Minutes
Senate Executive Committee Meeting
Monday, February 12, 2018, 2:30 p.m.
142 Gerberding Hall


Absent: Sarah Stroup.

Guests: Phil Reid, Philip Ballinger, Sue Camber, Gregory Miller, Elizabeth Umphress, Frank Hodge, Dan Ratner.

1. Call to Order and Approval of Agenda.

Thaïsa Way, Faculty Senate Chair, called the meeting to order at 2:30 p.m. The agenda was approved.

2. Discussion items.
   a. Strategic Enrollment Management. [Exhibit A]
      Joint discussion with the Senate Committee on Planning and Budgeting;
      Phil Reid, Vice Provost for Academic and Student Affairs; Philip Ballinger, Associate Vice Provost for Enrollment Management.

Phil Reid, Vice Provost for Academic and Student Affairs, and Philip Ballinger, Associate Vice Provost for Enrollment Management, summarized their slides. Ballinger noted that the UW looks good at the macro level: enrollment up, diversity up, etc. But when we look at the department level, the UW has an enrollment-distribution challenge. Ballinger noted that English has a slight uptick that is related to a late in-season augmentation effort aimed at addressing previous declines. The dips in mathematics and physics are due to decisions addressing capacity constraints and are not due to a decrease in demand, but such decisions can have cascade effects on other majors. Informatics is a major that students discover once they get here; moreover, it is an attractive alternative for students unable to get into their first-choice majors. Indeed, a growing number of students are looking at a shrinking number of majors. This is driven by the perceived economic value of various majors. More work is needed to encourage students to consider other fields. Our admissions process, though holistic, does not look at student interest. We do consider student interest for transfers. Controlling for other factors, STEM students tend to have better numbers (GPA, SAT, AP, etc.) and are admitted at higher rates. The admissions process works with macro-goals such as overall admission and residency numbers. Given all this, and without some change in enrollment strategy at the system level, the UW is in danger of becoming a STEM-based university. To support such changes, we need tools to help us follow the movement of students through the University. The UW's enrollment-management efforts track what many other schools are doing. Way added that this issue raises fiscal, as well as academic, pedagogical, and educational-climate concerns.

In response to questions, several points were made. We do try to collect some information on students who are not able to obtain their preferred major. Indeed, such information led to the development of the direct admission program for engineering. Ballinger will try to get more demographic data on students vis-à-vis majors. A lot of the distribution of majors results from default as students are unable to obtain their first or even second choice. The lengthening in time to graduation is due in part to the search for that second or third choice. President Cauce added that she receives phone calls and emails from parents and students about this issue.

We don't have a lot of tracking data on the particulars of that default process. Such data would help us advise students as they navigate among majors. Students say they are happy to have graduated, but not happy about the major-choosing process. In particular, students tell us that the first two years are a strain that saps much of the energy available once admittance to a major has been gained. We do not have data on whether there are stronger non-STEM students who are applying elsewhere. It was also noted that the yield for non-STEM students is lower than for STEM students. President Cauce noted that markers for success in STEM and non-STEM fields might be different. Moreover, she observed that the relative advantage in AP courses for STEM majors might reflect the lack of such courses in other areas. In addition, colleges differentially support STEM with things like “math camps.” Finally, she said that there
may be some competition for non-STEM students with private universities that curate an entering class by major. It was remarked that there is a downside to curating/differential admission: it can run against demand, it might negatively affect public perception, it could lower the overall academic markers while increasing diversity. It was noted that STEM majors are more career specific than non-STEM majors. Given the risk-management approach to major selection, it will be necessary to develop a new strategy to support non-STEM fields. Suggestions along these lines include advertising the interactions of STEM and non-STEM fields, acquainting STEM students with the advantage of exposure to non-STEM areas, pointing out that liberal arts degrees are a historical pipeline to professional schools (including medicine), and strengthening distribution requirements. It was noted that we must be careful about overemphasizing minors, which can put undue strain on basic and introductory courses also used for the major.

b. Faculty Effort Certification Report. [Exhibit B]
Sue Camber, Associate Vice President and Controller; Gregory Miller, Professor, College of Engineering.

Miller explained the Faculty Effort Certification (FEC) process, which is used to report faculty workloads to the federal government to assure that time paid for by federal funds is for time spent on the funded project. Our bookkeeping system keeps track of efforts, and the faculty member has the opportunity to sign off. However, the current system does not provide for additions, corrections, or explanations. The problems with the current system involve basic bookkeeping accuracy and transparency, the costs of the system, as well as issues for mixed-support faculty.

Camber gave an overview of the Faculty Effort Certification report and its recommendations, summarizing her handouts [Exhibit C]. The shadowed have been completed. With respect to Recommendation 7, Provost Baldasty said that he has started conversations with the Board of Deans, and they will describe their progress in their annual reports.

In response to questions, several points were made. Some members expressed concerns that fear of reprisals, especially on the part of junior faculty, might make it difficult to obtain accurate data. Camber acknowledged this and said that Chairs and Deans would have to help. Camber said that buy-out policies were not looked at by her unit. Baldasty said the interaction of buy-out and FEC is considered at the unit level.

Scott Barnhart, School of Medicine and member of the task force, spoke to a Class C Resolution encouraging the Provost to address potential problems with the Recommendation 7 negotiations, as well as the underlying problem of faculty members not receiving support for the work done on writing grants. This problem was not specifically addressed by the task force, but it was highlighted by a survey carried out last year. The resolution requests the Provost to seek data on how much time faculty members are spending writing proposals. Some members questioned whether faculty members could analyze their time commitments. Barnhart disagreed. President Cauce said that even with accurate data, we must recognize that times have changed. Faculty members must write many more proposals to secure a single grant. This raises the question of how much support can be realistically provided. Barnhart acknowledged the issue, but said that collecting the data is a first step in addressing it. In response to a question about the extent to which the task force addressed the support issue, it was noted that the task force was aware of the problem, but recognized that there were wide variations across units. In addition, the task force was concerned with mandates that cannot be realistically fulfilled. Cauce said we must adjust our research priorities according to what we can afford. Baldasty requested more specifics on the data sought. Barnhart said that we should start with the average and range, taking into account the differences across units and type of grant. Emphasis should be placed on Principal Investigator effort.

3. Senate Chair’s Remarks – Thaisa Way [Exhibit D]
In the interest of preserving time, Chair Way asked members to read her report.
4. Reports and Opportunity for Questions.
   a. Report of the Secretary of the Faculty. [Exhibit E]
   b. Report of the Chair of the Senate Committee on Planning and Budgeting. [No report]
   c. Report of the Faculty Legislative Representative.

JoAnn Taricani, Faculty Legislative Representative, summarized her handout [Exhibit F]. Those bills in bold are still alive, but only a small percentage of bills introduced are eventually passed. We are entering the "cutoff period" wherein bills switch from the house to the senate and vice-versa. Don't expect much new to be introduced. The academic-freedom bill, which had caused some concern, seems to be dead. It is important to write to legislators about the fund-split formula, which currently envisions that raises are supported with 1/3 state appropriations and 2/3 tuition. Other state institutions receive a higher percentage of state appropriations, and the current formula does not recognize the relative lack of control over undergraduate resident tuition, the market forces limiting ability to raise tuition for other students, and the current commitment to make up the gap in state funding for students eligible for the state need grant.

d. Report of the Faculty Athletic Representative – Frank Hodge, Professor, School of Business.

Frank Hodge, Faculty Athletic Representative, summarized his slides [Exhibit G]. Hodge presented a statistical summary of the academic metrics. Graduation rates for soccer are affected by the professional draft. The relatively low numbers for basketball reflects socio-economic factors. We are trying to address basketball's "one-and-done" problem. In general, the longer the athletes remain in school the more successful we are in getting them to come back and finish. More athletes are interested in STEM, but scheduling is difficult for those courses involving labs. Recent events at Michigan State University (MSU) dictate that we must be continually proactive in monitoring and oversight. Training for athletes and staff are a key component. One key difference with MSU is that the UW oversight machinery is outside the athletic department. Counseling is also available outside the department. Medical care is done through UW medicine rather than the athletic department. We must make sure that UW medical professionals are receiving adequate training. There is a no-tolerance policy for fraternization between athletes and coaches.

