

Minutes

Senate Executive Committee Meeting
Monday, May 6, 2019, 2:30 p.m.
142 Gerberding Hall

Present: Joseph Janes, Thaisa Way, Mike Townsend, JoAnn Taricani, Sarah Stroup, Jack Lee, Janelle Taylor, Gautham Reddy, Ka Yee Yeung, Tom Halverson, Ana Mari Cauce, Mark Richards, Terri De Young, Rich Christie, Theo Myhre, Lorenz Hauser, Chris Laws, Angelia Miranda, Ritika Jain, Gowri Shankar

Absent: Douglas Ramsay, Scott Barnhart, Giuliana Conti

Guests: Robin Angotti, Trent Hill, Zoe Barsness, Denise Pan, Gundula Proksch

1. Call to Order and Approval of Agenda.

The meeting was called to order at 2:34 p.m. The agenda was approved.

2. Acting Senate Chair's Remarks – Joseph Janes. **[Exhibit A]**

Joe Janes, Acting Chair of the Senate, congratulated Vice-Chair elect Robin Angotti, distinguished-teaching award winner Sarah Stroup, Chair of the Faculty Council on Academic Standards, and thanked Thaisa Way, Chair of the Senate Committee on Planning and Budgeting and Past Chair of the Senate, for her service over the past three years.

3. Reports and Opportunity for Questions.

- a. Report of the Secretary of the Faculty. **[Exhibit B]**
- b. Report of the Chair of the Senate Committee on Planning and Budgeting. **[Exhibit C]**
- c. Report of the Faculty Legislative Representative. **[Exhibit D]**

JoAnn Taricani, Faculty Legislative Representative, summarized the written remarks in the Exhibit. She also noted that legislators are proud of their work on the Education Workforce Investment Fund, which will be funded by a new B&O tax. She also thanked President Cauce and Provost Richards for their work in Olympia.

4. President's Remarks – Ana Mari Cauce.

President Cauce spoke on a number of topics.

She said that the successful budgetary outcome in Olympia was a group effort. She feels the UW has turned a corner in the legislature. In particular, the passage of new taxes is huge. But expectations still must be managed. Indeed, the legislation is more filling a hole than building a mountain. In addition to new taxes, the legislative readjustment of the fund-split formula is important. Other major items include a reworking of the State Need Grant (now called the Washington College Grant) and various targeted funding. The UW is on more stable ground as it faces an uncertain economic climate.

Also important is the passage of I-1000, which makes major changes to I-200. These changes would affect recruitment and retention for faculty more than it would for students because the UW already uses a holistic admissions process. Cauce feels it is likely that the issue ultimately will be put before the voters, where there will be a divisive debate and an uncertain outcome.

Cauce said that the UW has started to engage in strategic priority setting. This is different than so-called strategic planning in that priority setting envisions a shorter time frame with more targeted action. Provost Richards added that priority setting is more concerned with specific behavior than overall institutional action. As an example, Richards said the UW would look at the issue of non-resident students and their tuition. Richards said it might not be wise to over rely on non-resident tuition as a whole, or on some countries in particular, because enrollment can be volatile and depend on events outside the UW's control. Richards also said he would look into whether the legislature had required the UW to examine its teaching loads vis-à-vis peer institutions.

5. Consent Agenda.
 - a. Approve the April 1, 2019, SEC minutes.
 - b. Approve the April 18, 2019, Faculty Senate minutes.
 - c. Approve nominees for Faculty Councils and Committees. **[Exhibit E]**
 - d. Approve nominations for 2019-2020 Senate Executive Committee positions. **[Exhibit F]**
 - e. Approve 2019-20 Schedule of Senate Executive Committee and Faculty Senate Meetings. **[Exhibit G]**

The consent agenda was approved.

6. Announcements.

There were no announcements.

7. Unfinished Business.

There was no unfinished business.

8. New Business.

- a. Class A Legislation – Proposed changes to elected faculty councils – second consideration. **[Exhibit H]**
Faculty Council on Faculty Affairs.
Action: Final review of proposed revisions to the Faculty Code.

A motion was made and seconded to submit the legislation to the Faculty Senate for second consideration.

There was no discussion. The motion passed.

