

**University of Washington
Faculty Council on Multicultural Affairs**

April 10, 2017
12:30 p.m. – 2 p.m.
Gerberding 26

Meeting synopsis:

1. Call to order
 2. Review of the minutes from March 13th, 2016 (attachment)
 3. Follow up on Class C resolution on Equity, Access, and Inclusion Trainings for P&T Committees w/ guest from Faculty Council on Faculty Affairs (attachment)
 4. UW Diversity Blueprint update
 5. Update on FCMA motion from last meeting
 6. Adjourn
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1) Call to order

Lee called the meeting to order at 12:30 p.m. He explained he is serving as proxy chair for the meeting.

2) Review of the minutes from March 13th, 2016 (attachment)

The minutes from March 13th, 2016 were approved as written.

3) Follow up on Class C resolution on Equity, Access, and Inclusion Trainings for P&T Committees w/ guest from Faculty Council on Faculty Affairs (attachment)

Williams explained the council has heard both Allen's (president's designee) and the Provost's feedback relating to the FCMA draft Class C resolution on Equity, Access, and Inclusion Trainings for Promotion and Tenure Committees (Exhibit 1). Given concerns that the resolution is too broad, costly to implement, and targets a problem that data shows may not be widespread/severe (denial of promotion or tenure due to bias) – it was noted that next steps need to be decided. A point was made the resolution focuses on protecting tenure track faculty in relation to promotion or tenure decisions. However, there is a concern that lecturers at the UW face potentially greater challenges when it comes to advancement. It was noted the council should decide if the resolution will be tabled indefinitely, expanded/redrafted to focus more specifically on lecturers, or altered to address concerns through different means.

Initial discussion

One member explained she supports revising the resolution to focus on lecturers given her own personal experience while seeking promotion. Another member commented the council should factor in units wherein all professors are without tenure (WOT). It was clarified that in the tenure track, only a small percentage of the total number of faculty who go up for promotion/tenure are denied (at the UW). It was noted given this data, perhaps equity, access, and inclusion trainings should be redirected to

protect faculty looking to be considered for the tenure track (an earlier stage in faculty advancement). There was some discussion of whom training should be directed towards. Williams raised the point that faculty may be opting out of the promotion process (aka. selecting resignation or another option over denial) before the tenure and promotion committee makes a decision, which would heavily skew success versus denial data of those who go up for promotion and tenure. There was a suggestion that the council evaluate resignations through the lens of demographic data, as by doing this work you could know if there is an advancement problem (though not necessarily what caused it).

Williams explained Gordon Watts (chair, Faculty Council on Faculty Affairs) has been invited to join FCMA's conversation as the council did want to duplicate potential parallel efforts. Watts noted he is happy to report on the work of the FCFA pertaining to lecturers, and his own points of view related to the discussion.

There was some discussion of appointment, promotion and tenure committees (AP&T committees); it was noted faculty advancement processes are not uniform across the university.

Watts noted in his department, one member of the hiring/search committee is sent to take an equity training (from a campus office), who then returns and informs the rest of the committee. He noted he believes this "train the trainer" model has been effective. Babigumira noted the model is good compared to training everyone, which has higher associated costs.

Ambiguity in the faculty code

An example brought by a member relating to a faculty member not understanding her rights under the faculty code during a promotion review began a discussion of ways to provide clarity/protect faculty through potential changes to the faculty code. A member noted it is not clear in the faculty code that a faculty member can resign at any time up to the point of the promotion decision. Lee noted the council might work to provide clarity in the faculty code, so faculty know and understand their options during promotion and tenure decisions.

A member recommended FCMA review the parts of the faculty code pertinent to promotion and tenure that might impede faculty. There was a question of process if areas of code are identified for revision. Watts recommended writing new code language within the FCMA, which can then be reviewed by the Faculty Council on Faculty Affairs. The council was interested in moving its focus to revising sections of the faculty code.

Part time lecturer voting legislation from FCFA

Watts introduced draft Class A legislation developed by the Faculty Council on Faculty Affairs. He explained Chapter 21-32 of the Faculty Code specifies voting membership of the faculty. The first section gives voting rights to professors and research professors of all ranks with a 50% or greater appointment, while second set does the same for full-time lecturers of all ranks. The proposed change modifies the lecturers to include 50% or greater annual or multiyear appointments.