5. President’s Remarks – Ana Mari Cauce.

President Cauce addressed several topics. The five-billion dollar capital campaign goal will be reached about a year early. We only count money in the door, not future pledges. We are considering what to do with the last year, including a focus on professorships for both junior and senior faculty. Cauce summarized her blog post on the Patriot Prayer event (https://www.washington.edu/president/2018/02/12/a-difficult-saturday/). The Attorney General’s office has been asked to come up with options to help develop a uniform legal policy going forward. Cauce said that it is important to maintain content neutrality and preserve the UW’s standing as an open university. With respect to the fee issue, Cauce acknowledged the argument about groups being charged for outside agitators, but noted that the UW has charged other groups. The UW never requires payment up front. Some members recognized the force of the content-neutrality argument, but wondered whether a distinction could be made when group activities are not furthering the educational purpose of the UW. Cauce replied that Red Square is a (perhaps limited) public forum. Moreover, the line is hard to draw. For example, what about groups that invite performance artists? In response to a question about the relationship between campus groups and outside political parties, both Taricani and Cauce downplayed the idea that there were close ties.

6. Consent Agenda.
   a. Approve the January 8, SEC minutes.
   b. Approve the January 25, 2018, Faculty Senate minutes.
   c. Approve Nominees for Faculty Councils and Committees. [Exhibit H]
   d. Confirm 2018-19 vice chair nominees. [Exhibit H]

The consent agenda was approved.
7. Announcements.
There were no announcements.

8. Unfinished Business.
There was no unfinished business.

   a. Class A Legislation – Proposed changes to faculty voting eligibility, first consideration. [Exhibit I] Faculty Council on Faculty Affairs.
      Action: Initial review of proposed revisions to the Faculty Code.
A motion was made and seconded to submit the legislation to the Senate for consideration. Joe Janes, Chair of the Faculty Council on Faculty Affairs, spoke to the motion. He began by noting that this legislation is part of a larger look at lecturers, with an emphasis on the aspirational nature of the lecturer career path.

In response to questions, several points were made. The word “retired” refers to faculty who have the formal retired status. The intent is that the 50% cutoff covers quarterly, annual, and multi-year appointments. Concerns were raised about the breadth of that coverage. These concerns included the possibility of manipulation in terms of appointment and promotion and whether such coverage would result in more rights for lecturers than tenure-track faculty. Some members raised concerns about including Senior Artists-in-Residence because of the variance in the title’s usage in relevant units from year-to-year.

An amendment was made and seconded to change the language regarding Principal and Senior Lecturers by inserting the words “with an annual or multi-year appointment at” before the words “50% or greater.” The amendment passed.

An amendment was made and seconded to change the language regarding Senior Artists-in-Residence back to the current Code provision. The amendment passed.

As twice amended, the main motion passed.

   b. Class C Resolution – Wellness Rooms. [Exhibit J] Faculty Council on Women in Academia
      Action: Approve for Faculty Senate Consideration.
A motion was made and seconded to submit the resolution to the Senate for consideration. Elizabeth Umphress, Associate Professor on the Faculty Council on Women in Academia, spoke to the motion, summarizing her slides [Exhibit K].

During discussion, members reaffirmed the importance of the resolution. It was also noted that there would be difficulty plumbing some of the older locations. An amendment was made and seconded to make some changes in the “BE IT RESOLVED” clause, specifically to reword it so that it reads (in part) “functioning wellness rooms be provided close enough to existing buildings on campus so as not to cause …” The amendment passed.

During further discussion on the main motion, some members wondered whether the phrase “undue hardship” was too vague. In response, it was argued that it would be difficult to provide a precise definition. Moreover, common sense should dictate the meaning of the phrase in specific instances. In addition, administrators and building managers are already on board with the initiative. Finally, Class C resolutions by definition express a general sense of the Senate rather than specific legislative prescriptions. Some examples of barriers to entry were discussed, including the difficulty of obtaining access codes. As amended, the main motion passed.
c. Approval of the March 1, 2018, Faculty Senate Agenda. [Exhibit L]
   **Action:** Approve for distribution to Faculty Senators.

A motion was made and seconded to approve the agenda. The motion passed.

10. Adjournment.

The meeting adjourned at 5:12 p.m.

Prepared by: Mike Townsend
Secretary of the Faculty

Approved by: Thaisa Way, Chair
Faculty Senate
Strategic Enrollment Management

UNIVERSITY of WASHINGTON
DIVISION OF ENROLLMENT MANAGEMENT

ENROLLMENT MANAGEMENT —
DATA AND EMERGING TRENDS & POLICIES

Philip Ballinger, Associate Vice Provost
for Enrollment Management

SCPB/SEC Presentation
February 12, 2018
Executive Summary

Display a graph of the uninitiated headcount by department as of Census Day for a specified quarter for the previous years. Excludes foreign students. Does not include students who registered in the fall after Census Day. Integrated programs are counted at quarter, college, and department.

JACKSON SCHOOL INTERNATIONAL STUDIES - Autumn Quarter

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<td>2016</td>
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Report Information

[Image of chart and data table]
Executive Summary

How Many Students Do I Have?

Unduplicated Census Day Headcount by Department (Based on Majors)

MATHMATICS - Autumn Quarter

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Total: 3700

Report Information

February 12, 2018, SEC Minutes

How Many Students Do I Have?

Unduplicated Census Day Headcount by Department (Based on Majors)

PHYSICS - Autumn Quarter

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<th>Year to College</th>
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<th>Non-matic</th>
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<td>2017</td>
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Total: 2888

Report Information

February 12, 2018, SEC Minutes
### How Many Students Do I Have?

**Unduplicated Census Day Headcount by Department (Based on Majors)**

#### Executive Summary

Display a graph of unduplicated headcount by department as of Census Day for a specified quarter for the past ten years. Excluded from these totals are those students who are not classified as full-time or part-time, those who are on leave during a term of study, and those who are not eligible to enroll for any of the courses after Census Day. Request parameters are quarter, college, and department.

### Computer Science - Autumn Quarter

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### Information School - Autumn Quarter

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Report Information

Prepared: 2018-02-12, Version 1.0, College: THE INFORMATION SCHOOL, Department: THE INFORMATION SCHOOL

**Note:** The data includes only full-time and part-time students who are classified as majors. Students who are on leave during a term of study, or those who are not eligible to enroll for any of the courses after Census Day are excluded from these totals.
SEATTLE — Freshman Enrollment by Residency
2013-2017 Final/Census

ENGINEERING AND COMPUTER SCIENCE MAJORS

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### SAMPLING OF OTHER STEM MAJORS

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<th>Requested Major</th>
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<td>242</td>
<td>170</td>
<td>143</td>
<td>84</td>
</tr>
</tbody>
</table>

**ABOVE TOTAL** | **8788** | **8269** | **6846** | **6004** | **5697** | **4659**

**TOTAL OF ALL APPLICATIONS** | **44881** | **43516** | **36838** | **31605** | **30192** | **26135**

**PROPORTION OF TOTAL APPS** | 19.5% | 19.0% | 18.6% | 19.0% | 18.9% | 17.8%

*The ACMS option was unintentionally excluded from the 2017 application form; therefore, 2017 proportions are not comparable to prior years.*