- b. Class C Resolution – Support for UW Libraries’ bargaining priorities in their negotiations with Elsevier and other scholarly journal subscriptions. **[Exhibit I]**
Faculty Council on University Libraries
Action: Approve for Faculty Senate consideration.

A motion was made and seconded to submit the resolution to the Faculty Senate for consideration.

Trent Hill, Chair of the Faculty Council on University Libraries, and Denise Pan, Associate Dean of University Libraries for Collections and Content, spoke to the motion, summarizing the slides herein attached as an addendum. Hill emphasized that Elsevier’s package is negotiated directly with them, as opposed to other packages negotiated through consortia, that Elsevier’s package is take it or leave it, that Elsevier’s package is encumbered with a non-disclosure agreement, and that the associated costs are unsustainable going forward.

In response to questions, several points were made. Pan said that “deal breakers” include the non-disclosure provision as well as other provisions of the agreement that hamper the library’s ability to provide sustainable support for academic inquiry. The resolution presents issues in a rough priority. The resolution is aimed at endorsing these priorities, not endorsing cancellation. Some members wondered why the non-disclosure provision couldn’t be handled through a public-records request. Others wondered whether the provision is enforceable as a matter of contract law. Pan noted that some institutions that have cancelled with Elsevier still have access, but this is not expected to continue.

- c. Approval of the May 16, 2019, Faculty Senate Agenda. **[Exhibit J]**
Action: Approve for Faculty Senate consideration.

A motion was made and seconded to approve the agenda.

There was no discussion. The motion passed.

- d. Class C Resolution – Support for the implementation proposal for UW Faculty 2050. **[Exhibit K]**
Action: Approve for distribution to Faculty Senators.

A motion was made and seconded to submit the resolution to the Faculty Senate for consideration.

Thaisa Way, Chair of the Senate Committee on Planning and Budgeting and Past Chair of the Faculty Senate, spoke to the motion. She summarized the history, noted that work is being allocated to the relevant faculty councils, and emphasized the three main goals of the proposal (strengthening the UW role as a public university, increasing diversity/equity/inclusion, and rethinking faculty careers in terms of teaching, service, and scholarship). With respect to the last goal, Provost Richards said he is convening a task force to evaluate current practices on promotion and merit to make sure that procedures and policies are consistent and appropriately reflect the Code criteria and the reports call for a broader understanding of service and scholarship.

In response to questions, the Provost said he hopes this evaluation can be completed fairly quickly and also noted the related work being done by another task force on the use of student evaluations.

The motion passed.

9. Discussion Items.

- a. Task force on the faculty disciplinary code and process update. **[Exhibit L]**
Zoe Barsness, Associate Professor and Co-Chair of the Task Force on Disciplinary Code and Process.

Zoe Barsness, Co-Chair of the Task Force on Disciplinary Code and Process, summarized the slides presented in the Exhibit. She emphasized three things: the need to update the Faculty Code and bring it into alignment with the student-side processes; the underlying values that have motivated the specific discussions; and a focus on a robust and clearly delineated dispute-resolution toolbox that is aimed at the sort of progressive discipline and early intervention that research and practice show is most effective in resolving workplace disputes as well as allowing for correction and rehabilitation. The next step is to present the work done so far to relevant stakeholders for input and feedback before turning to drafting and the legislative process.

Mike Townsend, Secretary of the Faculty, noted that, broadly speaking, the proposal focuses on administrative discipline, interpersonal conflict, and employee grievance. Barsness and Townsend also discussed the idea of a faculty-liaison position that would serve as a sounding board for faculty members and free up the ombud and Secretary offices for other tasks. Barsness said that the full proposal envisions legislative enactments as well as explanatory policy documents and web-based resources. In response to questions, Barsness also said that it is important to articulate a set of shared values about what is required in terms of professional conduct.

President Cauce noted that instructor conduct in the classroom presents complex issues, especially with respect to the University's ability to provide a quick response. In this context, Townsend said his opinion is that dealing with the classroom in an academic sense (focusing on creating a learning environment) allows for more flexibility than dealing with it in a discipline sense (focusing on violating university rules).

There was broad support among committee members for the work as described thus far.

- b. Affordable housing for faculty. **[Exhibit M]**
Theo Myhre, Senior Lecturer in the School of Law.
Gundula Proksch, Associate Professor in the College of Built Environments.
Gowri Shankar, Associate Professor in the UWB School of Business.