Rationale behind the legislation is related to the fact that many of UW's part-time lecturers are deeply committed to the university. Their teaching and administrative loads mean they are fully-participating

members of their departments and the broader university. The current code grants them no voting rights at any level if they are anything less than full-time. The change is designed to bring university policy more in line with the actual contributions being made by the lecturing faculty.

After a question, Watts explained the timeline for review of the legislation (via the Class A legislative process).

There was some discussion of the 50% threshold, as it was noted the number seems arbitrary. Watts clarified the number is based on the Provost's Lecturer Appointment Guidelines. A 5-10% effect on the total university voting faculty is the expected outcome of the legislation based on a preliminary analysis of part-time lecturers greater than 50% across the institution.

Discussion focused on the potential to change or add lecturer titles. Watts explained the notion has been discussed in the FCFA recently, though the council has no plans to recommend any related action at this time. There was some more discussion of historic voting inequities at the university. It was noted the draft legislation (if implemented) may potentially work against diversity in some units wherein voting blocs occur.

The council thanked Watts for attending, and he left the meeting.

4) UW Diversity Blueprint update

Williams explained the School of Law has had a diversity plan in place for roughly two years. When the 2011-2021 Diversity Blueprint was officially rolled out, she asked an administrative employee within the School to align this diversity plan with the Blueprint. The employee reported it took between 35 and 40 hours to complete this work. Williams noted she thought this might be useful feedback to provide to the Vice Provost and to the council related to quantifying the amount of time it took one administrative staff member to align a school's diversity plan with the overarching UW Diversity Blueprint.

5) Update on FCMA motion from last meeting

Williams reported she has learned that the remaining faculty senate meeting agendas are already filled up, making it difficult to host a discussion about campus efforts to assist students on immigrant visas or other students of immigrant status (as directed in formal a motion from the previous FCMA meeting). She noted instead of a discussion in the faculty senate, a written report concerning university-wide efforts to assist these students will be broadcasted to senators, and she will personally give a brief oral report in the May meeting. Several members noted the plan to be a good compromise given the time constraints.

6) Adjourn

The meeting was adjourned at 1:35 p.m.

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

Present: **Faculty:** Joseph Babigumira, Thomas Lee, Yoriko Kozuki, Brenda Williams (chair)
Ex-officio reps: Jo-Fen Wang
President’s designee: Chad Allen
Guests: Gordon Watts

Absent: **Faculty:** Rachel Chapman, Jim Gregory, Delphine Yung, Sadaf Bhutta, Teresa
Evans-Campbell, Pietro Paparella, Joseph Rajendran
Ex-officio reps: Patricia Devine, Ada Onyewuenyi, Katie Woods

Exhibits

Exhibit 1 – draftclassresolutionpacket_requiringtrainingp&tcommittees_spring2017.pdf

Documents relevant to FCMA (draft) “Class C resolution on Equity, Access, and Inclusion Trainings for P&T Committees”

Faculty Council on Multicultural Affairs

April 10th, 2017

Table of Contents

1. Draft Class C resolution on equity, access, and inclusion trainings for P&T committees
2. Provost’s email response to resolution (fall quarter, 2016)
3. Faculty Council on Faculty Affairs – Draft Class A legislation on voting rights for part-time lecturers
4. Faculty Council on Faculty Affairs – Draft Class A legislation on clarification of roles for faculty members with instructional titles

Rationale: In light of renewed commitments to campus faculty diversity, we propose that the Faculty Senate pass a resolution requesting that the leadership of the University of Washington makes available the resources and personnel required to mandate “equity, access and inclusion” training for faculty involved in tenure and promotion decisions. In particular, vigorous efforts, supported by adequate funding to the appropriate units, should be made to ensure that all members of tenure and promotion committees are fully equipped to support the UW mission and vision of excellence, access, equal opportunity, and inclusion.

Current research on bias in hiring, retention and promotion suggests (from UW ADVANCE: Interrupting Bias in the Faculty Search Process, 2014):

- “Minority professors in majority academic settings often must struggle against the presumption that they are incompetent.” (Moody: 2004)
- Psychological research demonstrates that women and other underrepresented candidates may be subject to different expectations than majority candidates (Trix & Psenka: 2003).
- Underrepresented faculty members groups face a different set of judgment outcomes than do individuals from dominant groups. The careers outcomes for a faculty member from an underrepresented group are gained on a longer, more difficult trek to document ability and evaluations that are far less positive than those awarded to similarly credentialed members from dominant groups (Biernat & Kobrynowicz 1997)

Critical Mass is *Critical*:

- Critical mass is defined as 15% of a population and represents the tipping point, the threshold between the continuity of the status quo and the emergence of cultural change (Etzkowitz et al., 2000; Gladwell, 2002). When white males dominate the high-ranking positions in an organization, cultural norms tend to favor this dominant group, leaving women faculty to struggle with both structural and interpersonal inequities (Ropers-Huilman, 2000).