### AUTUMN 2017 FRESHMAN APPLICATION DATA—SELECTED MAJORS

<table>
<thead>
<tr>
<th>MAJOR REQUESTED</th>
<th>COLLEGE</th>
<th>ALL APPS RECEIVED</th>
<th>ALL OFFERS</th>
<th>ADMIT RATE</th>
<th>ALL ENROLLED</th>
<th>PERCENT OF TOTAL ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART H</td>
<td>ARTS &amp; SCIENCES</td>
<td>50</td>
<td>19</td>
<td>38.0%</td>
<td>6</td>
<td>0.08%</td>
</tr>
<tr>
<td>C SCI</td>
<td>ARTS &amp; SCIENCES</td>
<td>4413</td>
<td>2588</td>
<td>58.6%</td>
<td>817</td>
<td>12.00%</td>
</tr>
<tr>
<td>CHID</td>
<td>ARTS &amp; SCIENCES</td>
<td>17</td>
<td>5</td>
<td>29.4%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>ENGL</td>
<td>ARTS &amp; SCIENCES</td>
<td>622</td>
<td>227</td>
<td>36.5%</td>
<td>59</td>
<td>0.90%</td>
</tr>
<tr>
<td>HST</td>
<td>ARTS &amp; SCIENCES</td>
<td>263</td>
<td>88</td>
<td>33.5%</td>
<td>31</td>
<td>0.46%</td>
</tr>
<tr>
<td>JACKSON SCHOOL</td>
<td>ARTS &amp; SCIENCES</td>
<td>631</td>
<td>275</td>
<td>43.6%</td>
<td>55</td>
<td>0.81%</td>
</tr>
<tr>
<td>MATH</td>
<td>ARTS &amp; SCIENCES</td>
<td>1554</td>
<td>507</td>
<td>40.4%</td>
<td>167</td>
<td>2.70%</td>
</tr>
<tr>
<td>MUSIC</td>
<td>ARTS &amp; SCIENCES</td>
<td>256</td>
<td>98</td>
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<tr>
<td>PHYS</td>
<td>ARTS &amp; SCIENCES</td>
<td>661</td>
<td>308</td>
<td>46.6%</td>
<td>86</td>
<td>1.30%</td>
</tr>
<tr>
<td>ROM LANG</td>
<td>ARTS &amp; SCIENCES</td>
<td>58</td>
<td>23</td>
<td>39.7%</td>
<td>5</td>
<td>0.07%</td>
</tr>
<tr>
<td>SOC</td>
<td>ARTS &amp; SCIENCES</td>
<td>470</td>
<td>144</td>
<td>30.6%</td>
<td>28</td>
<td>0.41%</td>
</tr>
<tr>
<td>BIOM</td>
<td>INTERSCHOOL</td>
<td>1074</td>
<td>750</td>
<td>69.8%</td>
<td>218</td>
<td>3.20%</td>
</tr>
<tr>
<td>INFO</td>
<td>INFORMATION SCHOOL</td>
<td>123</td>
<td>58</td>
<td>47.2%</td>
<td>26</td>
<td>0.38%</td>
</tr>
<tr>
<td>ENGR MAJORS</td>
<td>ENGINEERING</td>
<td>5654</td>
<td>3245</td>
<td>58.3%</td>
<td>1061</td>
<td>1.60%</td>
</tr>
</tbody>
</table>

**ABOVE TOTALS** | **15556** | **8415** | **54.1%** | **2599** | **38.40%**

**TOTAL OF ALL APPLICATIONS** | **44881** | **20833** | **46.4%** | **6774** | **100.00%**
### Autumn 2017 Selected Majors by Residency Groups—Residents

<table>
<thead>
<tr>
<th>MAJOR REQUESTED</th>
<th>COLLEGE</th>
<th>RES APPS</th>
<th>RES OFFERS</th>
<th>ADMIT RATE</th>
<th>RES ENROLLED</th>
<th>PERCENT OF TOTAL ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART H</td>
<td>ARTS &amp; SCIENCES</td>
<td>6</td>
<td>5</td>
<td>60.0%</td>
<td>3</td>
<td>0.04%</td>
</tr>
<tr>
<td>C SCI</td>
<td>ARTS &amp; SCIENCES</td>
<td>1077</td>
<td>726</td>
<td>67.4%</td>
<td>468</td>
<td>6.90%</td>
</tr>
<tr>
<td>CHID</td>
<td>ARTS &amp; SCIENCES</td>
<td>1</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>ENGL</td>
<td>ARTS &amp; SCIENCES</td>
<td>161</td>
<td>80</td>
<td>49.7%</td>
<td>43</td>
<td>0.63%</td>
</tr>
<tr>
<td>HST</td>
<td>ARTS &amp; SCIENCES</td>
<td>66</td>
<td>32</td>
<td>48.5%</td>
<td>17</td>
<td>0.25%</td>
</tr>
<tr>
<td>JACKSON SCHOOL</td>
<td>ARTS &amp; SCIENCES</td>
<td>141</td>
<td>86</td>
<td>61.0%</td>
<td>30</td>
<td>0.44%</td>
</tr>
<tr>
<td>MA TH</td>
<td>ARTS &amp; SCIENCES</td>
<td>175</td>
<td>129</td>
<td>73.7%</td>
<td>67</td>
<td>0.99%</td>
</tr>
<tr>
<td>MUSIC</td>
<td>ARTS &amp; SCIENCES</td>
<td>103</td>
<td>52</td>
<td>50.5%</td>
<td>17</td>
<td>0.25%</td>
</tr>
<tr>
<td>PHYS</td>
<td>ARTS &amp; SCIENCES</td>
<td>117</td>
<td>79</td>
<td>67.5%</td>
<td>47</td>
<td>0.69%</td>
</tr>
<tr>
<td>ROM LANG</td>
<td>ARTS &amp; SCIENCES</td>
<td>14</td>
<td>11</td>
<td>78.6%</td>
<td>4</td>
<td>0.06%</td>
</tr>
<tr>
<td>SOC</td>
<td>ARTS &amp; SCIENCES</td>
<td>63</td>
<td>29</td>
<td>46.0%</td>
<td>13</td>
<td>0.19%</td>
</tr>
<tr>
<td>BOEN</td>
<td>INTERSCHOOL</td>
<td>291</td>
<td>238</td>
<td>81.8%</td>
<td>137</td>
<td>2.02%</td>
</tr>
<tr>
<td>INFO</td>
<td>INFORMATION SCHOOL</td>
<td>40</td>
<td>23</td>
<td>57.5%</td>
<td>19</td>
<td>0.28%</td>
</tr>
<tr>
<td>ENGR MAJORS</td>
<td>ENGINEERING</td>
<td>1820</td>
<td>1190</td>
<td>66.0%</td>
<td>713</td>
<td>10.90%</td>
</tr>
<tr>
<td><strong>AVERAGE TOTALS</strong></td>
<td></td>
<td><strong>4075</strong></td>
<td><strong>2683</strong></td>
<td><strong>65.8%</strong></td>
<td><strong>1578</strong></td>
<td><strong>23.30%</strong></td>
</tr>
<tr>
<td><strong>TOTAL OF ALL RESIDENT APPLICATIONS</strong></td>
<td>12394</td>
<td>7335</td>
<td>59.2%</td>
<td>4443</td>
<td>65.60%</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL OF ALL APPLICATIONS</strong></td>
<td>44881</td>
<td>20833</td>
<td>46.4%</td>
<td>6774</td>
<td>106.00%</td>
<td></td>
</tr>
</tbody>
</table>

