of Academic Personnel by Gender

Select Unit
Campus
Bothell

College
50 Interdisciplinary Arts and Scie...

Department
All

Restrict Academic Personnel
Gender
All

Race/Ethnicity
Declined To Respond

Faculty Category
O2 Instructional Faculty

Job Class Code
All

Full-Time Faculty Status
All

Trend by Category
Number of Academic Personnel by Gender

Legend
Female
Male

Exhibit 1
White Professorial Faculty by Gender – Bothell, STEM

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Exhibit 1
Exhibit 1

Black Professorial Faculty by Gender – Bothell, STEM

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit
- Campus: Bothell
- College: SEEO Science Technology Engineering...
- Department: All

Restrict Academic Personnel
- Gender: All
- Race/Ethnicity: Black
- Faculty Category: OJ Professional Faculty
- Job Class Code: All
- Full-Time Faculty Status: All

Overall Trend
Number of Academic Personnel by Gender

Select Breakdown
- Gender

Select Measure
- Number of Academic Personnel

Legend
- Female
- Male

Trend by Category
Number of Academic Personnel by Gender

Exhibit 1
Black Instructional Faculty by Gender – Bothell, STEM

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Overall Trend
Number of Academic Personnel by Gender

Trend by Category
Number of Academic Personnel by Gender

Legend
- Male
Hispanic Professorial Faculty by Gender – Bothell, STEM

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Overall Trend
Number of Academic Personnel by Gender

Trend by Category
Number of Academic Personnel by Gender

Legend
- Female
- Male
Hispanic Instructional Faculty by Gender – Bothell, STEM

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Overall Trend
Number of Academic Personnel by Gender

<table>
<thead>
<tr>
<th>Year</th>
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<td>2016</td>
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</tbody>
</table>

Trend by Category
Number of Academic Personnel by Gender

Legend
- Female
- Male
Multi-Race Instructional Faculty by Gender – Bothell, STEM

Academic Personnel Demographic Trends

Fall 2007-Fall 2016

Overall Trend
Number of Academic Personnel by Gender

Trend by Category
Number of Academic Personnel by Gender

Legend
- Female
- Male

Select Unit
- Campus
- Bothell

Select Breakdown
- Gender

Select Measure
- Number of Academic Personnel

Restrict Academic Personnel
- Gender
- All

Race/Ethnicity
- Multiple Race

Faculty Category
- Instructional Faculty

Job Class Code
- All

Full-Time Faculty Status
- All
Declined to Respond Instructional Faculty by Gender – Bothell, STEM

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Overall Trend
Number of Academic Personnel by Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
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<tbody>
<tr>
<td>2014</td>
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<td>2016</td>
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</table>

Trend by Category
Number of Academic Personnel by Gender

Legend
- Female
- Male
Multi-Race Professorial Faculty by Gender – Bothell, Business

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Exhibit 1
Multi-Race Instructional Faculty by Gender – Bothell, Business

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit:
- Campus: Bothell
- College: S30 Business
- Department: All

Select Breakdown:
- Gender

Select Measure:
- Number of Academic Personnel

Legend:
- Female

Exhibit 1
Declined to Respond Professorial Faculty by Gender – Bothell, Business

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Overall Trend
Number of Academic Personnel by Gender

Trend by Category
Number of Academic Personnel by Gender
Declined to Respond Instructional Professorial Faculty by Gender – Bothell, Business

Exhibit 1

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit
Campus
Bothell
College
SSO Business
Department
All

Select Breakdown
Gender

Select Measure
Number of Academic Personnel

Legend
Male

Overall Trend
Number of Academic Personnel by Gender

Trend by Category
Number of Academic Personnel by Gender
White Professorial Faculty by Gender – Tacoma, Interdisciplinary Arts & Sciences

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Exhibit 1
### Exhibit 1

**White Instructional Faculty by Gender – Tacoma, Interdisciplinary Arts & Sciences**

**Academic Personnel Demographic Trends**

*Fall 2007-Fall 2016*

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
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<td>9</td>
<td>9</td>
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<td>36</td>
<td>35</td>
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</tr>
<tr>
<td>2015</td>
<td>36</td>
<td>36</td>
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</tr>
<tr>
<td>2016</td>
<td>34</td>
<td>34</td>
<td>34</td>
</tr>
</tbody>
</table>

**Legend**

- **Female**
- **Male**
- **Unknown**
Black Professorial Faculty by Gender – Tacoma, Interdisciplinary Arts & Sciences

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Exhibit 1

Select Unit
Campus
Tacoma

College
650 interdisciplinary arts and sciences

Department
All

Restrict Academic Personnel
Gender
All

Race/Ethnicity
Black

Faculty Category
01 Professional Faculty

Job Class Code
All

Full-Time Faculty Status
All

Legend
Female
Male
Black Instructional Faculty by Gender – Tacoma, Interdisciplinary Arts & Sciences

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Overall Trend
Number of Academic Personnel by Gender

Trend by Category
Number of Academic Personnel by Gender

Legend
Female

Select Unit
Campus
Tacoma
College
650 Interdisciplinary Arts and Sci.
Department
All

Restrict Academic Personnel
Gender
All
Race/Ethnicity
Black
Faculty Category
G2 Instructional Faculty
Job Class Code
All
Full-Time Faculty Status
All
Hispanic Professorial Faculty by Gender – Tacoma, Interdisciplinary Arts & Sciences

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit
Campus
Tacoma
College
650 Interdisciplinary Arts and Sci...
Department
All

Restrict Academic Personnel
Gender
All
Race/Ethnicity
Hispanic
Faculty Category
Ol Professional Faculty
Job Class Code
All
Full-Time Faculty Status
All

Overall Trend
Number of Academic Personnel by Gender

Select Breakdown
Gender

Select Measure
Number of Academic Personnel

Legend
Female
Male

Trend by Category
Number of Academic Personnel by Gender

Exhibit 1

0 1 2 3 4 5

2 2 2 2 2 2 2 2 2 3
2 2 2 2 2 2 2 2 2 2

0 1 2 3

2 2 2 2 2 2 2 2 2 2
2 2 2 2 2 2 2 2 2 2

Exhibit 1
### Hispanic Instructional Faculty by Gender – Tacoma, Interdisciplinary Arts & Sciences

#### Academic Personnel Demographic Trends
**Fall 2007-Fall 2016**

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>2</td>
</tr>
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<td>2012</td>
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<td>2013</td>
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<td>2014</td>
<td>3</td>
</tr>
<tr>
<td>2015</td>
<td>2</td>
</tr>
<tr>
<td>2016</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Trend by Category
**Number of Academic Personnel by Gender**

- **Legend**
  - Female

---

**Select Unit**
- Campus: Tacoma
- College: 650 Interdisciplinary Arts and Sciences
- Department: All

**Restrict Academic Personnel**
- Gender: All
- Race/Ethnicity: Hispanic
- Faculty Category: 02 Instructional Faculty
- Job Class Code: All
- Full-Time Faculty Status: All

**Select Breakdown**
- Gender

**Select Measure**
- Number of Academic Personnel
Multi-Race Professorial Faculty by Gender – Tacoma, Interdisciplinary Arts & Sciences

Exhibit 1

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Overall Trend
Number of Academic Personnel by Gender

Trend by Category
Number of Academic Personnel by Gender

Legend
Female

Select Unit
Campus
Tacoma

College
650 Interdisciplinary Arts and Sci...

Department
All

Restrict Academic Personnel
Gender
All

Race/Ethnicity
Multiple Race

Faculty Category
01 Professional Faculty

Job Class Code
All

Full-Time Faculty Status
All

Select Breakdown
Gender

Select Measure
Number of Academic Personnel

1 1 1 1 1 1 1 2 2 2

62
Multi-Race Instructional Faculty by Gender – Tacoma, Interdisciplinary Arts & Sciences

Academic Personnel Demographic Trends

Fall 2007-Fall 2016

Overall Trend
Number of Academic Personnel by Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2</td>
</tr>
<tr>
<td>2010</td>
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<tr>
<td>2011</td>
<td>2</td>
</tr>
<tr>
<td>2012</td>
<td>2</td>
</tr>
<tr>
<td>2014</td>
<td>1</td>
</tr>
<tr>
<td>2015</td>
<td>1</td>
</tr>
<tr>
<td>2016</td>
<td>1</td>
</tr>
</tbody>
</table>

Trend by Category
Number of Academic Personnel by Gender

Legend
- Female
Declined to Respond Professorial Faculty by Gender – Tacoma, Interdisciplinary Arts & Sciences

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit
- Campus: Tacoma
- College: AAC Interdisciplinary Arts and Sciences
- Department: All

Restrict Academic Personnel
- Gender: All
- Race/Ethnicity: Declined To Respond
- Faculty Category: All Professional Faculty
- Job Class Code: All
- Full-Time Faculty Status: All

