

Faculty Council on Tri-Campus Policy
April 25, 2013, 9:00-10:30 AM
26 Gerberding Hall

Meeting Synopsis:

1. Call to Order
 2. Welcome and Introductions
 3. Review of Minutes from February 28, 2013
 4. Presentation – UW Student Diversity Coalition Regarding the Proposed Undergraduate Diversity Requirement
 5. FCTCP Review Process – Work Group Findings/Option Analysis/Discussion
 6. Report on Possible Class A Legislation Regarding Tiered Salary Structure
 7. Faculty Governance Tri-Campus Retreat and Planning – Proposed Meeting Dates
 8. Agenda formation for Next Meeting
 9. Adjourn
-

1. Call to Order

The meeting was called to order by Chair Erdly at 9:05 a.m.

2. Welcome and Introductions

Introductions were made. Jeffords and Purdy are in attendance via conference phone.

3. Review of Minutes from February 28, 2013

Minutes from the February 28th meeting were approved as written.

4. Presentation – UW Student Diversity Coalition Regarding the Proposed Undergraduate Diversity Requirement

Students Jennifer Gibbons and Helen Fillmore presented on proposed Class B legislation regarding diversity graduation requirements. At noon today the Senate will decide on legislation that requires undergraduate students take 3 credits of diversity-related courses as a graduation requirement. The students approached FCTCP last year for gather feedback and are now back to provide an update to the process.

Gibbons explained that this is the third wave of diversity legislation that has been presented to the faculty. Similar proposals were presented in 1991 and 1996, so this concept is not a new idea. The students have worked with the Faculty Council on Multicultural Affairs (FCMA), Faculty Council on Academic Standards (FCAS), and other stakeholder groups garnering support for this diversity requirement. The ASUW also passed a resolution stating that diversity is important to the student body and the faculty should continue to have this critical conversation.

Fillmore read the legislation that was recently passed by SEC. Although passed by SEC it will still be debated in the Senate and there is a chance that the language will be changed. The language supported by the students comes from a variety of sources including institutional language already used at campus, the UW diversity blueprint, publications, and the university's vision and value statement. Importantly, the diversity language was also designed after researching courses that already exist throughout the university, so the resulting impact of the legislation would not be an undue burden to develop new courses. Students have been conducting a great deal of research on current undergraduate courses that

focus on diversity and have been working diligently in finding ways to ensure that no administrative issues can block this proposal.

Lerum stated that gender is included with the diversity definition, but sex is not. She explained that the term “sex” and “gender” are different and should be included separately in the language. Additionally, the term “disability” is the correct term to use rather than “ability”. Jack Lee suggested that she should encourage a senator to introduce this amendment during the Senate meeting. Discussion ensued to determine which senators would introduce this amendment. Deardorff asked if foreign language credits count towards the diversity requirement. That question comes up a lot, but language courses focus on learning a language which does not quite fall under this definition. Instead, the intent is to focus on the cultural aspects of different societies and communities. Erdly asked who would make that determination. Those questions would be handled by the curriculum committee along with the school/college that offers the course.

Harrington asked if this is the first reading of the Senate and if there will be a second. Jack Lee explained that the Senate reads this once since it is Class B legislation. If approved by the faculty, the legislation would not result in instant implementation but will be a two year process. This is to prepare students of the changes to the curriculum as well as transfer students to gain awareness of the diversity requirement. McDonald confirmed that the curriculum committee has been working on this issue. The final gatekeeper will be the college curriculum committees and efforts have been made to make sure that all colleges will have the courses to fulfill the requirement. For example, an environmental science major could take a course on environmental resource allocation which could meet this requirement. Currently, this course does not exist but there have been talks in the past to include it.

A question was raised asking how students will react to the changes in the graduation requirements. The diversity requirement has been something that students have talked about and have requested. In addition, 60% of all students already take courses that would fall under the diversity minor. Plus, when the ASUW voted on the resolution it was overwhelmingly supported by the students.

Corbett stated that he has been working with FCAS on this and there has been a great deal of effort and lots of work done by the curriculum committee. Corbett asked if there is some sort of campaign to create awareness of the issue. Students have not gone that far yet, it’s been a multiyear effort and they would welcome the possibility of a campaign. Work is still being done by the student coalition and they will continue to talk with students, administrators and other stakeholders. Harrington stated that it has been a lot of work, and if it passes, the responsibility is then on the university to implement the changes. Kucher mentioned that the diversity requirements could be used as a recruiting tool to make the university more attractive to prospective students.