### Autumn 2017 Selected Majors by Residency Groups—Nonresidents

<table>
<thead>
<tr>
<th>MAJOR REQUESTED</th>
<th>COLLEGE</th>
<th>NR APPS</th>
<th>NR OFFERS</th>
<th>ADMIT RATE</th>
<th>NR ENROLLED</th>
<th>PERCENT OF TOTAL ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART H</td>
<td>ARTS &amp; SCIENCES</td>
<td>29</td>
<td>10</td>
<td>34.5%</td>
<td>2</td>
<td>0.03%</td>
</tr>
<tr>
<td>C SCI</td>
<td>ARTS &amp; SCIENCES</td>
<td>2158</td>
<td>1243</td>
<td>57.6%</td>
<td>138</td>
<td>2.04%</td>
</tr>
<tr>
<td>CHID</td>
<td>ARTS &amp; SCIENCES</td>
<td>13</td>
<td>3</td>
<td>23.1%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>ENGL</td>
<td>ARTS &amp; SCIENCES</td>
<td>428</td>
<td>133</td>
<td>31.1%</td>
<td>13</td>
<td>0.19%</td>
</tr>
<tr>
<td>HST</td>
<td>ARTS &amp; SCIENCES</td>
<td>149</td>
<td>40</td>
<td>26.8%</td>
<td>10</td>
<td>0.14%</td>
</tr>
<tr>
<td>JACKSON SCHOOL</td>
<td>ARTS &amp; SCIENCES</td>
<td>363</td>
<td>149</td>
<td>41.0%</td>
<td>13</td>
<td>0.19%</td>
</tr>
<tr>
<td>MA TH</td>
<td>ARTS &amp; SCIENCES</td>
<td>239</td>
<td>158</td>
<td>61.0%</td>
<td>10</td>
<td>0.14%</td>
</tr>
<tr>
<td>MUSIC</td>
<td>ARTS &amp; SCIENCES</td>
<td>140</td>
<td>45</td>
<td>32.1%</td>
<td>3</td>
<td>0.04%</td>
</tr>
<tr>
<td>PHYS</td>
<td>ARTS &amp; SCIENCES</td>
<td>206</td>
<td>115</td>
<td>55.8%</td>
<td>11</td>
<td>0.16%</td>
</tr>
<tr>
<td>ROM LANG</td>
<td>ARTS &amp; SCIENCES</td>
<td>41</td>
<td>12</td>
<td>29.3%</td>
<td>1</td>
<td>0.01%</td>
</tr>
<tr>
<td>SOC</td>
<td>ARTS &amp; SCIENCES</td>
<td>219</td>
<td>66</td>
<td>30.1%</td>
<td>8</td>
<td>0.12%</td>
</tr>
<tr>
<td>BOEN</td>
<td>INTERSCHOOL</td>
<td>58</td>
<td>33</td>
<td>39.7%</td>
<td>3</td>
<td>0.04%</td>
</tr>
<tr>
<td>INFO</td>
<td>INFORMATION SCHOOL</td>
<td>5872</td>
<td>1459</td>
<td>36.7%</td>
<td>186</td>
<td>2.70%</td>
</tr>
<tr>
<td>ENGR MAJORS</td>
<td>ENGINEERING</td>
<td>7285</td>
<td>3891</td>
<td>53.4%</td>
<td>453</td>
<td>6.69%</td>
</tr>
<tr>
<td><strong>ABOVE TOTALS</strong></td>
<td></td>
<td><strong>7285</strong></td>
<td><strong>3891</strong></td>
<td><strong>53.4%</strong></td>
<td><strong>453</strong></td>
<td><strong>6.69%</strong></td>
</tr>
<tr>
<td><strong>TOTAL OF ALL NONRESIDENT APPLICATIONS</strong></td>
<td>22267</td>
<td>9727</td>
<td>43.7%</td>
<td>1178</td>
<td>17.40%</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL OF ALL APPLICATIONS</strong></td>
<td>44881</td>
<td>20833</td>
<td>46.4%</td>
<td>6774</td>
<td>106.00%</td>
<td></td>
</tr>
</tbody>
</table>
### Autumn 2017 Selected Majors by Residency Groups—International

<table>
<thead>
<tr>
<th>MAJOR REQUESTED</th>
<th>COLLEGE</th>
<th>INTL APPS</th>
<th>INTL OFFERS</th>
<th>ADMIT RATE</th>
<th>INTL ENROLLED</th>
<th>PERCENT OF TOTAL ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART H</td>
<td>ARTS &amp; SCIENCES</td>
<td>15</td>
<td>4</td>
<td>26.7%</td>
<td>1</td>
<td>0.01%</td>
</tr>
<tr>
<td>C SCI</td>
<td>ARTS &amp; SCIENCES</td>
<td>1178</td>
<td>619</td>
<td>52.5%</td>
<td>211</td>
<td>3.11%</td>
</tr>
<tr>
<td>CHD</td>
<td>ARTS &amp; SCIENCES</td>
<td>3</td>
<td>2</td>
<td>66.7%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>ENGL</td>
<td>ARTS &amp; SCIENCES</td>
<td>33</td>
<td>14</td>
<td>42.4%</td>
<td>3</td>
<td>0.04%</td>
</tr>
<tr>
<td>HST</td>
<td>ARTS &amp; SCIENCES</td>
<td>48</td>
<td>16</td>
<td>33.3%</td>
<td>4</td>
<td>0.06%</td>
</tr>
<tr>
<td>JACKSON SCHOOL</td>
<td>ARTS &amp; SCIENCES</td>
<td>127</td>
<td>40</td>
<td>31.5%</td>
<td>12</td>
<td>0.18%</td>
</tr>
<tr>
<td>MATH</td>
<td>ARTS &amp; SCIENCES</td>
<td>920</td>
<td>300</td>
<td>32.6%</td>
<td>110</td>
<td>1.62%</td>
</tr>
<tr>
<td>MUSIC</td>
<td>ARTS &amp; SCIENCES</td>
<td>13</td>
<td>1</td>
<td>7.7%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>PHYS</td>
<td>ARTS &amp; SCIENCES</td>
<td>338</td>
<td>114</td>
<td>33.7%</td>
<td>28</td>
<td>0.41%</td>
</tr>
<tr>
<td>ROM LANG</td>
<td>ARTS &amp; SCIENCES</td>
<td>3</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>SOC</td>
<td>ARTS &amp; SCIENCES</td>
<td>188</td>
<td>49</td>
<td>26.1%</td>
<td>7</td>
<td>0.10%</td>
</tr>
<tr>
<td>BIOEN</td>
<td>INTERSCHOOL</td>
<td>133</td>
<td>77</td>
<td>57.9%</td>
<td>28</td>
<td>0.41%</td>
</tr>
<tr>
<td>INFO</td>
<td>INFORMATION SCHOOL</td>
<td>25</td>
<td>12</td>
<td>48.0%</td>
<td>4</td>
<td>0.06%</td>
</tr>
<tr>
<td>ENGR MAJORS</td>
<td>ENGINEERING</td>
<td>1172</td>
<td>590</td>
<td>50.6%</td>
<td>100</td>
<td>1.39%</td>
</tr>
<tr>
<td>ABOVE TOTALS</td>
<td></td>
<td>4196</td>
<td>1841</td>
<td>43.9%</td>
<td>568</td>
<td>8.39%</td>
</tr>
</tbody>
</table>

| TOTAL OF ALL INTERNATIONAL APPLICATIONS | 10220 | 3771 | 36.9% | 1153 | 17.00% |
| TOTAL OF ALL APPLICATIONS              | 44881 | 20833 | 46.4% | 6774 | 100.00% |

---

**Elements of a System-Level Enrollment Plan**

1. Policy development  
2. Data management systems and tools  
3. Programmatic development in academic units  
4. Communication and Marketing
### SEATTLE – NON-TRADITIONAL CREDIT SOURCES