Legend
- Male

Overall Trend
Number of Academic Personnel by Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
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</thead>
<tbody>
<tr>
<td>2007</td>
<td>2</td>
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<td>2008</td>
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<tr>
<td>2009</td>
<td>3</td>
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<td>2010</td>
<td>3</td>
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<tr>
<td>2011</td>
<td>3</td>
</tr>
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<td>2012</td>
<td>3</td>
</tr>
<tr>
<td>2013</td>
<td>3</td>
</tr>
<tr>
<td>2014</td>
<td>3</td>
</tr>
<tr>
<td>2015</td>
<td>3</td>
</tr>
<tr>
<td>2016</td>
<td>3</td>
</tr>
</tbody>
</table>

Trend by Category
Number of Academic Personnel by Gender

Exhibit 1
Declined to Respond Instructional Faculty by Gender – Tacoma, Interdisciplinary Arts & Sciences

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Select Unit
- Campus
  - Tacoma
- College
  - 650 Interdisciplinary Arts and Sciences
- Department
  - All

Select Breakdown
- Gender

Select Measure
- Number of Academic Personnel

Legend
- Female
- Male

Trend by Category
Number of Academic Personnel by Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1</td>
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<td>2010</td>
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</tr>
<tr>
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<td>1</td>
</tr>
<tr>
<td>2012</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2013</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2014</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2015</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2016</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
White Professorial Faculty by Gender – Tacoma, School of Business

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Exhibit 1

Legend
- Female
- Male
Exhibit 1

White Instructional Faculty by Gender – Tacoma, School of Business

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Overall Trend
Number of Academic Personnel by Gender

Trend by Category
Number of Academic Personnel by Gender

Legend
- Female
- Male
- Unknown

Select Unit
- Campus
- Tacoma

College
- 650 Milgard School of Business

Department
- All

Restrict Academic Personnel
- Gender
- All

Race/Ethnicity
- White

Faculty Category
- G2 Instructional Faculty

Job Class Code
- All

Full-Time Faculty Status
- All
Hispanic Professorial Faculty by Gender – Tacoma, School of Business

Academic Personnel Demographic Trends
Fall 2007-Fall 2016

Overall Trend
Number of Academic Personnel by Gender

Select Unit

Campus
Tacoma

College
650 Millard School of Business

Department
All

Select Breakdown

Gender

Select Measure

Number of Academic Personnel

Restrict Academic Personnel

Gender
All

Race/Ethnicity
Hispanic

Faculty Category
G2 Professional Faculty

Job Class Code
All

Full-Time Faculty Status
All

Legend

Female
Male

Trend by Category
Number of Academic Personnel by Gender


1 1 1 1 1 1 1 1 1 1

Exhibit 1
This initial draft is prepared for circulation to the FCMA for the purpose of discussion during their 02/08/2018 meeting. Council members are asked to review the information contained herein (and accompanying PDFs) so that the council members are positioned to discuss refinements of the graphs adopted following the last meeting. Data is drawn from the Faculty Demographic Trends Tool, sorted by campus with select colleges. In order to review all data that is available on this particular UW Human Resources tool, council members may select the preceding link, then use the word “demographic” in the search box to pull up the tool for perusal. Each graph attached to this report was generated with this tool.

Academic Personnel Demographic Trends – Seattle, Bothell, and Tacoma (Fall 2007-2016)

Overview of Seattle Campus trends by School (Fall 2016)

<table>
<thead>
<tr>
<th>Arts &amp; Sciences (Fall 2016)</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Multi-racial</th>
<th>Declined to Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professorial Faculty</td>
<td>210 female</td>
<td>11 female</td>
<td>21 female</td>
<td>8 female</td>
<td>5 female</td>
</tr>
<tr>
<td>(7.48% decrease from Fall 2007)</td>
<td>(22.2% increase from Fall 2007)</td>
<td>(75.0% increase from Fall 2007)</td>
<td>(60.0% increase from Fall 2007)</td>
<td>(150% increase from Fall 2007)</td>
<td></td>
</tr>
<tr>
<td>342 male</td>
<td>4 male</td>
<td>25 male</td>
<td>6 male</td>
<td>9 male</td>
<td>(50.0% increase from Fall 2007)</td>
</tr>
<tr>
<td>(6.68% decrease from Fall 2007)</td>
<td>(55.5% decrease from Fall 2007)</td>
<td>(8.7% increase from Fall 2007)</td>
<td>(50.0% increase from Fall 2007)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Faculty</td>
<td>120 female</td>
<td>3 female</td>
<td>15 female</td>
<td>2 female</td>
<td>5 female</td>
</tr>
<tr>
<td>(22.4% increase from Fall 2007)</td>
<td>(50.0% increase from Fall 2007)</td>
<td>(87.5% increase from Fall 2007)</td>
<td>(200% increase from Fall 2007)</td>
<td>(400% increase from Fall 2007)</td>
<td></td>
</tr>
<tr>
<td>105 male</td>
<td>2 male</td>
<td>8 male</td>
<td>2 male</td>
<td>2 male</td>
<td></td>
</tr>
<tr>
<td>(56.7% increase from Fall 2007)</td>
<td>(0.0% change from Fall 2007)</td>
<td>(60.0% increase from Fall 2007)</td>
<td>(0.0% change from Fall 2007)</td>
<td>(0.0% change from Fall 2007)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Engineering (Fall 2016)</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Multi-racial</th>
<th>Declined to Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professorial Faculty</td>
<td>38 female</td>
<td>0 female</td>
<td>2 female</td>
<td>1 female</td>
<td>1 female</td>
</tr>
<tr>
<td>(35.7% increase from Fall 2007)</td>
<td>(100% decrease from Fall 2007)</td>
<td>(100% increase from Fall 2010)</td>
<td>(50.0% increase from Fall 2007)</td>
<td>(0.0% change from Fall 2013)</td>
<td></td>
</tr>
<tr>
<td>121 male</td>
<td>2 male</td>
<td>8 male</td>
<td>2 male</td>
<td>7 male</td>
<td>(133% increase from Fall 2007)</td>
</tr>
<tr>
<td>(0.0% change from Fall 2007)</td>
<td>(0.0% change from Fall 2007)</td>
<td>(60.0% increase from Fall 2007)</td>
<td>(100% increase from Fall 2007)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Faculty</td>
<td>15 female</td>
<td>0 female</td>
<td>2 female</td>
<td>1 female</td>
<td>2 female</td>
</tr>
<tr>
<td>(150% increase from Fall 2007)</td>
<td>(0.0% change from Fall 2007)</td>
<td>(100% increase from Fall 2008)</td>
<td>(Fall 2016; only data recorded)</td>
<td>(100% increase from Fall 2013)</td>
<td></td>
</tr>
<tr>
<td>16 male</td>
<td>0 male</td>
<td>0 male</td>
<td>0 male</td>
<td>1 male</td>
<td></td>
</tr>
<tr>
<td>(23.0% increase from Fall 2007)</td>
<td>(100% decrease from Fall 2014)</td>
<td>(0.0% change from Fall 2007)</td>
<td>(0.0% change from Fall 2007)</td>
<td>(0.0% change from Fall 2007)</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>School of Business (Fall 2016)</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Multi-racial</th>
<th>Declined to Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professorial Faculty</td>
<td>13 female</td>
<td>0 female</td>
<td>1 female</td>
<td>0 female</td>
<td>0 female</td>
</tr>
<tr>
<td>(85.7% increase from Fall 2007)</td>
<td>(0.0% change from Fall 2007)</td>
<td>(50.0% decrease 2007-2013)</td>
<td>(0.0% change from Fall 2007)</td>
<td>(0.0% change from Fall 2007)</td>
<td></td>
</tr>
<tr>
<td>36 male</td>
<td>1 male</td>
<td>1 male</td>
<td>1 male</td>
<td>5 male</td>
<td>(150% increase from Fall 2007)</td>
</tr>
<tr>
<td>(18.2% decrease from Fall 2007)</td>
<td>(0.0% change from Fall 2007)</td>
<td>(50.0% decrease from Fall 2007)</td>
<td>(0.0% change from Fall 2007)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Faculty</td>
<td>18 female</td>
<td>No data</td>
<td>0 female</td>
<td>No data</td>
<td>0 female</td>
</tr>
<tr>
<td>(28.0% decrease from Fall 2007)</td>
<td></td>
<td>(0.0% change from Fall 2007)</td>
<td>(0.0% change from Fall 2007)</td>
<td>(0.0% change from Fall 2007)</td>
<td></td>
</tr>
<tr>
<td>20 male</td>
<td>No data</td>
<td>1 male</td>
<td>No data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(28.6% decrease from Fall 2007)</td>
<td></td>
<td>(0.0% change from Fall 2007)</td>
<td>(0.0% change from Fall 2007)</td>
<td>(0.0% change 2013-2016)</td>
<td></td>
</tr>
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</table>
### Overview of Bothell Campus trends by School (Fall 2016)