5. FCTCP Review Process – Work Group Findings/Option Analysis/Discussion [Exhibit A]

Robert Corbett presented work group findings on a proposed change to the FCTCP review process. Corbett handed out a flowchart diagram that illustrates what would be changed when proposals for new majors are submitted.

The idea of this proposal would create a new process in which people can be involved with the planning of a new major by creating a system that notifies the faculty of the ideas that are being discussed. Erdly explained that the information FCTCP is reviewing today is an extension of the existing process. For example, when a unit sends out a proposal they will submit a notice of intent (NOI) which has been done previously. Now this step in the processes would be done internally. The unit/school/college would then

approve the major which is a normal process. The only additional piece in this change is tri-campus faculty notification. The department would distribute the NOI on a Catalyst website, and then faculty reviews it and provides comments. Also, it acts as a tool to invite interested faculty members to participate in submitting new proposals from any campus. This process will also be the first time students can provide feedback for new degree proposal and they have shown excitement about what might be coming down the road.

The notification period would be available for ten days, although there is no reason that can be the minimal period of time to gather feedback. For example, a unit may keep it open longer to allow for more feedback which can lend further support for a proposal. Also, as mentioned previously, the process can be used to identify partners to create hybrid programs, distanced learning, etc. For example, if three campuses want to begin a program, but do not have the resources, they can work collaboratively to create hybrid degrees which could include online classes and onsite elements which would be administered at an aggregate level. While it looks complex, it's fairly simple. When submitting NOIs departments will likely inform the dean first because it is important to know that this proposal has legs to stand on. The concern is that there should be check and balance so the process does not become a free-for-all in presenting proposals.

Sugarman stated that this is a good opportunity for students to provide feedback because the only representation they currently have is a single representative on FCTCP. Students have talked a lot about new degrees and collaboration for modular (mixed) degrees, so this would be a good opportunity to become involved with the process. Discussion ensued about changes to the process. It is important to remember that this is a faculty-driven process and ultimately faculty need to make proposal. Ideas for proposals cannot just drop in, a faculty member has to present and write the proposal.

Discussion ensued about adjustments to the flowchart provided by Corbett and how to structure the process. One idea that was raised suggested that proposals could be introduced as agenda items for FCTCP. While that is a good suggestion, one thing that members appreciate about the current review process is that a proposal does not rely on a twice-per-quarter meeting to receive approval. Erdly suggested that the proposal could be presented to a subcommittee which would be available online. If an issue or opportunity needs more discussion then it could be put on FCTCP's agenda.

A question was raised asking if electronic notification would go out to the faculty as a whole and if one person would be responsible to notify the entire campus. The thought was that as this comes forward, FCTCP would recommend that faculty review the proposal and point them to where they can review it. Plus, the site is always open to everyone anyway and they should create a place to make it available at all times. Lee stated that it would work if there was some mechanism to make sure that somebody notifies the correct department. For example, when he served on the curriculum committee and they reviewed a proposal, there was always a box that asked if the correct departments were notified. This would be a useful step in the process. One idea raised suggested that the notification process could go to the Senate, SEC and then to the faculty leadership where it be filtered out. Another idea suggested that the Secretary of the Faculty would be a good individual to send out notifications.

One of the aspects of the current process is that when electronic notifications go out to everyone, people do not pay attention. However, sending emails that do not get sent to everyone requires a complex distribution list. Discussion ensued about distribution emails. This is a topic to discuss with the registrar's office. It was mentioned that electronic notification is an area in which redundancy might be helpful.

Crowder stated that the role of the NOI is to act as a notification and should invite feedback to move from a two-page introduction to a full proposal to be presented to the entire faculty. Discussion ensued regarding alterations to the flowchart that illustrate who gets notified for comment. It was clarified that the ten-day notification period begins when everyone is able to review the proposal. However, the proposing unit can keep it open as long as it wishes. For example, sometimes it takes two years to fully develop a new major and it would be beneficial to allow feedback over that period of time. For those units that just want ten days to move the process quickly, then they still have that option.

Harrington raised a question asking if there is some entity that determines if the comments are relevant. The subcommittee would do that. A follow-up question asked if good feedback will encourage the group to take the comment into consideration. By this point the feedback process is meant to be an advisory process, not an approval process. It is just a method to solicit ideas and think strategically for the UW. If a large issue comes up, then the committee would contact the commenter directly and determine how to pursue it. The hope is that the provost and chancellors see this as a good opportunity as proposals come down the pipeline.