#### Summer 2016 - Spring 2017

<table>
<thead>
<tr>
<th>Type of Credit</th>
<th>Program</th>
<th>Number of Students Awarde(s)</th>
<th>Number of Quarter Credits Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing</td>
<td>Advanced Placement (AP)</td>
<td>3,694</td>
<td>83,511</td>
</tr>
<tr>
<td></td>
<td>International Baccalaureate (IB)</td>
<td>542</td>
<td>13,330</td>
</tr>
<tr>
<td></td>
<td>Cambridge A-level Examinations</td>
<td>76</td>
<td>3,622.5</td>
</tr>
<tr>
<td>Extra-institutional Learning</td>
<td>College Level Exam Program (CLEP)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Challenges</td>
<td>American Council of Education (ACE)</td>
<td>27</td>
<td>424.5</td>
</tr>
<tr>
<td></td>
<td>Individual Industry Cert (e.g., MC/CP/MT)**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMBINED TOTAL</td>
<td>All non-traditional Student and Credit Sources</td>
<td>4,348</td>
<td>101,023</td>
</tr>
</tbody>
</table>

* Tacoma campus only
** Bothell and Tacoma campuses only

---

### SEATTLE – FRESHMAN ENTRANTS WITH WASHINGTON COMMUNITY COLLEGE TRANSFER CREDIT

#### UW Freshmen Entrants

<table>
<thead>
<tr>
<th>Washington Community College Transfer Credit</th>
<th>Summer 2015—Spring 2016 Number of Freshman Entrants with Transfer Credit</th>
<th>Summer 2016—Spring 2017 Number of Freshman Entrants with Transfer Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 39 credits</td>
<td>617</td>
<td>569</td>
</tr>
<tr>
<td>40 or more credits</td>
<td>732</td>
<td>791</td>
</tr>
</tbody>
</table>

---

UNIVERSITY of WASHINGTON
Faculty Effort Certification Report.

Class C Resolution regarding the need to assess the extent of faculty effort expended to generate funding proposals to further the missions of the University of Washington.

Whereas the University of Washington is a leading research university;

Whereas ensuring the University of Washington remains competitive as a leading research university requires the ability to generate competitive proposals—particularly for applications to the US Government;

Whereas to ensure that faculty effort certification was accurate Provost Baldasty and Senate Chair (2016-2017) Barsness charged a Task Force on Faculty Effort to produce a report (Final Report Task Force on Faculty Effort Certification (TFFEC)) addressing clarification of rules for FEC and the process for discussions between chairs and faculty on level of support for faculty to prepare proposals;

Whereas in 2016 the UW submitted 5,804 proposals and of $5,168,788,423 requested received $1,367,401,604 and expended $1,221,578,261 of which $247,436,798 was for indirect expenditures (20% of total expenditures) (Reference: Annual Report. Awards and Expenditures Related to Research, Training, Fellowships and Other Sponsored Programs FY 2016);

Whereas indirect expenditures are designed to cover many research related expenses, those expenses can also include the costs of generating research proposals;

Whereas University of Washington Policy requires that the cost of proposal preparation by full time faculty be covered (TFFEC page 17);

Whereas the allocation of research indirects ($247,436,798 in 2016) is covered by University of Washington administration policies, which currently indicate 65% is to be allocated by the Provost and 35% allocated by the Deans, this could be changed if needed;

Whereas the decision on allocation of funds and whether there are adequate funds provided to departments to cover faculty effort to generate research proposals must be based on strong evidence of the costs of proposal generation;

Whereas many faculty have, as explicit parts of their jobs, the requirement to generate research proposals, and the University of Washington received indirect funds for those proposals;

Whereas a survey of over 600 School of Medicine (SOM) and School of Public Health (SPH) faculty showed SOM faculty reported spending on average 15% to 28% FTE on non-sponsored activities and receiving on average 9.6% FTE support from their department. SPH faculty reported spending on average 14% to 30% FTE on non-sponsored activities and receiving on average 10.6% FTE support from their department;

Whereas success rates for proposals are also dropping and faculty are required to increase substantially the number of submissions. For example, NIH proposal success rates dropped from ~32% in 2000 to ~18% in 2016 (https://report.nih.gov/NIHDatabook/index.aspx);

Whereas 68% of SOM faculty and 90% of SPH faculty report their departments do not provide them with additional FTE support when their level of effort on non-sponsored activities exceeds the level of nonsponsored effort typically supported by their department;

Whereas, despite funds coming into the UW through research proposals having exceeding $1 billion based on the survey conducted of School of Medicine and School of Public Health faculty, and existing federal requirements requiring faculty to certify their effort, there are no data beyond the faculty survey on the extent of effort required, in general, for faculty to generate proposals;

Whereas failure to accurately report faculty effort on Federal grants represents a compliance risk to the University of Washington and to the faculty (http://finance.uw.edu/maa/fec/compliance);
Whereas the a recent task force commissioned by Provost Baldasty and Faculty Senate Chair Zoe Barsness, “Task Force on Faculty Effort Certification” made multiple recommendations including:

**Recommendation 7:**
Faculty members and chairs should be explicitly encouraged and supported to regularly engage in discussion of the type and level of support appropriate to fulfill goals and expectations mutually agreed and set for the faculty member’s non-sponsored activities. This includes preparation of new or competitive renewal grant proposals.

The process for negotiating support of non-sponsored activities and ensuring clarity of any agreement reached is advised to include the following process steps:

- Dean-level RCR distribution policy transparency to facilitate chair budget planning;
- Departmental budget transparency between a chair and their faculty to facilitate individual negotiation of non-sponsored activity support;
- A first negotiation of non-sponsored activity to occur at the time of a faculty member’s initial appointment and with continuing faculty at each annual or multi-year performance review
- To ensure clarity of a negotiated agreement between the parties, issuance of a signed written record of the agreement made regarding distribution of the faculty member’s effort and funding or other compensation options in support of their non-sponsored activity; and
- A conciliation process that complies with the Faculty Code in the event agreement between the parties cannot reached.

Whereas outcomes of the faculty and chair discussions under Recommendation 7 may include, but are not limited to provision of adequate support to generate proposals as may be required to fulfill job expectation or reduction in the faculty members full time equivalent support (FTE) Recommendation 7 must be conducted with full knowledge of the usual costs for proposal preparation;

Whereas the Task Force recognized that “if a unit is suffering a lack of available funding or other compensation options to support a faculty member’s non-sponsored activities this lack could potentially foster underestimates of proposal preparation activity in FEC reports. (Reference - TFFEC Report page 6)

Whereas the Task Force, as a proactive measure "encourages a collaborative effort between deans, elected faculty councils and chairs to assess average faculty effort on proposal writing within their units."

Whereas the Task Force further recommended that “This knowledge may be valuable to deans and chairs wishing to address any potential FEC compliance risk by ensuring there is appropriate funding or other options available to support faculty non-sponsored activity within their units."

Whereas the report further stated: “This collaborative effort might also lead deans and chairs to modify their RCR distribution models appropriately”;

Be it resolved that the Faculty Senate of the University of Washington, strongly urges the Provost to study the costs of federal grant proposal development with particular attention to the effort required by faculty to generate proposals so that conversations between faculty and chairs on levels of support for proposal generation, as per recommendation 7 above, can be realistically conducted.

Submitted
Scott Barnhart, Senator, SOM
Jairam Lingappa, Senator, SOM/DGH
Aaron Katz, Senator, SPH
TASK FORCE INITIATED  
April 12, 2017
TASK FORCE REPORT ISSUED  
July 14, 2017

CHARGE

The objectives set for the task force under its charge were to “… provide support to our faculty colleagues who are required to report to the federal government and help to clear up reporting confusion…” and “…to facilitate and enable the conversations between faculty and chairs/directors regarding balance of effort”.

Because confusion exists around the reporting of faculty effort, the task force was charged specifically with:

- Identifying the federally mandated rules and guidance and the UW-processes in place under these regulations;
- Developing a set of statements and FAQs to make these rules and processes clear;
- Identifying the number of faculty affected by these reporting requirements, and
- Developing a communication/education plan to reach all key parties.

The task force was also asked to clarify:

- What is allowed and not allowed, in terms of faculty effort and compensation for that effort, and
- A process for negotiating support for non-allowed costs.