<table>
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<th>School of Business (Fall 2016)</th>
<th>White</th>
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<th>Hispanic</th>
<th>Multi-racial</th>
<th>Declined to Respond</th>
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</thead>
<tbody>
<tr>
<td>Professorial Faculty</td>
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<td>No data</td>
<td>0 female</td>
<td>0 female</td>
<td>No data</td>
</tr>
<tr>
<td>Instructional Faculty</td>
<td>No data</td>
<td>No data</td>
<td>1 female</td>
<td>1 female</td>
<td>No data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arts &amp; Sciences (Fall 2016)</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Multi-racial</th>
<th>Declined to Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professorial Faculty</td>
<td>14 female</td>
<td>3 female</td>
<td>3 female</td>
<td>1 female</td>
<td>0 female</td>
</tr>
<tr>
<td>Instructional Faculty</td>
<td>27 female</td>
<td>1 female</td>
<td>4 female</td>
<td>1 female</td>
<td>2 female</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science, Technology, Engineering, &amp; Mathematics (Fall 2016)</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Multi-racial</th>
<th>Declined to Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professorial Faculty</td>
<td>9 female</td>
<td>1 female</td>
<td>2 female</td>
<td>1 female</td>
<td>No data</td>
</tr>
<tr>
<td>Instructional Faculty</td>
<td>17 female</td>
<td>0 female</td>
<td>1 female</td>
<td>1 female</td>
<td>1 female</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Business (Fall 2016)</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Multi-racial</th>
<th>Declined to Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professorial Faculty</td>
<td>3 female</td>
<td>0 female</td>
<td>0 female</td>
<td>0 female</td>
<td>0 female</td>
</tr>
<tr>
<td>Instructional Faculty</td>
<td>8 female</td>
<td>No data</td>
<td>No data</td>
<td>No data</td>
<td>No data</td>
</tr>
</tbody>
</table>
Overview of Tacoma Campus trends by School (Fall 2016)

<table>
<thead>
<tr>
<th>Arts &amp; Sciences (Fall 2016)</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Multi-racial</th>
<th>Declined to Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professorial Faculty</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>26 female (44.4% increase from Fall 2007)</td>
<td>2 female (33.3% decrease from Fall 2007)</td>
<td>3 female (50% increase from Fall 2007)</td>
<td>2 female (100% increase from Fall 2007)</td>
<td>0 female (0.0% change from Fall 2007)</td>
</tr>
<tr>
<td>Black</td>
<td>26 male (73.3% increase from Fall 2007)</td>
<td>1 male (0.0% change from Fall 2007)</td>
<td>2 male (0.0% change from Fall 2007)</td>
<td>0 male (0.0% change from Fall 2007)</td>
<td>3 male (50.0% change from Fall 2007)</td>
</tr>
<tr>
<td><strong>Instructional Faculty</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>34 female (277% increase from Fall 2007)</td>
<td>1 female (0.0% change 2014-2015)</td>
<td>1 female (50% decrease from Fall 2011)</td>
<td>1 female (50.0% decrease from Fall 2009)</td>
<td>1 female (100% increase from Fall 2009)</td>
</tr>
<tr>
<td>Black</td>
<td>27 male (200% increase from Fall 2007)</td>
<td>0 male (0.0% change from Fall 2014)</td>
<td>0 male (0.0% change from Fall 2011)</td>
<td>0 male (0.0% change from Fall 2009)</td>
<td>2 male (100% increase from Fall 2009)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Business (Fall 2016)</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Multi-racial</th>
<th>Declined to Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professorial Faculty</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>4 female (0.0% change from Fall 2007)</td>
<td>No data</td>
<td>0 female (100% decrease from Fall 2007)</td>
<td>No data</td>
<td>No data</td>
</tr>
<tr>
<td>Black</td>
<td>6 male (20.0% increase from Fall 2007)</td>
<td>No data</td>
<td>1 male (0.0% change from Fall 2007)</td>
<td>No data</td>
<td>No data</td>
</tr>
<tr>
<td><strong>Instructional Faculty</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>4 female (200% increase from Fall 2007)</td>
<td>No data</td>
<td>No data</td>
<td>No data</td>
<td>No data</td>
</tr>
<tr>
<td>Black</td>
<td>8 male (200% increase from Fall 2007)</td>
<td>No data</td>
<td>No data</td>
<td>No data</td>
<td>No data</td>
</tr>
</tbody>
</table>
Faculty Code and Governance

Faculty Code

Chapter 24

Appointment and Promotion of Faculty Members

Section 24-31  General Appointment Policy

The principal functions of a university are to preserve, to increase, and to transmit knowledge. Its chief instrument for performing these functions is its faculty, and its success in doing so depends largely on the quality of its faculty. The policy of this University should be to enlist and retain distinguished faculty members with outstanding qualifications.

Section 13-31, April 16, 1956 with Presidential approval.

Section 24-32  Scholarly and Professional Qualifications of Faculty Members

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

A. Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty. The scholarship of faculty members may be judged by the character of their advanced degrees and by their contribution to knowledge in the form
of publication and instruction; it is reflected not only in their reputation among other scholars and professionals but in the performance of their students.

B. The creative function of a university requires faculty devoted to inquiry and research, whose attainment may be in the realm of scholarly investigation, in constructive contributions in professional fields, or in the creative arts, such as musical composition, creative writing, or original design in engineering or architecture. For each of these realms, contributions that address diversity and equal opportunity may be included. While numbers (publications, grant dollars, students) provide some measure of such accomplishment, more important is the quality of the faculty member's published or other creative work.

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

C. The scope of faculty teaching is broader than conventional classroom instruction; it comprises a variety of teaching formats and media, including undergraduate and graduate instruction for matriculated students, and special training or continuing education. The educational function of a university requires faculty who can teach effectively. Instruction must be judged according to its essential purposes and the conditions which they impose. Some elements in assessing effective teaching include:

- The ability to organize and conduct a course of study appropriate to the level of instruction and the nature of the subject matter;
- The consistency with which the teacher brings to the students the latest research findings and professional debates within the discipline;
- The ability to stimulate intellectual inquiry so that students develop the skills to examine and evaluate ideas and arguments;
- The extent to which the teacher encourages discussion and debate which enables the students to articulate the ideas they are exploring;
- The degree to which teaching strategies that encourage the educational advancement of students from all backgrounds and life experiences are utilized;
• The availability of the teacher to the student beyond the classroom environment; and

• The regularity with which the teacher examines or reexamines the organization and readings for a course of study and explores new approaches to effective educational methods.

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

D. Contributions to a profession through published discussion of methods or through public demonstration of an achieved skill should be recognized as furthering the University's educational function. Included among these contributions are professional service activities that address the professional advancement of individuals from underrepresented groups from the faculty member's field.

E. The University encourages faculty participation in public service. Such professional and scholarly service to schools, business and industry, and local, state, national, and international organizations is an integral part of the University’s mission. Of similar importance to the University is faculty participation in University committee work and other administrative tasks and clinical duties, including the faculty member's involvement in the recruitment, retention, and mentoring of scholars and students in an effort to promote diversity and equal opportunity. Both types of service make an important contribution and should be included in the individual faculty profile.

F. Competence in professional service to the University and the public should be considered in judging a faculty member's qualifications, but except in unusual circumstances skill in instruction and research should be deemed of greater importance.


Section 24-33 A Statement of Principle: Academic Freedom and Responsibility

Academic freedom is the freedom to discuss all relevant matters in teaching, to explore all avenues of scholarship, research, and creative expression, and to speak or write without
institutional discipline or restraint on matters of public concern as well as on matters related to shared governance and the general welfare of the University.

Faculty members have the right to academic freedom and the right to examine and communicate ideas by any lawful means even should such activities generate hostility or pressure against the faculty member or the University. Their exercise of constitutionally protected freedom of association, assembly, and expression, including participation in political activities, does not constitute a violation of duties to the University, to their profession, or to students and may not result in disciplinary action or adverse merit evaluation.

A faculty member's academic responsibility requires the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest, one is not speaking for the institution.

Membership in the academic community imposes on students, faculty members, administrators, and regents an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus. The expression of dissent and the attempt to produce change, therefore, may not be carried out in ways that injure individuals and damage institutional facilities or disrupt the classes of one's instructors or colleagues. Speakers on campus must not only be protected from violence, but also be given an opportunity to be heard. Those who seek to call attention to grievances must not do so in ways that clearly and significantly impede the functions of the University.

Students and faculty are entitled to an atmosphere conducive to learning and to evenhanded treatment in all aspects of the instructor-student relationship. Faculty members may not refuse to enroll or teach a student because of the student's beliefs or the possible uses to which the student may put the knowledge to be gained in a course. Students should not be forced by the authority inherent in the instructional relationship to make particular personal choices as to political action or their own roles in society. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance. (Examples of such matters include but are not limited to personality, personal beliefs, race, sex, gender, religion, political activity, sexual orientation, or sexual, romantic, familial, or other personal relationships.)