Underrepresented faculty tend to carry greater responsibility for undergraduate education and service; have access to fewer resources; experience heavier course loads; and be excluded from professional networks (Park, 1996; Mendoza & Johnson, 2000; Bird et al., 2004). Empirical research shows that student evaluations of teaching for women and minority faculty are significantly lower than for their white male colleagues even when the quality of the teaching is the same (Merritt 2009; Stark 2014).

Class C Resolution adopted at the _____ , Faculty Senate Meeting

WHEREAS, the leadership of the University of Washington is committed to a broad vision of excellence that requires equity, access and inclusion, which is upheld by our institutional Diversity Mission statement: “diversity is integral to excellence. We value and honor diverse experiences and perspectives, strive to create welcoming and respectful learning environments, and promote access, opportunity and justice for all” (UW Diversity Mission Statement 2014); and

WHEREAS, consistent with this vision and mission of excellence, the UW has implemented, with University-wide faculty endorsement, important changes to the Faculty Code related to diversity work in promotion and tenure assessment, an Undergraduate Diversity Requirement,

and unanimously passed Class C Bulletin No. 539 Resolution Concerning Equity, Access and Inclusion in Hiring (Jan. 29, 2015);

WHEREAS, in order to empower current and future UW faculty to contribute to its dynamic vision and mission of excellence, they must be equipped with resources and skills to achieve our commitment to diversity through the above changes to tenure and promotion assessment and undergraduate teaching, and to respond to UW's faculty demographic concerns; and

WHEREAS, the UW commitment to diversity work in faculty promotion, tenure assessment and teaching is crucial to these efforts;

WHEREAS, current research on faculty excellence and diversity suggests that gaps in equity, access and inclusion in promotion, like those in hiring, may be linked to patterns of institutional bias, and that these often unconscious practices can be productively addressed through interactive training; therefore

BE IT RESOLVED, that funding be made available to enable all University of Washington faculty involved in evaluations for promotion and tenure to participate in some form of "Equity, Access and Inclusion in Promotion" training developed in collaboration with the Office for Faculty Advancement that informs participants on best practices regarding faculty assessment, retention and promotion; and

BE IT FURTHER RESOLVED, that all Promotion and Tenure Committees be given a requirement, along with adequate funding and personnel resources, to participate in "Equity, Access and Inclusion in Promotion" training; and

BE IT FURTHER RESOLVED, that all UW unit heads are accountable to University leadership for making improvements in the area of faculty diversity by reporting unit participation in "Equity, Access and Inclusion in Promotion" training efforts as well as reporting diversity evaluation activities and outcomes.

Submitted by:

Faculty Council on Multicultural Affairs

Faculty Council on Women in Academia

Approved by:

Senate Executive Committee _____

Approved by:

Faculty Senate _____

Bill:

Thank you for taking a few minutes to talk with me Thursday afternoon. I later realized I should have just given you a shorter version of things and asked to talk with you later – as you were really no doubt focused on the get together with the regents and faculty leaders. So my apologies for trying to conduct business so quickly!

The proposed legislation focuses on an important issue – the continued lag in the growth of diversity in our faculty. We've been making some progress -- but clearly not enough.

My questions below are meant to get more information about the problem, how we can work together to address it, whether this is the best route to do that – or if there are other approaches we could try. I'm very happy to work with you and your council members on this issue in any way that would be useful.

I did not know that this proposal was coming to SEC until Thursday (yesterday) morning. So I apologize for giving you questions at the last minute! I will ask our administrative rep on your council to let us know about these kinds of issues earlier in the future, so that we can ask questions before the legislation is coming before SEC.

My chief questions are about the idea that diversity would improve if ALL faculty had some kind of training. Since all voting faculty are involved in new hiring decisions, that would mean all voting faculty: all in the lecturer ranks (lecturer, senior lecturer, principal lecturer) and all in tenure track lines (assistant, associate, full professor) and other voting ranks (professor of practice, artists in residence, etc.). I mention this just because the scale of the proposal is large – and would thus encompass thousands of people.