MEMBERS  |  Jointly appointed by UW Faculty Senate Chair and Provost

George Sandison  
Professor and Vice Chair, Department of Radiation Oncology, School of Medicine (co-chair)

Susan Camber  
Associate Vice President, UW Finance, and Controller (co-chair)

Scott Barnhart  
Professor, Departments of Medicine and Global Health, Schools of Medicine and Public Health

Trisha Davis  
Professor and Chair, Department of Biochemistry, School of Medicine

Caroline Harwood  
Professor, Department of Microbiology, School of Medicine

Mary Hebert  
Professor Department of Pharmacy, School of Pharmacy

Gregory Miller  
Professor and Vice Dean, College of Engineering, Civil and Environmental Engineering

Patricia Moy  
Associate Vice Provost, Academic & Student Affairs, Office of the Provost, and Professor, Dept. of Communication, College of Arts & Sciences

Mayumi Willgerodt  
Professor, School of Nursing and Health Studies, UW Bothell
Report of the Faculty Senate Chair
Thaïsa Way, Professor, College of Built Environments

The most rewarding part of this role as chair of Faculty Senate is being engaged with our broader communities in the work we do.

**Strengthening Shared Governance:** With the legislature in session, we are focused on near and long term objectives. The questions of compensation are top and center. This has to do with fund/split and more generally about support for higher education in this state. We do not get the level of support that is necessary to provide the breadth, excellence or access to which we aspire- or even that we offer today. We are facing serious budget challenges -- whether it is faculty compensation, the support for diverse faculty and addressing the changes needed to improve our climate for all faculty, staff, and students. Our role as a public institution of higher education needs to be made clear and in a compelling manner because without public support, both funding and intellectual support, we can't do what we are here to do.

Open Access has been discussed with the chairs of the Faculty Council on Faculty Affairs (FCFA), Faculty Council on Research, Faculty Council on University Libraries, Advisory Committee on Intellectual Property, Policy, and Practice, Library leadership, and Faculty Senate leadership. We are moving forward with a plan to maximize open access for the public to our scholarship while respecting faculty choice. We hope to bring a plan to faculty senate in the spring for how we see this rolling out -- stay tuned.

We are working with the President and Title IX leadership to determine next best steps in assuring that all faculty are appropriately versed in the process of sexual and racial harassment concerns. This is critical to assure that our colleagues, each and every one of them feels and is safe at all times on our campus. If you have not yet, please watch the training videos available- https://compliance.uw.edu/title-ix-ada-and-safety-minors/title-ix/education-and-outreach

**Diversity and Equity:** While we continue to support the various efforts across campuses and units to build and steward a more inclusive community, we know we need to also put these values front and centered in our own work. This is reflected in the Faculty Council on Multicultural Affairs and the Faculty Council on Women in Academia, and in our role as leaders and participants. It is also now front and center in our UW Faculty 2050 project as an area that needs clear and focused efforts grounded in shared governance, academic freedom, and our role as a public university. And it is the reason we need, as a faculty, to see ourselves as a whole community -- in good times and in rough times.

**UW Faculty 2050:** We have met with the deans and chancellors as well as almost 40 faculty across units and titles (lecturers, research, WOT, assistant, associate, full, etc…) to identify our core values that we hold at the heart of what we do. We have begun to think about how to realize our potential in a manner grounded in these values, and how we address the trends and forces that are shaping our worlds. We will be reaching out more broadly to all faculty via focus groups and a survey in the coming weeks.

**Lecturer career paths:** We see legislation today that is just one result of the hard work of FCFA. Building on a shared commitment to supporting those whose commitment is to high quality teaching and pedagogy, the FCFA is hard at work. Additionally Provost Baldasty, Joe Janes, and I have convened a small task force to compile a handbook for lecturers and to consider best practices for improving the culture of respect for lecturers across campuses, schools, and colleges.

**Fiscal stability and faculty compensation:** See above -- this is all about shared governance and the hard work of making sure we put our funds where we claim our values are.
Report of the Secretary of the Faculty  
Mike Townsend, Associate Professor, School of Law

1. **Vice-Chair Nominations**: The Senate Vice-Chair Nominating Committee has completed its work. Two names have been forwarded to the Senate Executive Committee for consideration as submissions to the full Senate at the March 1 meeting.

2. **Senate Elections**: Senate elections for 2019-2021 are currently ongoing. Roughly half of the schools/colleges/campuses are up for election.

3. **Committee on Committees**: The Committee on Committees will soon be seeking candidates for membership on various Faculty Councils and Committees. Contact Joey Burgess (jmbg@uw.edu) or Jordan Smith (jjsmith4@uw.edu) for further information.

4. **Annual Faculty Lecture**: The Nominating Committee has received seven nominations and will begin deliberations later this month.

5. **Review of By-Laws by the Advisory Committee on Faculty Code and Regulations**: At the November 13, 2017 meeting, the Senate Executive Committee requested “that the Advisory Committee on Faculty Code and Regulations engage in a thorough review of each school's, college's and campus's bylaws and procedures to assure that the councils are established in conformity with the requirements of Section 23-45.” This review is in progress.
### Bills in and out of committees, 2018 session, Washington State Legislature

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<td><strong>JARON E. REED GODDARD</strong></td>
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<td>02/07/18</td>
<td></td>
</tr>
<tr>
<td>SB 6093</td>
<td><strong>Family med. res. network/WSU</strong></td>
<td>S 2nd RdConsCal</td>
<td>02/08/18</td>
<td>Cleveland</td>
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<tr>
<td>SSB 6097</td>
<td><strong>Outdoor recreation task force</strong></td>
<td>S Rules 2</td>
<td>02/01/18</td>
<td>Ranker</td>
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</table>
UW Faculty Athletics Representative Report

Frank Hodge

Senate Executive Committee

February 12, 2018

GRADUATION & ACADEMICS

Graduation Success Rate (GSR): The NCAA measure of graduation rate within a six year window from initial full-time enrollment including transfers.

Academic Progress Rate (APR): A team-based metric that accounts for eligibility and retention of each student-athlete each term. Perfect score is 1000. A score of 930 or below is considered below the NCAA minimum threshold and subject to NCAA penalty.
Graduation Success Rate (GSR): The NCAA measure of graduation rate within a six year window from initial full-time enrollment including transfers.

<table>
<thead>
<tr>
<th>UW</th>
<th>ICA</th>
</tr>
</thead>
<tbody>
<tr>
<td>85%</td>
<td>86%</td>
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### GSR ~ Football

PAC-12 GSR 2017 by Sport

<table>
<thead>
<tr>
<th>Rank</th>
<th>School</th>
<th>GSR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Stanford</td>
<td>96</td>
</tr>
<tr>
<td>2</td>
<td>Utah</td>
<td>83</td>
</tr>
<tr>
<td>2</td>
<td>UCLA</td>
<td>83</td>
</tr>
<tr>
<td>4</td>
<td>UW</td>
<td>81</td>
</tr>
<tr>
<td>5</td>
<td>Colorado</td>
<td>79</td>
</tr>
<tr>
<td>6</td>
<td>WSU</td>
<td>77</td>
</tr>
<tr>
<td>7</td>
<td>Arizona State</td>
<td>76</td>
</tr>
<tr>
<td>8</td>
<td>Arizona</td>
<td>74</td>
</tr>
<tr>
<td>9</td>
<td>USC</td>
<td>73</td>
</tr>
<tr>
<td>10</td>
<td>Oregon State</td>
<td>69</td>
</tr>
<tr>
<td>11</td>
<td>Oregon</td>
<td>67</td>
</tr>
<tr>
<td>12</td>
<td>Cal - Berkeley</td>
<td>58</td>
</tr>
</tbody>
</table>
### GSR ~ Men’s Basketball