It is the responsibility of the faculty members to present the subject matter of their courses as approved by the faculty in their collective responsibility for the curriculum. Within the approved curriculum, faculty members are free to express ideas and teach as they see fit, based on their mastery of their subjects and their own scholarship.
Section 24-34  Qualifications for Appointment at Specific Ranks and Titles

A. Qualifications for Appointment at Specific Ranks

1. Appointment with the rank of assistant professor requires completion of professional training, in many fields marked by the Ph.D., and a demonstration of teaching and research ability that evidences promise of a successful career.

2. Appointment to the rank of associate professor requires a record of substantial success in both teaching and research, except that in unusual cases an outstanding record in one of these activities may be considered sufficient.

3. Appointment to the rank of professor requires outstanding, mature scholarship as evidenced by accomplishments in teaching, and in research as evaluated in terms of national or international recognition.

B. Qualifications for Appointments with Specific Titles

1. Lecturer and artist in residence are instructional titles that may be conferred on persons who have special instructional roles. Appointments may be renewed pursuant to Section 24-53.

2. Senior lecturer and senior artist in residence are instructional titles that may be conferred on persons who have special instructional roles and who have extensive training, competence, and experience in their discipline. Appointments may be renewed pursuant to Section 24-53.

3. Principal lecturer is an instructional title that may be conferred on persons whose excellence in instruction is recognized through appropriate awards, distinctions, or major contributions to their field. Appointments may be renewed pursuant to Section 24-53.

4. Individuals appointed to one of the instructional titles in Section 1–3 above may demonstrate their scholarship and research in a variety of specific ways (Section 24-32). While they may choose to do so through publication, such publication shall not be required.

5. Appointment to one of the ranks in Subsection A with a research title requires
qualifications corresponding to those prescribed for that rank, with primary emphasis upon research. Tenure is not acquired through service in research appointments.

Research professor and research associate professor appointments are term appointments for a period not to exceed five years. The question of their renewal shall be considered by the voting faculty who are superior in academic rank to the person being considered and are faculty of the department (or undepartmentalized college or school) in which the appointments are held, except that the voting faculty at rank of professor shall consider whether to recommend renewal or non-renewal of the appointment of a research professor. Such consideration shall be conducted in accord with the provisions of Section 24-53.

Research assistant professor appointments are for a term not to exceed three years with renewals and extensions to a maximum of eight years (see Section 24-41, Subsection H.) The question of their renewal shall be considered by the faculty who are superior in academic rank to the person being considered and are faculty of the department (or undepartmentalized college or school) in which the appointments are held. Such consideration shall be conducted in accord with the provisions of Section 24-41.

Research associate appointments are for a term not to exceed three years, with renewals to a maximum of six years. The question of their renewal shall be considered by the faculty who are superior in academic rank to the person being considered and are faculty of the department (or undepartmentalized college or school) in which the appointments are held. Such consideration shall be conducted in accord with the provisions of Section 24-53.

Research faculty titles and the qualifications for them are described in Section 24-35.

6. Appointment with the title of professor of practice is made to a person who is a distinguished practitioner or distinguished academician, and who has had a major impact on a field important to the University's teaching, research, and/or service mission.

Professor of practice appointments are term appointments for a period not to exceed five years. The question of their renewal shall be considered by the voting faculty who are superior in academic rank and are faculty of the department (or undepartmentalized college or school) in which the appointments are held. Such consideration shall be conducted in accord with the provisions of Section 24-53. This title is available to address a unique appointment need and is intended to be
Appointments with the title of instructor is made to a person who has completed professional training, in many fields marked by the Ph.D., and is fulfilling a temporary, clinical, or affiliate instructional need, or is in a temporary transition period between post-doctoral training and mentoring and entry into the professorial ranks. These appointments are limited to acting, affiliate, or clinical.

An affiliate appointment requires qualifications comparable to those required for appointment to the corresponding rank or title. It recognizes the professional contribution of an individual whose principal employment responsibilities lie outside the colleges or schools of the University. Affiliate appointments are annual; the question of their renewal shall be considered each year by the faculty of the department (or undepartmentalized college or school) in which they are held.

An adjunct appointment is made only to a faculty member (including one in a research professorial rank) already holding a primary appointment in another department. This appointment recognizes the contributions of a member of the faculty to a secondary department. Adjunct appointments do not confer governance or voting privileges or eligibility for tenure in the secondary department. These appointments are annual; the question of their renewal shall be considered each year by the faculty of the secondary department.

A joint appointment recognizes a faculty member’s long-term commitment to, and participation in, two or more departments. A joint appointment may be discontinued only with the concurrence of the faculty member and the appointing departments. One department shall be designated the primary department and the others secondary, and this designation can be changed only with the concurrence of the faculty member and the appointing departments. Personnel determinations (salaries, promotions, leave, etc.) originate with the primary department, but may be proposed by the secondary department(s), and all actions must have the concurrence of the secondary department(s). A faculty member who has the privilege of participation in governance and voting in the primary department may arrange with the secondary department(s) either to participate or not to participate in governance and voting in the secondary department(s). This agreement must be in writing and will be used for determining the quorum for faculty votes. The agreement can be revised with the concurrence of the faculty member and the department involved.

A clinical appointment in the appropriate rank or title is usually made to a person...
who holds a primary appointment with an outside agency or non-academic unit of the University, or who is in private practice. Clinical faculty make substantial contributions to University programs through their expertise, interest, and motivation to work with the faculty in preparing and assisting with the instruction of students in practicum settings. Clinical appointments are annual; the question of their renewal shall be considered each year by the faculty of the department (or undepartmentalized college or school) in which they are held.

12. Appointment with the title of teaching associate is made to a non-student with credentials more limited than those required of an instructor. Teaching associate appointments are annual, or shorter; the question of their renewal shall be considered each year by the faculty of the department (or undepartmentalized college or school) in which they are held.

13. The emeritus appointment is recommended by departmental action for a regular, WOT, research or clinical faculty member who has retired under the UW Retirement Plan or is receiving benefits as if he or she retired under another state of Washington retirement plan and whose scholarly, teaching, or service record has been meritorious. Such a recommendation requires approval by the college dean and the President of the University. The normal criteria for appointment with the emeritus title are at least ten years of prior service as a member of the faculty and achievement of the rank of professor or associate professor. Under certain circumstances the President may grant emeritus status to an administrator at the level of dean or vice president, or at other levels if deemed appropriate.

14. The acting title denotes a temporary appointment for properly qualified persons in the instructor title or at the professorial ranks. It commonly is used for persons who are on the faculty for a year or less or for persons who have not yet completed the requirements for a regular appointment. In the latter case, the acting title is dropped when the requirements are completed. The total service of a faculty member with an acting appointment may not exceed four years in any single rank or title, or six years in any combination of ranks or titles. A faculty member whose appointment as assistant professor has not been renewed may not be given an acting appointment.

15. Appointment to one of the ranks in Subsection A with a visiting title indicates that the appointee holds a professorial position at another institution of higher learning and is temporarily employed by the University. An employee who does not hold a professorial position elsewhere, but who is otherwise qualified, may be designated as a visiting lecturer.
16. The visiting scholar title is an honorary title awarded to persons who hold professorial (including research titles) positions at other institutions and who are visiting the University but who are not employed by the University during their stay. The purpose of this title is recognition of the visitor’s presence at the University, and to make University facilities and privileges (library, etc.) available.


Section 24-35 Research Personnel Appointments

A. Research titles designate appointments for faculty whose primary responsibility is research. The research titles are:
   - Research professor
   - Research associate professor
   - Research assistant professor
   - Research associate

B. Research professors, research associate professors, and research assistant professors are eligible for appointment to the graduate faculty, are expected to take active roles in generating research funding, and are eligible to act as principal investigators for grants and contracts. Research faculty may participate in the regular instructional program but are not required to do so, except insofar as required by their funding source.

C. Research associate is considered a junior rank equivalent to instructor. This junior faculty appointment, which requires the same qualifications as those of an instructor, normally serves to advance the competence of a person who has recently completed higher professional training, in most fields marked by a doctoral degree. Appointees will work under the direction of principal investigators for the benefit of the research programs, the department’s educational program, and their own professional growth. Research associates may not be principal investigators on research grants or contracts.

S-A 64, May 29, 1981; S-A 81, January 30, 1990: both with Presidential approval.

Section 24-36 Qualifications for Extension Appointments
Persons giving instruction in extension classes offered for academic credit shall have scholarly and professional qualifications equivalent to those required for the teaching of regular University classes.

Section 13-31, April 16, 1956 with Presidential approval.

Section 24-40 Faculty Without Tenure By Reason of Funding (WOT)

A. A professor or associate professor without tenure by reason of funding (WOT) is qualified for tenure by virtue of rank. Such a faculty member holds his or her appointment on a continuing basis. The term of appointment of an assistant professor WOT is governed by Section 24-41, Subsections A and D.