Theo Myhre, Senior Lecturer in the School of Law, Gundula Proksch, Associate Professor in the College of Built Environments, and Gowri Shankar, Associate Professor in the UWB School of Business, summarized the material presented in the Exhibit. Myhre emphasized that housing concerns are likely to get worse, that this plan is aimed at reaching a large number of faculty, and that the plan is focused on equity ownership and not rental/leasing.

During the discussion, several points were made. It was noted that the state owns land, not the university, and that housing for staff presents questions of university priorities.

10. Adjournment.

The meeting adjourned at 4:45 p.m.

Prepared by: Mike Townsend Approved
by:
Mike Townsend
Secretary of the Faculty

Joseph Janes
Joseph Janes, Acting Chair
Faculty Senate

NOTE: *If a continuation meeting is necessary to conduct unfinished or special business, it will be held on Monday, May 13, at 2:30 p.m. in Gerberding 142.*

Report of the Acting Faculty Senate Chair
Joseph Janes, Associate Professor, Information School

We have two important pieces of business before us today:

- the second consideration of the Class A legislation on the composition of elected faculty councils, which could substantially strengthen the processes and effectiveness of shared governance at the school and college level
- and a Class C resolution from the Faculty Council on University Libraries - maintaining access to the scholarly and research literature, in a responsible, cost-effective, sustainable way, is crucial to our work, and faculty support for our colleagues in the University Libraries as they undertake negotiations with Elsevier, among others, is an important sign of our commitment.

In addition, we'll have discussion items on two longer-term matters: the ongoing work to reform our dispute resolution and disciplinary processes, and identifying options for more affordable housing for faculty, and I think we all understand the importance of each of these going forward.

We appreciate, as always, all the efforts of the members of our faculty councils, committees, and working groups for their hard work over the course of the year. And as this is our last meeting of the year, on behalf of Senate leadership and the entire university faculty, I want to thank all of you for your time and willingness to serve on SEC - and wish you all the best for an enjoyable and rejuvenating summer!

Report of the Secretary of the Faculty
Mike Townsend, Associate Professor, School of Law

1. Committee on Committees: The Committee on Committees has met, and, pursuant to their discussion, the Office of University Committees is filling out a roster of new Faculty Council members for approval.
2. Deputy Faculty Legislative Representative: Dan Ratner, Associate Professor, Bioengineering, Seattle, has been elected DFLR for 2019-2020.

Report of the Chair of the Senate Committee on Planning and Budgeting
Thaïsa Way, Professor, College of Built Environments

The Senate Committee on Planning and Budget meets weekly with the Provost, the Vice-Provost for Planning and Budget, and the head of the Board of Deans. SCPB is charged with consulting on all matters relating to the University budget and on a wide range of program and policy decisions.

The Spring SCPB meetings have been focused on updates on unit projections and for deficit plans for those facing such challenges. We reviewed an issue involving Northwest Hospital and an outstanding payable owed to the University. UW Medicine presented the issue, noting that it will pay the University back in full. The executive office, UW Finance, and the Office of Planning & Budgeting are closely monitoring the situation. The presentation of this issue led to a series of discussions around how budgets and fiscal health are being monitored and assessed. It was noted that the Health Sciences, and in particular the hospitals comprising UW Medicine, represent over 50% of the UW budget. This reflects a serious exposure by the university to the instabilities of health systems and costs. While we recognize the large health system is a significant and important contributor to the university's research and teaching mission, it is also a complex system that does not always fit easily into an academic fiscal framework.

Building on our review of units with deficit mitigation plans, SCPB members have engaged in rigorous discussions of the increasing focus on monitoring budgets across the university. The UW records revenues and expenditures in many 1000's of budget numbers, and while Finance Transformation will address many of the systemic issues of our current processes, we must assure we are tracking the fiscal health of all units now. We are working closely with the Office of Planning & Budgeting to review how to best assure that all budgets are being responsibly managed and stewarded.

As always, SCPB reviews requests for limited RCEPs and we have engaged in excellent discussions around a number of these requests. The School of Nursing is currently planning to consolidate into two departments from three departments, a planning process that engaged many of their faculty as well as staff and students. The School of Medicine is currently proposing to merge the departments of Pathology and that of Laboratory Medicine. We were pleased to hear from their Elected Faculty Council chairs as a part of this process.