PAC-12 GSR 2016 by Sport

<table>
<thead>
<tr>
<th>Rank</th>
<th>School</th>
<th>GSR</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>Stanford</td>
<td>100</td>
</tr>
<tr>
<td>T1</td>
<td>Arizona State</td>
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</tr>
<tr>
<td>T1</td>
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<td>4</td>
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<td>93</td>
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<tr>
<td>5</td>
<td>UW</td>
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</tr>
<tr>
<td>6</td>
<td>Colorado</td>
<td>85</td>
</tr>
<tr>
<td>7</td>
<td>Oregon State</td>
<td>67</td>
</tr>
<tr>
<td>8</td>
<td>WSU</td>
<td>59</td>
</tr>
<tr>
<td>T9</td>
<td>USC</td>
<td>50</td>
</tr>
<tr>
<td>T9</td>
<td>Cal-Berkeley</td>
<td>50</td>
</tr>
<tr>
<td>11</td>
<td>UCLA</td>
<td>44</td>
</tr>
<tr>
<td>12</td>
<td>Oregon</td>
<td>38</td>
</tr>
</tbody>
</table>

### GSR ~ Lowest Men’s Sport

PAC-12 GSR 2017 by Sport

<table>
<thead>
<tr>
<th>Rank</th>
<th>School</th>
<th>GSR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Stanford</td>
<td>90</td>
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<tr>
<td>2</td>
<td>UCLA</td>
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<td>3</td>
<td>Oregon State</td>
<td>69</td>
</tr>
<tr>
<td>4</td>
<td>Cal-Berkeley</td>
<td>64</td>
</tr>
<tr>
<td>5</td>
<td>UW</td>
<td>63</td>
</tr>
</tbody>
</table>
GSR ~ Lowest Women’s Sport

PAC-12 GSR 2017 by Sport

<table>
<thead>
<tr>
<th>Rank</th>
<th>School</th>
<th>GSR</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>Stanford</td>
<td>100</td>
</tr>
<tr>
<td>T1</td>
<td>Utah</td>
<td>100</td>
</tr>
<tr>
<td>T1</td>
<td>UCLA</td>
<td>100</td>
</tr>
<tr>
<td>T1</td>
<td>Colorado</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>WSU</td>
<td>93</td>
</tr>
<tr>
<td>T6</td>
<td>USC</td>
<td>92</td>
</tr>
<tr>
<td>T6</td>
<td>Arizona State</td>
<td>92</td>
</tr>
<tr>
<td>8</td>
<td>Arizona</td>
<td>88</td>
</tr>
<tr>
<td>9</td>
<td>UW</td>
<td>85</td>
</tr>
<tr>
<td>10</td>
<td>Cal-Berkeley</td>
<td>83</td>
</tr>
<tr>
<td>11</td>
<td>Oregon State</td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>Oregon</td>
<td>73</td>
</tr>
</tbody>
</table>

GRADUATION & ACADEMICS

Academic Progress Rate (APR): A team-based metric that accounts for eligibility and retention of each student-athlete each term. Perfect score is 1000. A score of 930 or below is considered below the NCAA minimum threshold and subject to NCAA penalty.
**UW's NCAA Academic Progress Rate (ARP):**

- **Four UW teams were #1 in the Pac-12 Conference:**
  - Women's Cross Country
  - Women's Golf
  - Women's Rowing
  - Women's Tennis

- **Perfect 1000 score (NCAA national recognition):**
  - Women's Cross Country
  - Women's Golf
  - Women's Tennis

**UW’s NCAA Academic Progress Rate (ARP):**

- Football (984) is 2nd in the conference behind Stanford (985).

- Men's Basketball (986) is 4th in the conference behind Stanford (1000), Utah/Arizona State (990).

- All UW teams are above a **970 Academic Progress Rate**.

- Lowest teams are Men's Golf (970) and Beach Volleyball (983).
### FALL 2017

<table>
<thead>
<tr>
<th>20 Teams Above a 3.00 GPA</th>
<th>2 Teams Below a 3.00 GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>Men’s Basketball</td>
</tr>
<tr>
<td>Beach Volleyball</td>
<td>Women’s Basketball</td>
</tr>
<tr>
<td>Men’s Cross Country</td>
<td>Basketball</td>
</tr>
<tr>
<td>Women’s Cross Country</td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td></td>
</tr>
<tr>
<td>Men’s Golf</td>
<td></td>
</tr>
<tr>
<td>Women’s Golf</td>
<td>3.45</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>3.67</td>
</tr>
<tr>
<td>Men’s Rowing</td>
<td>3.16</td>
</tr>
<tr>
<td>Women’s Rowing</td>
<td>3.36</td>
</tr>
<tr>
<td>Men’s Soccer</td>
<td>3.21</td>
</tr>
<tr>
<td>Women’s Soccer</td>
<td>3.48</td>
</tr>
<tr>
<td>Softball</td>
<td>3.55</td>
</tr>
<tr>
<td>Men’s Tennis</td>
<td>3.24</td>
</tr>
<tr>
<td>Women’s Track &amp; Field</td>
<td>3.43</td>
</tr>
<tr>
<td>Field</td>
<td>3.09</td>
</tr>
<tr>
<td>Men’s Track &amp; Field – Indoor</td>
<td>3.47</td>
</tr>
<tr>
<td>Women’s Track &amp; Field – Indoor</td>
<td>3.03</td>
</tr>
<tr>
<td>Volleyball</td>
<td>3.45</td>
</tr>
<tr>
<td></td>
<td>3.21</td>
</tr>
</tbody>
</table>

*Bolded teams designate record high gpas*

### Other Stats (out of 565 student athletes)
- Dean’s List: 163
- GPA > 3.0: 420
- GPA = 4.0: 14
- Academic warning: 4
- Academic probation: 0

---

### Top 7 Student-Athlete Majors (2015)
- Communication: 46
- Business (Foster School): 31
- Sociology: 26
- Anthropology: 20
- American Ethnic Studies: 16
- Political Science: 14
- Psychology: 9

### Top 7 Student-Athlete Majors (2016)
- Communication: 38
- Business (Foster School): 29
- Sociology: 26
- Anthropology: 24
- Political Science: 21
- Biology: 18
- Psychology: 16

### Top 7 Student-Athlete Majors (2017)
- Political Science: 28
- Communication: 26
- Business (Foster School): 25
- Biology: 20
- Sociology: 20
- Anthropology: 17
- Psychology: 17
ACADEMIC TRIPS IN 2018

» Purple Passports international trips with corresponding classes to:

  » Peru – Summer 2018 (multiple teams represented)

  » French Polynesia – Summer 2018 (multiple teams represented)

  » South Africa (Men’s Soccer)

  » Japan (Women’s Soccer)

  » France/Spain (Women’s Tennis)
When things go wrong...

UW Faculty Athletics Representative Report
Frank Hodge

Senate Executive Committee
February 12, 2018
2017-2018 Appointments to University Committees and Faculty Councils

Student Conduct Review Officers

Jane Distad, School of Medicine, as a member for a term beginning immediately and ending on September 15, 2021.

Kelly Edward, School of Medicine, as a member for a term beginning immediately and ending on September 15, 2021.

Sam Sharar, School of Medicine, as a member for a term beginning immediately and ending on September 15, 2021.

Dan Cabrera, School of Medicine, as a member for a term beginning immediately and ending on September 15, 2021.

Confirm 2018-19 vice chair nominees.

Joseph Janes, Associate Professor, Information School.