B. Faculty appointed WOT do not hold tenure because all or part of his or her annual University-administered salary is derived from sources other than regularly appropriated state funds. Except for this distinction, WOT faculty members have the same rights, responsibilities, and obligations as tenure-track and tenured faculty members at those ranks. The description of their duties and qualifications for promotion and salary increases for reasons of merit are the same. Except for termination of funding as defined in Section 24-41, Subsection J, or for reasons of program elimination (see Chapter 25, Section 25-52), such faculty members are not subject to removal, or discriminatory reduction in salary, except for cause (see Chapter 25, Section 25-51.)

C. Faculty members WOT are expected to be integrated fully into the research, instructional, and service activities of their departments, schools, and colleges, warranting their status as voting members of the University. This expectation is the basis for their appointment being continuing and distinguishes such faculty from other non-tenured and term appointments (see Section 24-41.)

D. Faculty members WOT have their salaries supported from a variety of department, school, and college resources, including, but not limited to, state funds, grant and contract funds, departmental, clinical and service funds. As defined in Section 24-57, faculty member's WOT shall have a written understanding with the chair describing their duties to be performed to meet the department's missions. This understanding will specify the sources, distributions and levels of funds supporting their salaries for these purposes. Salary funding shall be related to the faculty member's involvement in these departmental activities. Classroom instructional duties shall be supported from departmentally administered funds.

E. To maintain the integration of WOT faculty members in the ongoing activities of the appointing unit during a temporary lapse in funding sources, appointing departments, schools, or colleges shall develop a process to identify and evaluate the availability of
alternative salary sources. This process shall be recorded with the dean's office of the appropriate unit and the dean's office shall forward the policy to the Secretary of the Faculty. Should alternative resources be made available, a new version of the understanding specified in Subsection D shall be required.


Section 24-41 Duration of Nontenure Appointments

A. The first appointment or the reappointment of an assistant professor is for a basic period of three years, subject to earlier dismissal for cause. Although neither appointment period shall extend beyond the academic year in which a decision on tenure is required, the year in which a negative tenure decision is made must be followed by a terminal year of appointment. If the assistant professor is reappointed, the period of reappointment must include a tenure decision. Assistant professors holding positions funded by other than state funds shall be treated in the same way except that the appointment may be to a position without tenure by reason of funding as provided in Subsection D. Procedures governing the reappointment of assistant professors are as follows:

1. During the second year of the initial appointment, the dean of the assistant professor's college or school shall decide whether:
   
a. The appointment is to be renewed under the above provision for reappointment;
   
b. The appointment is not to be renewed beyond the initial three-year period, in which case the appointment will terminate at the end of the third year; or
   
c. The decision concerning the appointment is to be postponed to the following year.

2. Should the above decision result in a postponement, during the third year of the initial appointment the dean shall decide whether:
   
a. The appointment is to be renewed under the above provision for reappointment, or
   
b. The appointment is not to be renewed; if it is not, the basic appointment is extended to include a fourth and terminal year.
3. The dean shall inform the professor in writing within 30 days of any decision made pursuant to this section.

B. Lecturer and Artist in Residence

1. Appointment as a full-time lecturer or artist in residence shall be for a term not to exceed five years.

   The normal appointment period of a part-time lecturer or artist in residence shall be for one year or less with exceptions to be reviewed by the Provost.

2. Appointment as a full-time senior lecturer, principal lecturer, or senior artist in residence shall be for a term not to exceed five years. The normal appointment period of senior and principal lecturers shall be for a minimum of three years with exceptions to be reviewed by the Provost.

   The normal appointment period of a part-time senior lecturer, principal lecturer, or senior artist in residence shall be for one year or less with exceptions to be reviewed by the Provost.

3. Except as provided in Subsection B.4 below, at least six months (or three months in the case of an initial annual appointment) before the expiration date of an appointment of a full-time lecturer, artist in residence, senior lecturer, principal lecturer, or senior artist in residence, the dean shall determine, pursuant to Section 24-53, whether this appointment shall be renewed and shall inform the faculty member in writing of the decision.

4. A renewal decision in accord with Subsection B.3 above is not required where an initial appointment of a full-time lecturer, artist in residence, senior artist in residence, senior lecturer, or principal lecturer is for one year or less and the appointment is identified at the time of appointment as not eligible for renewal.

5. Part-time appointments as lecturer, artist in residence, senior lecturer, principal lecturer, and senior artist in residence are for the period stated in the letter of appointment. If such appointments are to be renewed the procedures in Section 24-53 shall be followed in a timely manner with knowledge of funding availability and staffing needs.

C. A full-time lecturer, artist in residence, or senior lecturer may, prior to expiration of an existing appointment, be considered for appointment as, or promotion to, a senior lecturer, senior artist in residence, or principal lecturer, respectively.

D. Notwithstanding the provisions of Subsection A, appointments of assistant professors
who are supported by other than state-appropriated funds are subject to termination should the supporting agency fail to continue the funding for the appointment, provided that the assistant professor supported by other than state-appropriated funds is advised in writing prior to commencement of his or her appointment that such appointment is at all times subject to the continued availability of grant or contract funds.

E. The first appointment or the reappointment of a faculty member to less than 50% of full-time status shall be made on an annual, or shorter, basis. A faculty member who is appointed to a position with less than 50% of full-time status shall not accumulate eligibility toward tenure.

F. The first appointment or the reappointment of a research assistant professor is for a basic period of three years, subject to earlier dismissal for cause. Research assistant professors may not be reappointed more than once, except that a research assistant professor who does not receive promotion in rank must receive a terminal year of appointment. Procedures governing the reappointment of research assistant professors are as follows:

1. During the second year of the initial appointment, the dean of the research assistant professor's college or school shall decide whether:
   a. The appointment is to be renewed under the above provision for reappointment;
   b. The appointment is not to be renewed beyond the initial three-year period, in which case the appointment will cease at the end of the third year; or
   c. The decision concerning the appointment is to be postponed to the following year.

2. Should the above decision result in a postponement, during the third year of the initial appointment the dean shall decide whether:
   a. The appointment is to be renewed under the above provision for reappointment or
   b. The appointment is not to be renewed; if it is not renewed, the basic appointment is extended to include a fourth and terminal year.

3. Not later than the end of the third year of a second appointment, the dean of the research assistant professor's college or school shall decide whether:
a. The research assistant professor is to be appointed as research associate professor, associate professor without tenure by reason of funding or associate professor with tenure;

b. The appointment is to cease at the end of the following year; or

c. The decision concerning the appointment is to be postponed to the following year. In cases b and c the appointment is extended by one year.

4. Should the above decision result in a postponement, during the extension year of a second appointment, the dean of the research assistant professor's college or school shall decide whether:

a. The research assistant professor is to be appointed as research associate professor, associate professor without tenure by reason of funding or associate professor with tenure, or

b. The appointment is to cease; in which case the basic appointment is extended by one year.

5. The dean shall inform the professor in writing within 30 days of any decision made pursuant to this section.

G. At least six months (or three months in the case of an initial annual appointment) before the expiration date of an appointment of a research associate professor, research professor, or professor of practice, the dean shall determine, pursuant to Section 24-53, whether this appointment shall be renewed and shall inform the faculty member in writing of the decision. A renewal decision is not required where an initial appointment of a research associate professor, research professor, or professor of practice is for one year or less and the appointment is identified at the time of appointment as not eligible for renewal.

H. Notwithstanding the provisions of this subsection, research assistant professors are subject to removal during the term of their appointment for cause (see Chapter 25, Section 25-51), for termination of funding, or for reasons of program elimination (see Chapter 25, Section 25-52).

I. Research professors and research associate professors are not subject to removal during the term of their appointment except by removal for cause (see Chapter 25, Section 25-51), for termination of funding as defined in Subsection J, or for reasons of program elimination (see Chapter 25, Section 25-52).

J. Termination of funding is defined as failure, for a continuous period of more than
12 months, to obtain funding sufficient to provide at least 50% of the faculty member’s base annual salary. The University is not obligated to provide replacement funding during lapses of a faculty member’s external support.

K. In unusual cases, an individual may be appointed to the title of research assistant professor when there is no known funding to support the appointment. The department and dean shall determine that the individual will seek external funding to support his or her appointment. Such appointments shall be made on an annual or shorter basis, and may be renewed annually upon evidence of research grant or contract pursuit activity. Upon receipt of salary funding support, said appointments shall be converted to initial three-year appointments in conformance with Subsection H.

L. The procedures prescribed in Section 24-53 for renewal of appointments and in Section 24-54 for Procedure for Promotion shall govern actions taken under this section.


Section 24-45 Appointment of Part-Time Professors

A. The University may appoint faculty to professorial or research professorial ranks (see Section 24-34, Subsections A.1 through A.3 and Subsection B.3) on less than a full-time basis. The percentage of appointment at the time of hire shall be documented by the department chair (or dean in an undepartmentalized school or college) and clearly communicated in writing to the faculty member.