We had an excellent presentation from VP of Student Life, Denzil Suite and his leadership team on the breadth of services and challenges of meeting the needs of our students. Housing and Food Services houses over 20% of our students, including over 80% of international students in their first year. They are working to create opportunities for more affordable housing as well as providing a range of housing options. The team is also facing increasing needs for mental health services and for access and disability services. We were impressed with the approach of our student life leadership. We would also take this opportunity to acknowledge the remarkable contributions of our student leadership teams. They are engaged in all aspects of the university from housing policies and budgets to curriculum and community engaged teaching.

At our last meeting this week, we focused primarily on the state budget and its implications for our budget. As noted by others, there are many remarkable elements of the new state budget as passed in the last minutes of the session, including the closure of the session on time. We are very pleased to see the state invest in what is now called the Washington College Grant program, by fully funding, and even expanding, the State Need Grant, over the course of the next biennium. For the UW, the state provided a larger share of state support for new compensation and central service increases, through what is being called "foundational support." Furthermore, legislators met our requests for funding for STEM across all three campuses, and for a number of capital projects.

Regarding compensation, the story is nuanced.

- The budget partially funded 2 percent wage increases in FY20 and FY21 for GOF-paid faculty and professional staff. Non-represented employees at all other state agencies received partial or full funding for 3 percent wage increases.

- The budget also partially funded 2 percent increases for state-approved collective bargaining units, along with other base contract provisions.
- While the budget includes an additional \$7.2 million intended to partially fund 1 percent increases in each year for all GOF-paid employees (represented and non-represented), the funds are insufficient to meet the cost. The budget stipulated that the UW would only receive this additional funding if it were to reach agreements with unions to implement the 1 percent per year for all employees paid by all funding sources. Given the partial funding, it would not be financially feasible for the UW to implement the additional 1 percent increases for those employees.

While we are all very pleased to see support for higher education in the funding for student access, foundational support for basic merit pools, and targeted enrollment and program growth, it is clear that we will need to continue to discuss why compensation increases are a critical component of excellence. In May we will review budgets and plans for GIX, the Finance Transformation Project, and the capital budget plan for the next 6 years including how to address deferred maintenance. Please note that we are currently seeking faculty who would be willing to serve on focus groups to assure the new finance systems meet our needs. Please email Thaisa if you are interested (tway@uw.edu). I look forward to hearing from you. Send me your questions and concerns. We will work to do our best to respond.

Report of the Faculty Legislative Representative
JoAnn Taricani, Associate Professor, Music History

I am writing this on Monday, April 29, within hours of the Legislature adjourning the 2019 session *on time* for the first time in ten years, the result of a dense and tense weekend of hearings and voting that included full House and Senate floor sessions that went past 4:00 AM each night this weekend. While there are still many details about the budget that need to be analyzed over the next few weeks, here is some background on legislation and issues that have attracted headlines in the final days of the session.

One surprise in the final hours of the session was that the House and Senate both took votes on I-1000, the initiative to the Legislature that would/will significantly alter the 1998 I-200 that prohibits the use of factors such as race in a variety of public arenas, including college admissions at public universities. The hearing on this included many faces of the past that had worked on I-200, both pro and con. What was surprising to me was the organizational effort against I-1000 that was new, from families and potential future students who felt that I-1000 might limit their access to public higher education. It is worth knowing about this opposition because of the next steps. Because the House and Senate have voted to enact I-1000 as session law, it becomes law once the Secretary of State has signed it – it does not need the Governor's signature (he was/is a supporter of I-1000). But any law can be subjected to a referendum, which must be requested within 90 days of the legislation being enacted. A referendum places the new law on the general ballot for a vote of the general population. Within twelve hours of I-1000 passing, a request for a referendum was filed with the Secretary of State; that will likely place this issue on the ballot for the November general election.

The Education Workforce Investment fund (HB 2158) will be funded largely via new business and occupation (B&O) taxes. While some large entities such as Microsoft were strong supporters of this legislation, smaller business owners and organizations expressed concern about the additional tax on their services. The final hearing on this was held the day before the session ended; President Cauce came to Olympia on Saturday morning to indicate her strong support for this investment in higher education. The intention of this fund is to provide stable, dedicated funding for the State Need Grant (SNG), now renamed as the Washington College Grant (WCG). The hope is that the WCG will be fully funded by the 2020-21 academic year; this will relieve some pressure on the UW, which has been providing the Husky Promise funding to student eligible for the SNG but did not receive it because of lack of funding. This investment fund also will provide funding for new enrollments in Engineering at the Seattle campus, and new STEM funding for the Bothell and Tacoma campuses. It also allocated some foundational funding to the UW; how the UW will budget the funding is not yet determined.