Janelle Taylor, Professor, College of Arts and Sciences.
Class A Legislation: Statement for Change in Faculty Voting Eligibility

Proposed Legislation:

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

Rationale:

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

Section 21-32 Voting Membership in the Faculty

A. Except as provided in Subsection B of this section the voting members of the University faculty are those faculty members holding the rank and/or title of:

- Professor, 50% appointment or greater,
- Research professor, 50% appointment or greater,
- Associate professor, 50% appointment or greater,
- Research associate professor, 50% appointment or greater,
- Assistant professor, 50% appointment or greater,
- Research assistant professor, 50% appointment or greater,
- Full-time Principal lecturer, with an annual or multi-year appointment at 50% or greater,
- Full-time Senior lecturer, with an annual or multi-year appointment at 50% or greater,
- Full-time senior artist in residence,
- Full-time lecturer,
- Full-time artist in residence, or
- A retired assistant professor, associate professor, or professor during the quarter(s) he or she is serving on a part-time basis, or a retired research assistant professor, research associate professor, or research professor, principal lecturer, or senior lecturer, during the quarter(s) he or she is serving on a part-time basis.

Approved by:
Senate Executive Committee
February 12, 2018
Class C Resolution Regarding Wellness Rooms

A wellness room is a private space that contains a sink with a water source, a plug, a sharps/biohazard waste box, a small refrigerator, and a chair that can be utilized for breast pumping/feeding and/or medical interventions (injections and/or other medication), and the space must be serviced/cleaned regularly.

WHEREAS the University of Washington employs women (7,925 women faculty and non-faculty personnel) and admits women students (16,152 undergraduate women [Seattle campus]), and

WHEREAS the United States Fair Labor Standards Act requires that employers provide "a place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by an employee to express breast milk," and

WHEREAS the University of Washington employs individuals and admits students who require a space for medical interventions (such as those with diabetes, anemia, migraines), and

WHEREAS Title I of the Americans with Disabilities Act specifies that employers must provide "reasonable accommodations" for those with disabilities, and that includes a private space for giving injections or testing, and

WHEREAS the current availability of wellness rooms is drastically underrepresented (n = 14 [Seattle campus]) given the current size of the university and population of women within, and many parts of campus have no wellness room available within multiple blocks, and

WHEREAS some of the current wellness rooms do not provide basic requirements necessary for breast pumping (i.e., a sink with a water source) such that lactating individuals are required to use unsanitary conditions to wash breast pumping equipment, and

WHEREAS we embrace our stated strategic priority of “UW Standard of Excellence: We recruit the best, most diverse and innovative faculty and staff from around the world…We hold ourselves to the highest standards of ethics, as a beacon for our community and the world.” We recognize that to continue to recruit the best and most diverse faculty and staff and hold to our standards of ethics that we need to also provide reasonable accommodation of wellness rooms for lactating individuals and those who require a space for medical interventions, therefore

BE IT RESOLVED that the Faculty Senate of the University of Washington strongly recommends that at least one wellness room is included as a requirement for all new buildings (or more based on population capacity of the building), and that functioning wellness rooms be provided close enough to existing buildings on campus so as not to cause undue hardship for those individuals who require access, and

BE IT FURTHER RESOLVED that the Faculty Senate requests that UW administration follow up on this recommendation with the Faculty Council on Women in Academia.

Approved by:
Senate Executive Committee
February 12, 2018
Class C Resolution Regarding Wellness Rooms

Wellness Room

- Private space, chair, sharps/hazard waste box
- Sink with a water source
- Chair, plug, small refrigerator

UNIVERSITY of WASHINGTON
Example of UW Wellness Room

Lactation Stations at UWS

UNIVERSITY of WASHINGTON
Why Wellness Rooms?

> Women breast pumping/breast feeding
  - Required by US Fair Labor Standards Act\(^1\)

> Support needs of people with disabilities
  - Required by Title 1 of the Americans with Disabilities Act\(^2\) for employees managing disabilities
    - E.g., Diabetes, anemia
  - Assistance with managing environmental impacts
    - De-stimulation space for students on autism spectrum

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1. https://www.dol.gov/whd/regs/compliance/whdfs73.htm
2. https://www.dol.gov/odep/topics/Accommodations.htm

---

Why is Breastfeeding Important?

> Health benefits for mothers\(^1\)
  - Reduced risk of Type 2 diabetes and ovarian cancer
  - Improved mental health

> Benefits for children\(^2\)
  - Reduced risk of obesity, diabetes and hypertension
  - Improved cognitive development

---

2. Bai et al., 2012; Greer et al, 2008; O’Connell, 2003
3. Gabriel et al, 2018
Breastfeeding & Organizations

> Health benefits reduce health care costs
  – Est. $300-400 per child breastfed
> Risks of making pumping difficult¹
  – Increase stress, reduce milk production, decrease productivity

¹Gabriel et al, 2018

Why support disability management?

> More students with disability are on campus
  – 11% of undergraduates and 5% of post baccalaureate report having a disability
    > UW DRS has increased 110% over last 5 years,
    > AY 17-18 estimate of 3000 connected this year
  – Advancements in healthcare has enabled more students with health conditions/disabilities to persist in college
> Inclusive campus leads to higher retention and graduation

¹https://nces.ed.gov/fastfacts/display.asp?id=50
Forecasting Need

> 6.2% of women between 15-44 years old will have a child each year\(^1\)
  > 91.8% of these women will breastfeed at some point\(^2\)
  > 64.2% of these women will breastfeed at 6 months
  > Estimated 1,175 women per year

> Disability Access (students)
  > 600 chronic health (e.g., diabetes, anemia)
  > 700 psychological/emotional (e.g., autism, PTSD, anxiety)
  > 170 neurological (e.g., migraines/traumatic brain injury)

\(^1\)https://www.cdc.gov/nchs/data/vsrr/report002.pdf
Agenda
Faculty Senate Meeting
Thursday, March 1, 2018, 2:30 p.m.
Johnson Hall 102

1. Call to Order and Approval of Agenda.

2. Faculty Senate Chair’s Remarks – Professor Thaïsa Way.

   a. Report of the Secretary of the Faculty.
   b. Report of the Chair of the Senate on Planning and Budgeting.
   c. Report of the Faculty Legislative Representative.
   d. Report of the Vice President – Workday and Email Modernization Program Updates.
      Aaron Powell, Vice President for UW Information Technology and Chief Information Officer, Tom
      Lewis, Director, Academic Experience Design & Delivery, UW IT
   e. Diversity Report. Bill Covington, Faculty Member, Board of Regents Diversity, Equity and
      Inclusion Advisory Committee.

4. President’s Remarks– Ana Mari Cauce.

5. Requests for Information.
   Summary of Executive Committee Actions and Upcoming Issues of February 12, 2018.
   a. Approval of the January 8, 2018, Senate Executive Committee minutes.  b. Approval of January 25, 2018, Faculty Senate minutes; c. Faculty Athletic Representative Report; f. Faculty Effort Certification Report.

6. Memorial Resolution.

7. Consent Agenda.
   a. Approve Nominees for Faculty Councils and Committees.

8. Announcements.


10. Discussion Items:
    a. Office of Minority Affairs and Diversity 50th Anniversary.
       Rickey Hall, Vice President for Minority Affairs.
    b. Capital Campaign
       Connie Kravas, Vice President for University Advancement.
    c. Enrollment Management and Student Scholarships.
       Philip Ballinger, Associate Vice Provost for Enrollment Management; Kay Lewis, Executive Director, Financial Aid and Assistant Vice Provost for Enrollment.

    a. Nomination of Candidates for 2018-19 Faculty Senate Vice Chair.
       Joseph Janes, Associate Professor, Information School; Janelle Taylor, Professor, College of Arts and Sciences.
    b. 2018-19 Faculty Senate Vice Chair Candidates’ Presentations.
    c. Class A Legislation – Proposed changes to faculty voting eligibility, first consideration.
       Action: Initial review of proposed revisions to the Faculty Code.
    d. Class C Resolution – Wellness Rooms.
       Action: Approve for faculty distribution.
12. Good of the Order.


Prepared by:  

Mike Townsend  
Secretary of the Faculty

Approved by:  

Thaïsa Way, Chair  
Faculty Senate

NOTE: If a continuation meeting is necessary to conduct unfinished or special business, it will be held on Thursday, March 8 at 2:30 p.m. in Johnson Hall 102.