My question:

1. What is the problem we are seeking to solve? (I assume it is the need for greater diversity in the faculty). So how would this proposal solve the problem? Is the problem about the lack of hiring? Or retention? Or promotion? Or some combination? Is the lack of such training of faculty a key contributor to the problem? Are there data to show that training is the best route forward?
2. If the issue is one about hiring --- It might be good to know: How do our applicant pools differ from the potential pool of people graduating in fields/disciplines? We are just starting a pilot project to start to gauge that kind of issue precisely: what's the potential size of the applicant pool, for instance, in Business, or some field in Engineering, or social sciences; then do our own applicant pools match that, and then what are we doing in terms of hiring and yield?
3. If the issue is around tenure and promotion: Another approach might be to look at how teaching and mentorship by faculty are evaluated in promotion and tenure decisions. The Center for Teaching and Learning (which as consulted with the Multicultural Affairs Council) is doing a pilot this year on a more expansive assessment the wide array of teaching activities that occur – and that should be counted and valued in tenure and promotion decisions. We know that faculty of color often face much higher mentoring and advising roles than some other faculty; so the pilot is trying to develop a way to address that workload issue.

4. Are there data to show that required trainings would produce the results desired? Some contend that studies show that required trainings often create a backlash. (We would want to look at any and all of these kinds of studies, and I could ask my staff to help).
5. Are there alternatives – that is, an alternative to requiring training of all faculty – that might be easier and cheaper to implement this year? At least to get things going? I've asked staff to offer trainings for department chairs, whom I see as crucial figures in hiring issues. I anticipate we will start this trainings in winter, patterned after the types of workshops that ADVANCE used to offer. Could this be a good step forward?
6. What would be the cost of training? I have to ask this question, because the issue is this: How much money would we need for this? Where should the money come from? Is this as important as, say, faculty compensation? Student financial aid? We do not have the FTE resources to create a training for ALL UW voting faculty, so I assume the cost would probably entail hiring 2-3 new staff members working full time – although I'm not certain of that, as I don't have a sense of what kind of training is being advocated in the resolution.
7. What is the training being advocated? One time? Multiple sessions?
8. How often should a faculty member go through training? Is once enough? Or would this be something that should be repeated every 3-5 years?
As I noted above, my questions are focused on trying to understand the goals and thinking behind the resolution. And my questions are also about just how we would do this – how often, at what cost, etc.

I am happy to work with you and your council on the broader issues.

Thanks!

Jerry

50% Change

PURPOSE

Chapter 21-32 of the Faculty Code specifies voting membership of the faculty. The first section gives voting rights to professors and research professors of all ranks with a 50% of greater appointment. The second set does the same for full-time lecturers of all ranks. The proposed change modifies the lectures to include 50% or greater annual or multiyear appointments.

EXPLANATION

Many of UW's part-time lecturers are deeply committed to the university. Their teaching and administrative loads mean they are fully-participating members of their departments and the broader university. The current code grants them no voting rights at any level if they are anything less than full-time. This change brings university policy more in line with the actual contributions being made by the lecturing faculty.

To understand the impact of this code change an analysis was done (see attached page). In summary, after the proposed code change, the new voting faculty will impact the School of Social Work (18%), School of Nursing (16%), UW Bothell (16%), and the School of Dentistry (15%) the most. The percentages are the fraction of all voting faculty in that the new voting part-time lecturers constitute.

Differentiating between competitively hired and non-competitively hired lecturers was not made because of changes in the provost's hiring guidelines.

There are units that employ a number of Lecturers above 50%: the numbers from UW Bothell, at 66% and 75% percent, suggest that these may be virtually full-time colleagues. Providing voting rights to colleagues with these appointments confirms the important role they play in our University and we have already been too slow in recognizing their contributions. We cannot continue to ignore the important part they play in educating our students and serving our units' needs: giving them full voting rights is, quite frankly, a matter of social justice.

Retirement

PURPOSE

Chapter 21-32 of the Faculty Code specifies voting membership of the faculty. The last paragraph addresses retired faculty who are rehired to teach a classes on a quarter-by-quarter basis. The current paragraph only addresses assistant, associate, and professors (or their research counter-parts). The proposed change adds the instructional titles, bring them into symmetry with professors and research professors.

EXPLANATION

When a retired faculty member with an instructional title is currently excluded from decision making at the department level and participation in faculty votes, while research professors and professors are not. The instructional faculty have teaching expertise and long-term institutional memory, as much as other faculty, and should participate in decision making at the same level.