B. The first appointment of a part-time assistant professor at 50% or greater of full-time shall be for a basic period of three years, subject to earlier dismissal for cause. In Spring Quarter of the second year of appointment, the dean of the assistant professor’s college or school shall decide whether:

1. The appointment is to be renewed;

2. The appointment is not to be renewed beyond the three-year period, in which case the assistant professor will be notified that the appointment ceases at the end of the third year; or
3. The decision concerning reappointment is postponed to the following year, in which case the assistant professor will be notified that the three-year appointment is extended to include a fourth year.

C. Should the decision in Subsection B above result in a postponement, during Spring Quarter of the third year the dean shall decide whether:

1. The appointment is to be renewed for a further period consistent with Subsection D below; or

2. The appointment is not to be renewed, in which case the assistant professor shall be notified that the appointment ceases at the end of the fourth year.

D. Should the initial appointment of a part-time assistant professor be renewed pursuant to Subsection B or C above, the following renewal periods pertain to the second appointment:

1. For part-time assistant professors who hold appointments of 90% time and above, the second appointment period shall be for three years.

2. For part-time assistant professors who hold appointments between 70% and 89%, the second appointment shall be for four years.

3. For part-time assistant professors who hold appointments between 60% and 69%, the second appointment shall be for five years.

4. For part-time assistant professors who hold appointments between 50% and 59%, the second appointment shall be for six years.

In all cases, a mandatory review for promotion and tenure (or in the case of WOT faculty, for promotion and continuous appointment) must occur no later than the end of the last year of appointment as specified in Subsections D.1 through D.4 above.

E. At any time during the appointment, the faculty member may change his or her percentage of appointment with the written agreement of the dean. In the event of a change, the time for mandatory review shall be stated in the agreement consistent with Subsection D above.


Section 24-50 Conflict of Interest Regarding Appointment, Employment, and Academic Decisions
A conflict of interest exists when a person participating in a decision has a substantial connection or interest related to individual(s) affected by the decision that might bias or otherwise threaten the integrity of the decision process or that might be perceived by a reasonable person as biasing or threatening such decisions. This includes familial, romantic, or sexual relationships and financial conflicts of interest. This may also include some professional relationships. No list of rules can provide direction for all the varying circumstances that may arise; good judgment of individuals is essential.

The procedures set forth in this chapter shall apply in all cases, except that no faculty member, department chair, dean, or other administrative officer shall vote, make recommendations, or in any other way participate in the decision of any matter which may directly affect the employment, appointment, tenure, promotion, salary, or other status or interest of a faculty or staff member with whom he or she has a conflict of interest. [See also Executive Order No. 32.]

In addition, no faculty member, teaching assistant, research assistant, department chair, dean, or other administrative officer shall vote, make recommendations, or in any other way participate in the decision of any matter which may directly affect the employment, promotion, academic status or evaluation of a student with whom he or she has a conflict of interest.

Conflicts of interest resulting from romantic or sexual relationships are detrimental to the functioning of the University because, if present, the professional authority under which decisions are made may be called into question. The University's responsibilities to the public and to individual members of the University community may be compromised if such conflicts of interest are not avoided.

The faculty's decision-making responsibilities should not restrict the faculty's rights as citizens, including the personal rights of association and expression, unless the exercise of those freedoms conflicts with the institutional necessity of impartiality in academic and employment decisions. In that case, the faculty member must restrict his or her participation in such decisions.

State law and University rules preclude a faculty member from participating in decisions which directly benefit a member of his or her family. The same rules should apply to decisions involving sexual or romantic relationships between faculty and students, since these relationships, like formal family relationships, may call into question the ability of the faculty member to assess the performance of another solely on academic or professional merit.

Romantic or sexual relationships between faculty and students may in some instances infringe on the rights of that student or other students or colleagues. The possibility of sexual harassment may arise, if the faculty member's immediate power to influence a
Student's academic progress brings into question the ability of the student genuinely to consent freely to the relationship. The possibility of impeding the student's academic or professional progress may also arise if the faculty member is already in a position of significant decision-making authority with respect to the student, since the faculty member must abstain from further participation in such decisions, thereby denying the student access to the faculty member's professional assessment. The possibility of an unwelcome, hostile or offensive academic environment may also arise if the faculty member fails clearly to separate personal interests from his or her professional decision-making.

Faculty members should be aware that the harms listed above do not arise only from existing relationships, but may also arise if an individual in a position of authority to a student makes overt sexual or romantic advances upon that student. Even if the advances are welcome, the faculty member should remove him or herself from the teaching or supervisory role, which may impede the student's academic progress. If the advances are unwelcome, the student may suffer unneeded stress, and the academic relationship may suffer.


Section 24-51 Responsibility for Appointments

A. The President and the appropriate college or school faculty share responsibility for recommending faculty appointments to the Regents. Full and discriminating consideration by that faculty of the scholarly and professional character and qualifications of a proposed appointee is essential in an effective appointment procedure.

B. The appropriate faculty, therefore, shall carefully judge the scholarly and professional character and qualifications of a prospective appointee, shall determine from all available evidence his or her suitability for employment, and shall provide the Regents, through the President, with the information needed for a wise decision.

Section 13-31, April 16, 1956; S-A 83, April 30, 1991: both with Presidential approval.

Section 24-52 Procedure for New Appointments

A. Faculty recommendations of appointments are ordinarily rendered through committees, and the procedure depends upon the level of appointment.

1. For recommendation of a departmental appointment other than that of chair, the department members act as an advisory appointment committee. A department
may delegate this responsibility to a departmental committee.

2. A committee responsible for recommending the appointment of a department chair should be an ad hoc committee appointed by the dean of the appropriate college, or if the President so desires, by the President.

3. A committee responsible for recommending the appointment of a dean should be an ad hoc committee appointed by the President.

B. The duty of an appointment committee is to search for suitable candidates, to study and determine their qualifications (Sections 24-32 to 24-36), and to obtain and evaluate all data related to the problem of appointment. When, after such a study, the committee finds a candidate or candidates who appear to be qualified it shall transmit its information and recommendation to:

1. The department chair, if the appointment is to be a departmental one other than that of chair, or

2. The appropriate dean, if the appointment is to be one of a department chair, or

3. The President, if the appointment is to be one of a dean.

C. In making new appointments administrative officers shall act in the manner prescribed below.

1. If the appointment is to be a departmental one other than that of chair, the chair shall submit all available information concerning candidates suggested by the department, the chair, or the dean to the voting members of the department faculty. The voting faculty of an academic unit may, by majority vote, delegate authority to recommend the appointment of affiliate or clinical faculty, research associates, or annual or quarterly part-time lecturers to an elected committee of its voting faculty. In an undepartmentalized college or school, this delegation may be made to an elected committee of its voting faculty. The delegation shall expire one calendar year after it is made.

   Recommendations in favor of appointment, based on a majority vote of the voting members of the faculty or of the elected committee with delegated authority, shall be sent with pertinent information to the appropriate dean. If the chair concurs in the department recommendation, the dean shall make a decision concerning the appointment and, if it is favorable, shall transmit it together with the vote of the department and the recommendation of the chair to the President. In the unusual case where the chair does not concur in the department recommendation, he or she may communicate objections to the dean and may also submit a separate
recommendation to the dean from among the candidates who have been considered by the department. If the dean concurs in the chair's recommendation, or has additional information which raises doubts concerning the department's recommendation, or finds that the President has such information, the dean shall refer the matter again to the department along with an explanation and comments. After considering the evidence, the department may then either reaffirm its original recommendation, or transmit a new one. After the department's final recommendation has been sent to the dean, the dean shall make a decision concerning the appointment and, if an appointment is to be recommended, shall transmit it together with the final recommendation of the department and the recommendation of the chair to the President.

2. If the appointment is to be one of a department chair, the dean shall deal directly with the appointment committee in making the decision. The department concerned shall be consulted in making the appointment, but a formal vote is not required.

3. If the appointment is to be one of a dean, the President shall deal directly with the appointment committee in making the decision.

Section 13-31, April 16, 1956; S-A 24, June 23, 1959; S-A 126, June 11, 2012: all with Presidential approval.

Section 24-53 Procedure for Renewal of Appointments

When it is time to decide upon renewal of a nontenure appointment to the faculty (Section 24-41), the procedure described below shall be followed.

A. The voting members of the appropriate department (or undepartmentalized college or school) who are superior in academic rank or title to the person under consideration shall decide whether to recommend renewal or termination of the appointment. Research faculty shall be considered by voting faculty who are superior in rank to the person under consideration, except that the voting faculty at rank of professor shall consider whether to recommend renewal or non-renewal of the appointment of a research professor. Faculty with instructional titles outlined in Section 24-34, Subsection B shall be considered by voting faculty who hold a professorial rank or instructional title superior to the person under consideration. The voting faculty of an academic unit may, by majority vote, delegate authority to recommend the renewal of affiliate or clinical faculty, research associate, or annual or quarterly part-time lecturer appointments to an elected committee of its voting faculty. In an undepartmentalized college or school, this delegation may be made to an elected committee of its voting faculty. The delegation:
1. Does not alter faculty rank requirements for considering appointment renewals, and

2. Shall expire one calendar year after it is made.

B. If this recommendation is a departmental one, the chair shall transmit it to the dean. If the chair does not concur in the recommendation he or she may also submit a separate recommendation.