The operating budget (ESHB 1109) has many details that need to be analyzed. As I have noted over the past two years, the language of the legislation is not always funded in the budget itself, with the UW being expected to fund certain expenses, such as a portion of salary increases, from tuition rather than from new state appropriations. Because of this, it is not possible at this point to say with any certainty what the salary increases would be for faculty and professional staff, but we may have a more clear picture by the time of the meeting of the Senate Executive Committee. The foundational support for the UW appears to be more favorable in the final budget than in earlier versions of the budget. Our UW Office of Planning and Budgeting (OPB) will post a detailed analysis later this week, which I will provide to the Senate Executive Committee and full Faculty Senate. Now, the planning for the next biennium continues through the work of our OPB and Senate Committee on Planning and Budgeting.

2019-20 Nominees for Faculty Councils and Committees

Faculty Council on Academic Standards

Scott Spaulding, Senior Lecturer, College of Education, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Marjorie Olmstead, Professor, College of Arts and Sciences, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Joel Ross, Senior Lecturer, Information School, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Faculty Council on Benefits and Retirement

Monika Sobolewska, Senior Lecturer, UW Tacoma School of Engineering and Technology, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Peter Johnson, Professor, School of Public Health, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

William Yuh, Professor, School of Medicine, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Mary O'Neil, Associate Professor, College of Arts and Sciences, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Faculty Council on Faculty Affairs

Jack Lee, Professor, College of Arts and Sciences, as Chair for a term beginning September 16, 2019, and ending September 15, 2020.

Teresa Ward, Professor, School of Nursing, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Megan Callow, Lecturer, College of Arts and Sciences, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Jacob Vigdor, Professor, Evans School of Public Policy and Governance, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Faculty Council on Multicultural Affairs

Michael Spencer, Professor, School of Social Work, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Faculty Council on Research

Charles Frevert, Professor, School of Medicine, as Chair for a term beginning September 16, 2019, and ending September 15, 2020.

Gillian Marshall, Assistant Professor, UW Tacoma School of Social Work, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Nicole Gibran, Professor without Tenure, School of Medicine, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Faculty Council on Student Affairs

Chris Laws, Principal Lecturer, College of Arts and Sciences, as Chair for a term beginning September 16, 2019, and ending September 15, 2020.

Kivanc Dincer, Lecturer, UW Tacoma School of Engineering and Technology, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Clark Musselman, Lecturer, UW Bothell School of STEM, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Ann Culligan, Lecturer, College of Arts and Sciences, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Faculty Council on Teaching and Learning

Thomas Halverson, Senior Lecturer, College of Education, as Chair for a term beginning September 16, 2019, and ending September 15, 2020.

Kimberlee Gillis-Bridges, Principal Lecturer, College of Arts and Sciences, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Lynn Dietrich, Senior Lecturer, College of Education, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Faculty Council on University Facilities and Services

Ann Marie Borys, Associate Professor, College of Built Environments, as Chair for a term beginning September 16, 2019, and ending September 15, 2020.

Bruce Balick, Professor Emeritus, College of Arts and Sciences, as a voting member for a term beginning September 16, 2019, and ending September 15, 2020.

Faculty Council on University Libraries

Trent Hill, Senior Lecturer, Information School, as Chair for a term beginning September 16, 2019, and ending September 15, 2020.

Khalfani Mwamba, Lecturer, School of Social Work, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Randolph Otto, Associate Professor, School of Medicine, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Helene Williams, Senior Lecturer, Information School, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Juliet Shields, Professor, College of Arts and Sciences, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Faculty Council on Women in Academia

Ankur Suri, Senior Lecturer, UW Tacoma, School of Engineering and Technology, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Samantha Robinson, Lecturer, College of Arts and Sciences, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Elizabeth Umphress, Associate Professor, Foster School of Business, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Senate Committee on Planning and Budgeting

Daniel Grossman, Professor, College of Engineering, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Mary Hebert, Professor, School of Pharmacy, as a voting member for a term beginning September 16, 2019, and ending September 15, 2022.