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 p~~Principal lecturer, with an annual or multiyear appointment at 50% or greater.
- ~~Full-time s~~Senior lecturer, with an annual or multiyear appointment at 50% or greater.
- Full-time senior artist in residence,
- ~~Full-time l~~Lecturer, with an annual or multiyear appointment at 50% or greater.
- 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 during the quarter(s) he or she is serving on a part-time basis, or a retired full-time principal lecturer, full-time senior lecturer, or full-time lecturer who had voting rights at the time of retirement, during the quarter(s) he or she is serving on a part-time basis.

B. Notwithstanding the rank or title held, the following are **not** voting members of the faculty:

- Persons serving under acting or visiting appointments,
- Persons on leave of absence,
- Persons serving under clinical or affiliate appointments,
- Persons serving under professor of practice appointments,

- Persons of emeritus status unless serving on a part-time basis,
- Persons serving under adjunct appointments insofar as their adjunct appointments are concerned.

[For definitions of faculty titles, see [Section 24-34](#).]

C. Research faculty may vote on all personnel matters as described in the *Faculty Code* except those relating to the promotion to and/or tenure of faculty to the following ranks and titles:

- Senior artist in residence
- Senior lecturer,
- Principal Lecturer,
- Associate professor,
- Professor,
- Associate professor WOT,
- Professor WOT.

Section 13-31, April 16, 1956; S-A 32, May 8, 1967; S-A 37, February 8, 1971; S-A 45, January 17, 1975; S-A 78, December 14, 1988; S-A 98, May 12, 1998; S-A 103, March 6, 2001; S-A 108, June 21, 2002; S-A 124, July 5, 2011; S-A 133, June 11, 2014: all with Presidential approval.

PURPOSE

Chapter 24-32 of the Faculty Code states: “The University faculty is committed to the full range of academic responsibilities: scholarship and research, teaching, and service.” Part A of that section elaborates: “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.”

Section 24-34.A defines “Lecturer,” “Senior Lecturer,” “Principal Lecturer,” “Artist in Residence,” and “Senior Artist in Residence” as “instructional titles.”

This proposed Code change clarifies what the University means by “scholarship and research” for faculty members with instructional titles.

EXPLANATION

Given that the primary responsibility of faculty members in the lecturer or artist in residence track is instruction, the requirement of “scholarship and research” for all faculty members should be interpreted for the lecturer or artist in residence titles in ways that relate to such instruction: i.e., in terms of method, content, pedagogy, student achievement, etc.

Moreover, given the UW needs classroom teachers to meet the needs of its students, and if annual and multi-year appointments and reappointments of lecturers are required to serve those needs, then those lecturers need to be assured that the terms of those continued/continuing (re)appointments are specifically suited to their primary duties and responsibilities. Any definition of “success” for them should be based on the quality of their achievements in teaching and service that reveal their scholarship and research (i.e., their remaining current in their field and their success in transmitting those materials to UW students).

This Code clarification also benefits the rest of the faculty because (a) it encourages a lecturer or artist in residence to do the work most needed by the unit rather than dissipating effort in areas that serve the unit less; and (b) it provides guidance to the more senior faculty (i.e., individuals holding titles above that of a given lecturer or artist in residence plus all of the tenure-track faculty) who serve on hiring and promotion committees for lecturer and artist in residence positions.

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.
- 4.5. 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.

- 5.6.** 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 sparingly used. Tenure is not acquired through service in this title.

- 6.7.** Appointment 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.

- 7.8.** 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.

- 8.9.** 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.

- 9-10.** 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.
- 10-11.** 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.
- 11-12.** 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.
- 12-13.** 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.

- 13.14.** 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.
- 14.15.** 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.
- 15.16.** 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 13-31, April 16, 1956; S-A 23, February 22, 1959; S-A 32, May 8, 1967; S-A 33, June 13, 1967; S-A 37, February 8, 1971; S-A 64, May 29, 1981; S-A 78, December 14, 1988; S-A 81, January 30, 1990; S-A 94, October 24, 1995; S-A 97, January 10, 1997; S-A 103, March 6, 2001; S-A 108, June 21, 2002; S-A 109, June 5, 2003: all with Presidential approval; RC, April 18, 2006; S-A 124, July 5, 2011; S-A 133, June 11, 2014: both with Presidential approval.