McDonald asked to clarify a timeline and when to expect these revisions to become part of the process. Erdly stated that it would be great for the subcommittee to meet once or twice again to revise the diagram to reflect what is being discussed today. The goal is to have it by next meeting and approve it. There does not need to be a legislative process, FCTCP can just approve it and meet with the registrar's office for approval. Lee stated that FCTCP should look at the code to make sure there would be no violations. Corbett explained that FCAS approves curriculum changes that impact the code, and since this refers to academic standards, they would have jurisdiction because this revision does not discuss details about specific courses. Erdly stated the goal is to have documentation for review at the next FCTCP meeting. Implementation, if everything goes according to plan, can be implemented at the beginning of the Fall Quarter on September 16th.

Report on Possible Class A Legislation Regarding Tiered Salary Structure

Lee reported on work conducted by a task force which is closing in on a specific recommendation that would change the current salary structure to a tiered system. They are thinking about finishing by the end of the spring and have a subcommittee draft code language over the summer. The policy they are building has three main pieces which includes a tiered system within ranks, market adjustments to CPI and an equity pool.

Right now the tiered system applies to tenure track, but this change would apply to all faculty members. The proposed tier structure will include:

- Assistant professor – 2 tiers (one at hire, one at promotion)
- Associate professor – 2 tiers (at five years increments)
- Tenure professor – 5-6 tiers (most faculty member would retire by the 5th or 6th tier)
- Distinguished professor (a high bar is set to achieve this level)

The idea is that faculty members, on average, move up a tier once every 4 years based on merit. The tiers would not be tied to salary; rather the merit tier promotion comes with 10% raise on top of salary. When not accounting for inflation, the system shows a good slope. Ultimately, this solves the compression problem and when examining the whole salary pool, everyone is marching up at the same rate.

For a while this process will be more expensive than the current system, but once the compression issue is solved the costs would be the same amount that UW has experienced over the last 30 years. The task force has studied models based on actual data starting back in 1984 and ran them through the system. They found that when they applied this tiered system a faculty member comes out a bit higher on average compared to the current system. Discussion ensued. The task force has not tried modeling with data from branch campuses yet. Additionally, some departments on the Seattle campus, such as Accounting, do not work well with the modeling because the average faculty salary is already high. Discussion ensued about the flexibility of tiered promotions.

This is exciting for new faculty members as they are coming in. Currently, UW's current system does not show motivational aspects and activities for departments. This change would reflect things that are happening in other parts in the world. In the real world people have promotional ladders. Currently, faculty members at UW just get promoted twice in their lives. Kucher asked how much discretion is there to modify this system. Lee explained that this goes into the faculty code. Discussion ensued about potential response and pushback.

Tiered promotion will be administered through departments and colleges. However, during economic downturns the president could declare that raises associated with the tiered system can be delayed if necessary. Once the university is back on its feet, the raises would go through, but not retroactively. When considering writing language regarding market adjustments to CPI, off-ramps will be included. For example in cases where revenue from the state increases less than the CPI index the market adjustment decreases. If the president believes that the raises impose undue hardship to the university, he/she can make a presentation to the Senate Committee on Planning and Budgeting.

6. Faculty Governance Tri-Campus Retreat and Planning – Proposed Meeting Dates

The agenda item was not discussed.

7. Agenda formation for Next Meeting

Erdly stated that a discussion on the Center for Commercialization and intellectual property would be a good topic to add to the agenda. He will invite Susan Astley, chair of the Special Committee on Intellectual Property and Commercialization, to attend and provide a background on recent developments. Erdly will also send out a poll to schedule a faculty governance tri-campus retreat.