Nominations for 2019-20 Senate Executive Committee Positions

Open Seat Nominations

Positions	Nominees
Medicine – 2 positions	
	Gautham Reddy, Radiology
	Phillip Taddei, Radiation Oncology
Arts and Sciences – 2 positions	
	Justin Jesty, Asian Languages and Literature
	Julie Brines, Sociology
Engineering – 1 position	
Other health science colleges ¹ – 1 position	
	Douglas Ramsay, Oral Health Sciences
Environment and Built Environments – 1 position	
	Jeff Hou, Landscape Architecture
Professional Schools² – 1 position	
	Shailendra Jain, Marketing and International Business

¹ Public Health, Dentistry, Pharmacy, Nursing, Social Work

² Business, Education, Evans, Information, Law, ROTC

2019-2020
Schedule of Senate and Executive Committee Meetings

Autumn Quarter 2019	
Executive Committee Agenda Deadline -----	September 18
Executive Committee Meeting -----	September 30
Faculty Senate Meeting -----	October 17
Executive Committee Agenda Deadline -----	November 6
Executive Committee Meeting -----	November 18
Faculty Senate Meeting -----	December 5
Winter Quarter 2020	
Executive Committee Agenda Deadline -----	December 27
Executive Committee Meeting -----	January 6
Faculty Senate Meeting -----	January 23
Executive Committee Agenda Deadline -----	January 29
Executive Committee Meeting -----	February 10
Faculty Senate Meeting -----	February 27
Spring Quarter 2020	
Executive Committee Agenda Deadline -----	March 18
Executive Committee Meeting -----	March 30
Faculty Senate Meeting -----	April 16
Executive Committee Agenda Deadline -----	April 22
Executive Committee Meeting -----	May 4
Faculty Senate Meeting -----	May 14

Senate meetings will be held at 2:30 p.m. in Johnson Hall 102.

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

Special Meetings will occur if necessary to conduct unfinished business or special business of the SEC or Senate.

Legislation proposing changes to Faculty Code, Chapter 23 Colleges, Schools, and Departments

Introduction

The Faculty Council on Faculty Affairs voted on January 29, 2019, to forward proposed Class A legislation to the Senate Executive Committee and Faculty Senate for consideration. The motion was approved by a majority of voting members.

Rationale

In response to a request from the Senate Executive Committee, the Advisory Committee on Faculty Code and Regulations (ACFCR) conducted a review of the Faculty Code and the bylaws of the University's 27 campuses, colleges, and schools concerning the composition of elected faculty councils. Specifically, the request noted "... it is critical that the composition of Elected Faculty councils are elected faculty only" in conformance with the intent of Section 23-45 of the Code, which is that "the faculty of each campus, college, or school ... shall determine its own organization..." [italics added]

In its resulting March 6, 2018 report, ACFCR found:

- The Faculty Code does not explicitly bar administrators from EFC membership;
- The Faculty Code does not explicitly require EFC members be elected by the voting faculty; and
- The bylaws of some units are inconsistent with Section 23-45 or its intent, allowing administrators to nominate or appoint EFC members or to be voting members themselves.

The following proposed changes to Section 23-45 aim to clarify that only voting faculty may be voting members of EFCs and that administrators should not have a formal role in nominating or electing EFC members.

Section 23-45 Campus, College, and School Faculties: Authority to Determine Organization and Procedure

- A. Subject to the provisions of Section 23-46, the faculty of each campus, college, or school other than the Graduate School shall determine its own organization and rules of procedure except as stipulated in Subsections B and C of this section. The organization and rules of procedure of a department may be determined by the department faculty, but shall be subject to review by the appropriate campus, school, or college faculty.
- B. The University of Washington Bothell and the University of Washington Tacoma shall each have an elected faculty council or councils that shall advise their respective chancellors on matters affecting the general welfare of their respective campuses, matters of faculty promotion and tenure, and on matters involving academic policy, including priorities, resource and salary allocation, and budgets. In accord with Subsection A, the faculty of each campus shall determine for itself the organization and structure of its council or councils and the procedure by which the members are elected¹, subject to the provisions of Subsection D below.
- C. Each school or college shall have an elected faculty council or councils which shall advise the dean on matters of faculty promotion and tenure, and advise the dean on matters involving academic policy, including priorities, resource and salary allocation, and budgets. In accord with Subsection A, the faculty of each school or college shall determine for itself the organization and structure of its council or councils and the procedure by which the members are elected¹, subject to the provisions of Subsection D below.
- D. Every elected faculty council of a campus, school, or college shall be subject to the following provisions.
1. Voting members of elected faculty councils must be voting members of the faculty, elected by the voting faculty of their respective units;
 2. Chancellors, vice chancellors, deans, associate deans, and directors or chairs of departments may not appoint or propose members to elected faculty councils;