C. The dean shall decide the matter within the time prescribed in Section 24-41 and inform the faculty member concerned of the decision.

D. If a faculty member requests a written statement of the reasons for the non-renewal of his or her appointment, the dean shall supply such a written statement within 30 days.


Section 24-54 Procedure for Promotions

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

A. The voting members of the appropriate department (or undepartmentalized college or school) who are superior in academic rank or title to the person under consideration shall decide whether to recommend the promotion. Research faculty shall be considered by voting members of the appropriate department, or undepartmentalized college or school, who are superior in academic rank to the person under consideration. Faculty with instructional titles outlined in Section 24-34, Subsection B shall be considered by voting members of the appropriate department or undepartmentalized college or school who hold an eligible professorial appointment or an instructional title superior to that of the candidate being considered. In this decision they shall take into account the qualifications prescribed in Sections 24-32, 24-33, 24-34, and 24-35 for the various academic ranks and titles. Promotion shall be based upon the attainment of these qualifications and not upon length of service. In arriving at recommendations for promotion, faculty, chairs, and deans shall consider the whole record of candidates' qualifications described in Section 24-32.
B. The record of the candidate being considered for promotion shall be assembled following the guidelines of the candidate's college and unit. The candidate is responsible for assembling the promotion record, which shall include a self-assessment of the candidate's qualifications for promotion. External letters of review shall be kept confidential from the candidate.

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

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

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

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

C. The dean shall be advised by a committee or council of the college or school. This advisory group, elected by the faculty of the college or school, shall consider each case presented to it and submit its recommendations with reasons therefor to the dean. If the recommendation of the committee or council is not favorable, or if it conflicts with the faculty vote, then the council or committee recommendation with reasons therefor shall be provided to the candidate. For purposes of confidentiality, specific attributions
shall be omitted and vote counts may be omitted from this report. In a departmentalized school or college, when a candidate for promotion is under consideration, any member of the committee or council who is also a member of the candidate's department may be excused.

D. After receiving the recommendation of this committee or council the dean shall decide the matter.

Prior to the issuance of a decision or recommendation by the dean that is not favorable, the dean shall provide the candidate with his or her initial recommendation and reasons therefor. In such cases, the dean or the dean's designee shall then discuss the case with the candidate. The candidate may then respond in writing to the dean within seven calendar days of the discussion.

If the recommendation of the dean is favorable, or if the promotion decision is mandatory, the dean shall transmit his or her recommendation and the candidate's response, if it exists, to the candidate and to the Provost. For purposes of confidentiality, specific attributions shall be omitted and vote counts may be omitted from the report to the candidate.

If the promotion decision of the dean is not favorable and not mandatory, and the candidate has written a response to the dean, the dean shall transmit his or her decision and the candidate's response to the Provost for information purposes.

E. After the case is decided, the dean shall ensure that the candidate is informed in writing in a timely way of the result of the case and, if the result is not favorable, the reasons therefor.

Section 13-31, April 16, 1956; S-A 22, April 18, 1958; S-A 59, April 23, 1979; S-A 64, May 29, 1981; S-A 81, January 30, 1990; S-A 94, October 24, 1995; S-A 100, April 25, 2000; S-A 124, July 5, 2011; S-A 126, June 11, 2012; S-A 130, June 14, 2013: all with Presidential approval. [See also Executive Order No. 45.]

Section 24-55 Procedure for Salary Increases Based Upon Merit

Faculty at the University of Washington shall be reviewed annually by their colleagues, according to the procedures detailed in this section, to evaluate their merit and to arrive at a recommendation for an appropriate merit salary increase. Such reviews shall consider the faculty member's cumulative record, including contributions to research/scholarship, teaching, and service, and their impact on the department, school/college, University, and appropriate regional, national, and international communities.

The evaluation of a faculty member's merit and salary shall be arrived at after review of the

Exhibit 3
individual's performance in relation to that of their colleagues and by comparison of individuals' present salaries to those of their peers. In evaluating a faculty member's eligibility for merit-based salary increases (Section 24-70, Subsections B.1 and B.4; Section 24-71, Subsections A.1 and B.1) and for "market gap" salary increases (Section 24-71, Subsection B.2), the following procedure shall be followed.

A. In arriving at their recommendations for salary decisions the appropriate faculty, department (unit) chairs, and deans shall each consider the following:

1. The cumulative record of the candidate, taking into account the qualifications prescribed in Sections 24-32, 24-33, 24-34, and 24-35 for the various academic ranks and titles;

2. The candidate's current salary;

3. Documentation of the review conference required by Section 24-57, Subsection D; and

4. Any documents produced under Subsection H of this section.

Salary recommendations shall seek to minimize salary inequities. Salary compression and other inequities, including those resulting from variations in the level of merit funds available over time, may be considered in making merit salary recommendations.

B. The merit and salary of each faculty member below the rank and title of professor shall be considered by the voting members of the department, or undepartmentalized college or school, who are his or her superiors in academic rank and title, and they shall recommend any salary increase which they deem merited.

C. The chair of a department, or the dean of an undepartmentalized school/college, shall consider the merit and salary of each full professor in his or her unit. Before forwarding his or her recommendations the chair (or dean in an undepartmentalized school/college) shall seek the advice of the full professors according to a procedure approved by the voting members of the unit.

D. If the recommendation is a departmental one, the chair shall transmit it to the dean with any supporting data the dean may request. If the chair does not concur in the recommendations he or she may also submit a separate recommendation.

E. The dean shall review the department's recommendation and forward his or her recommendation regarding faculty merit and salary to the President.

F. The dean of each college/school shall review the record and salary of the chair of each
department and shall recommend an appropriate salary increase to the President.

G. The President shall authorize the salary increases of the faculty, and of each dean.

H. At the option of the faculty member affected, and mandatorily in the event of two consecutive annual ratings of no merit (as a result of reviews under this section), the chair of the faculty member's department (or dean of an undepartmentalized school or college) shall, after consultation with the faculty member, appoint an ad hoc committee of department (or school/college) faculty superior (or, in the case of full professors, equal) in rank or title to the faculty member. This committee shall meet at its earliest convenience with the faculty member and review more fully the record and merit of that faculty member.

The committee shall, upon completion of its review, report in writing the results to the faculty member and to his or her department chair (or dean in an undepartmentalized school/college) and the committee shall advise them what actions, if any, should be undertaken to enhance the contributions and improve the merit ranking of this colleague, or to rectify existing misjudgments of his or her merit and make adjustments to correct any salary inequity. The faculty member may respond in writing to this report and advice within 21 calendar days to the department chair (or dean) and committee (unless upon the faculty member's request and for good cause the response period is extended by the chair or dean). The committee's report and advice, the faculty member's written response (if any), the response by the chair, and any agreement reached by the faculty member and the chair shall be incorporated into a written report.

Section 13-31, April 16, 1956; S-A 58, May 16, 1978; S-A 75, April 6, 1987; S-A 82, November 21, 1990; S-A 99, July 9, 1999; S-A 124, July 5, 2011: all with Presidential approval. [See also Executive Order No. 45.]

Section 24-56 Procedure for Resignations

A. A faculty member has a professional obligation to give a written notice of resignation at the earliest possible opportunity. Normally such resignations should be given at least three months prior to the termination date, or within 15 days of notification of terms of a reappointment, whichever occurs later, and should ordinarily become effective at the end of an academic year.

B. If the faculty member resigns orally, then the dean shall attempt to obtain a written resignation. If this is not forthcoming sooner, no later than 15 days after the purported oral resignation the dean shall send by certified mail to the faculty member's last known home address, and at the same time send by delivery or campus mail to the
faculty member's campus address, a letter stating his or her understanding that the faculty member has resigned. If, within 30 days after the dean mailed and sent this letter, the faculty member notifies the dean in writing that he or she denies a resignation took place, none shall be deemed to have occurred. Otherwise, the faculty member shall be deemed to have resigned.

S-A 60, June 25, 1979 with Presidential approval.

Section 24-57 Procedural Safeguards for Promotion, Merit-Based Salary, and Tenure Considerations

All procedures regarding promotion, merit-based salary, and tenure considerations outlined in the relevant sections of the Faculty Code must be followed. Open communication among faculty, and between faculty and administration, must be maintained in order to insure informed decision making, to protect the rights of the individual and to aid the faculty in the development of their professional and scholarly careers.

Each faculty member must be allowed to pursue those areas of inquiry which are of personal scholarly interest; at the same time, however, each faculty member must be informed of the expectations a department holds for him or her and of the manner in which his or her activities contribute to the current and future goals of the department, school, college, and University. In order to enable the faculty member to establish priorities in the overall effort of professional career development and to fulfill the University's obligations of fair appraisal and continual monitoring of faculty development, the following procedural safeguards shall be adopted in each department, school, or college.