8. Adjourn

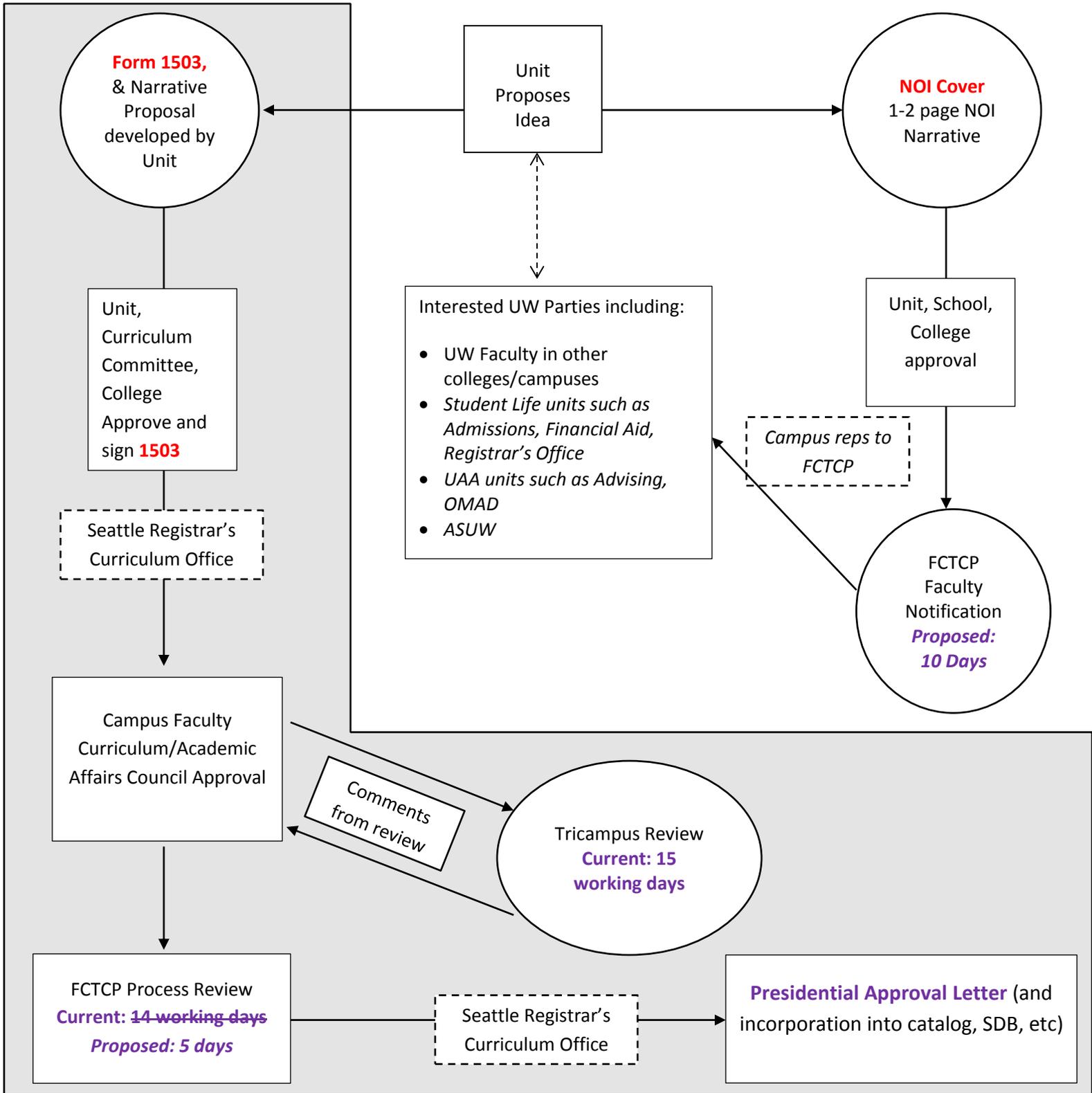
The meeting was adjourned by Chair Erdly at 10:45 a.m.

Minutes by Grayson Court, Faculty Council Support Analyst, gcourt@uw.edu

Present: **Faculty:** Erdly, Kucher, Crowder
President's Designee: Jeffords, Harrington
Ex Officio: Deardorff, Leadley, Sugarman, Lee, Lerum, Purdy
Guests: Ginger McDonald, Helen Fillmore, Jennifer Gibbons

Absent: **Faculty:** Reusch, Dolsak, Endicott
Ex Officio: Black, Randall, Fridley

Proposed FCTCP Faculty Notification Process



Proposed FCTCP Faculty Notification Process

Notes on Process Chart:

1. Proposal approval and NOI circulation are represented as parallel tracks on for clarity, and do not reflect the timing or sequence that will actually occur.
2. Parts of the process chart in the greyed box represent the existing process, and one that will continue for options and minors.
3. Text in italics represents suggested changes from the last version of this process chart. For reference, the Graduate School currently sends NOIs to other units for a 10-day comment period.
4. The dashed boxes are for the unit that currently facilitates Tricampus Review, and the suggested individuals who will facilitate Notification.