A. Assessment of Teaching Effectiveness

To implement the provision stipulated in Section 24-32, Subsection C, the standardized student assessment of teaching procedure which the University makes available may be used for obtaining student evaluation of teaching effectiveness, unless the college, school, or department has adopted an alternate procedure for student evaluation, in which case the latter may be used. Each faculty member shall have at least one course evaluated by students in any academic year during which that member teaches one or more courses. The teaching effectiveness of each faculty member also shall be evaluated by colleagues using procedures adopted within the appropriate department, school, or college.

The collegial evaluation of teaching effectiveness shall be conducted prior to recommending any renewal of appointment or promotion of a faculty member. In addition, for faculty at the rank of assistant professor, or associate professor or professor "without tenure" under Chapter 25, Section 25-32, Subsection D, or with the instructional title of lecturer the collegial evaluation shall be conducted every year. For
other faculty at the rank of associate professor or professor or with the title of senior lecturer, principal lecturer, or professor of practice the collegial evaluation shall be conducted at least every three years. A written report of this evaluation shall be maintained and shared with the faculty member.

B. Yearly Activity Report

Each department (or undepartmentalized college) shall adopt a suggested format by which each faculty member will have the opportunity to provide information on professional activities carried out during the prior year. These reports shall be prepared in writing by each faculty member and submitted to the chair (or dean) in a timely fashion each year, and shall be used as reference and as a source of information for consideration of promotion, merit salary, or tenure. These forms shall be used as evidence for recommendations of promotion, merit salary, or tenure. Such information may be updated by a faculty member at any time during the academic year.

C. Regular Conference with Faculty

Each year the chair, or where appropriate the dean or his or her designee, shall confer individually with all full-time lecturers, assistant professors, and associate professors and professors "without tenure" appointed under Chapter 25, Section 25-32, Subsection D. The chair (or dean or his or her designee) shall confer individually with the other associate professors and senior lecturers at least every two years, and with the other professors, principal lecturers, and professors of practice at least every three years. The purpose of the regular conference is to help individual faculty members plan and document their career goals. While the documentation of those goals will be part of the faculty member's record for subsequent determinations of merit, the regular conference should be distinct from the merit review pursuant to Section 24-55.

At each such conference, the chair, dean, or his or her designee, and the faculty members shall discuss:

1. The department's present needs and goals with respect to the department's mission statement and the faculty member's present teaching, scholarly and service responsibilities and accomplishments;

2. Shared goals for the faculty member's teaching, scholarship, and service in the forthcoming year (or years, as appropriate) in keeping with the department's needs and goals for the same period; and

3. A shared strategy for achieving those goals.
The chair, dean, or his or her designee and the faculty member shall discuss and identify any specific duties and responsibilities expected of, and resources available to, the faculty member during the coming year(s), taking into account the academic functions described in Section 24-32. The chair, dean, or his or her designee should make specific suggestions, as necessary, to improve or aid the faculty member's work.

D. Documentation

The chair, dean, or his or her designee, shall, in a timely manner, document in writing, with a copy to the faculty member, that such conferences occurred, and shall list the subject matter discussed.

This conference document shall also articulate in sufficient detail the discussed commitments and responsibilities of the faculty member for the coming year(s) and how these commitments and responsibilities are consistent with institutional standards for promotion and tenure as defined in Chapter 24.

Should the faculty member not agree with the summary or statements in this conference document, he or she shall indicate so in writing. The failure of a faculty member to object in writing to the chair’s (or dean’s) conference document within ten days of receiving it (unless upon the faculty member’s request and for good cause the period is extended by the chair or dean) shall constitute his or her official acceptance of its terms and conditions.

If the faculty member disagrees with the conference document, the chair (or dean) shall either withdraw it and issue a revised one to which both parties can agree, or reaffirm the accuracy of the original conference document.

In the event the faculty member disagrees with the resulting conference document, the chair of the faculty member's department (or dean of an undepartmentalized school or college) shall appoint an ad hoc committee comprised of three department (or school/college) faculty superior (or in the case of full professors, equal) in rank or title to the faculty member, or faculty members from the Conciliation Board, and selected in the following manner. The faculty member and the chair, or dean, shall each select one member of the ad hoc committee and those two members shall select the third member. At its earliest convenience, the ad hoc committee shall review fully the records relating to the conference, meet with the faculty member, and meet with the chair, dean, or his or her designee.

The chair, dean, or his or her designee, and the faculty member shall then meet with the ad hoc committee to discuss the issues, with the purpose of achieving a resolution. In the event resolution is not achieved, the committee shall, in a timely manner, report
in writing the results of its review to the faculty member, to his or her department chair or dean, and to the designee, if any. The committee's report and advice, if any; the faculty member's written response, if any; the response by the chair, dean, or his or her designee, if any; and any agreement between the faculty member and chair, dean, or his or her designee shall be incorporated into a written report that shall be placed in the faculty member's personnel file.

A faculty member's record upon the stated duties and responsibilities in the conference document will be assessed in accordance with Section 24-55. Nothing in this section is intended to alter the institutional standards for promotion and tenure as defined in Chapter 24.

[The University Handbook included Board of Regents Governance and Executive Orders No. 29, No. 45, and No. 64 as footnotes to this section.]


Section 24-70Faculty Salary System: Policy and Principles

A. Faculty at the University of Washington shall be salaried on a merit-based system that reflects the University's standing among its peer institutions. Under this system, all faculty deemed meritorious shall be regularly rewarded for their contributions to their department, school/college, and university. Resources permitting, the University shall provide its meritorious faculty with salaries commensurate with those of their peers elsewhere.

B. Advancement in salary can be effected in several distinct, but not mutually exclusive, ways. A salary increase:

1. Shall be granted to provide an initial minimum equalPercentage salary increase to all faculty following a successful merit review (conducted in accord with procedures of Section 24-55);

2. Shall attend, in addition to awards under Subsection B.1 above, promotion in rank (approved in accord with Section 24-54);

3. Shall be awarded to raise individuals' salaries to the minimum salary for each faculty rank (in accord with Section 24-71, Subsection A.3 below);

4. May be awarded as an additional merit salary increase beyond that available
under Subsection B.1 (following review procedures of Section 24-55);  
5. May be awarded as a result of unit-level adjustment (in accord with Section 24-71, Subsection B.2 below);  
6. May be offered in response to a potential or actual external offer of appointment (upon review in accord with Section 24-71, Subsection B.3 below); and  
7. May be allocated as a University-wide increase in the faculty salary base that shall be distributed in equal dollar amounts or equal percentage salary increases to all meritorious faculty.

S-A 99, July 9, 1999 with Presidential approval.

Section 24-71  Procedures for Allocating Salary Increases

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

1. This allocation shall each year make available funds to provide an initial minimum equal-percentage salary increase to all faculty deemed meritorious under Section 24-55.  
2. This allocation shall each year make available funds to provide salary increases to all faculty awarded promotions approved in accord with Section 24-54.  
3. Every two years, the Provost shall, after consultation with the Senate Committee on Planning and Budgeting, determine the minimum salary for each faculty rank. This determination shall take account of the recent salaries of beginning assistant professors at the University of Washington, and shall endeavor to reflect in the floors for other ranks the general expectation of salary advancement for faculty.

B. The Provost may distribute, in the course of a biennium, funds allocated by the President:

1. To provide additional merit salary increases (beyond those awarded under Subsection A.1). This allocation shall be distributed as equal-percentage increases to all units to fund merit increases for faculty (in accord with Section 24-55).
2. To address the market "gap" of an individual unit. Allocation of such funds to units shall follow close consideration of individual units and consultation with the Senate Committee on Planning and Budgeting. The Provost shall periodically gather updates on salary information from appropriate sources, including unit heads, and shall make those findings available to the faculty. The department chair (or dean in an undepartmentalized school/college) shall consult with the unit's voting faculty who are senior (or, in the case of full professors, equal) in rank—or the unit's designated faculty committee(s)—about the appropriate distribution of these funds; and

3. To retain a current faculty member, based on the recommendation of the dean. Prior to preparing a response, the dean shall first consult with the unit's chair. The faculty of each academic unit shall be provided the opportunity to cast an advisory vote on the appropriate response; alternatively, the faculty may establish, consistent with the procedures of Chapter 23, Section 23-45, a different policy regarding the level of consultation they deem necessary before a competitive salary offer may be made. This policy shall be recorded with the dean's office of the appropriate unit and a copy forwarded to the Secretary of the Faculty. The faculty shall vote whether to affirm or amend this policy biennially.

C. The deans of the schools and colleges shall, after consultation with their elected faculty councils (Chapter 23, Section 23-45, Subsection B), allocate to the faculty of the constituent units of their school/college, all funds made available to provide salary increases under Section 24-70, Subsection B. Distribution of these awards to individual faculty shall be carried out following the requisite procedures of Chapter 24.

S-A 99, July 9, 1999; S-A 105, May 6, 2002: both with Presidential approval.