3. Chancellors, vice chancellors, deans, associate deans, and directors or chairs of departments may not be voting members of their respective elected faculty councils, but they may be non-voting ex-officio members.
 4. The chair of each elected faculty council must be a voting member of the council, and shall set the agendas and preside over meetings.
 5. Notwithstanding the provisions of 1 through 4 above, anyone who is a member of an elected faculty council on June 15, 2019 with a fixed term of office may serve to the end of that term.
- DE. The Advisory Committee on Faculty Code and Regulations shall review each campus's, college's, or school's procedure to assure that the councils are established in conformity with the provisions of this section.
- EF. The Graduate School shall determine its own organization and rules of procedure. It may directly control its affairs or may delegate to a council, executive committee, or other committees any of its powers, provided that such council or committees shall be representative of the various fields of graduate study.

Approved by:
Senate Executive Committee
April 1, 2019

Approved by:
Faculty Senate
April 18, 2019

Approved by:
Senate Executive Committee
May 6, 2019

Class C Resolution: Support for UW Libraries' Bargaining Priorities in Their Negotiations with Elsevier and Other "Big Deal" Scholarly Journal Subscriptions

WHEREAS UW Libraries' ("Libraries") current subscription arrangement with Elsevier is scheduled to end on December 31, 2019; and

WHEREAS subscription costs and increases, both current and projected, imperil the funding available for the Libraries' other collection-development and service needs; and

WHEREAS Elsevier charges Article Processing Charges to authors for open-access articles on top of the subscription charges paid by the Libraries; and

WHEREAS Elsevier's "Big Deal" inhibits the Libraries' freedom to adjust their subscriptions and spend to address budget needs and changes in scholarship; and

WHEREAS Elsevier is leveraging its profits (37 percent in 2018) to acquire and control key tools to enable open access scholarship and resource sharing; and

WHEREAS Elsevier uses non-disclosure agreements (NDAs) to obscure its contractual terms with universities and hinder free, transparent negotiations; and

WHEREAS Elsevier imposes limitations that hinder authors' abilities to share their articles openly with other researchers and with the public at large, contrary to our goals as a public institution: and

WHEREAS peer institutions (including UC, UVA, UNC, FSU, and the national university systems of Germany, Norway, and Sweden) have cancelled their "Big Deal" packages with Elsevier in response to Elsevier's business and negotiating practices; therefore

BE IT RESOLVED that the UW Faculty Senate endorses the Libraries' negotiation and licensing priorities as follows:

1. Bringing down subscription costs and increases to a sustainable level that will not imperil other collection and service needs;
2. Ending NDAs to allow the Libraries to disclose their contractual terms and permit greater market transparency;
3. Allowing interlibrary loan to facilitate resource sharing;
4. Protecting the rights of users to share articles with students and colleagues;
5. Ensuring the privacy and data security of all users;
6. Protecting the ability of students and researchers to continue to access journals and articles;
7. Supporting the University's Open Access policies by allowing re-use and embargo-free deposit rights and protecting researchers' copyright in their own research;
8. Enabling greater market flexibility and responsiveness by negotiating contracts on a 3-year basis;
9. Providing equitable service and access to information for all our library users.

Approved by:
Senate Executive Committee
May 6, 2019

Class C Resolution – Support for UW Libraries’ bargaining priorities in their negotiations with Elsevier and other scholarly journal subscriptions

Trent Hill (FCUL chair)

Chelle Batchelor (UW Libraries Interim Associate Dean)

Denise Pan (UW Libraries Associate Dean)

Corey Murata (UW Libraries, Director of Collection Analysis & Strategy)

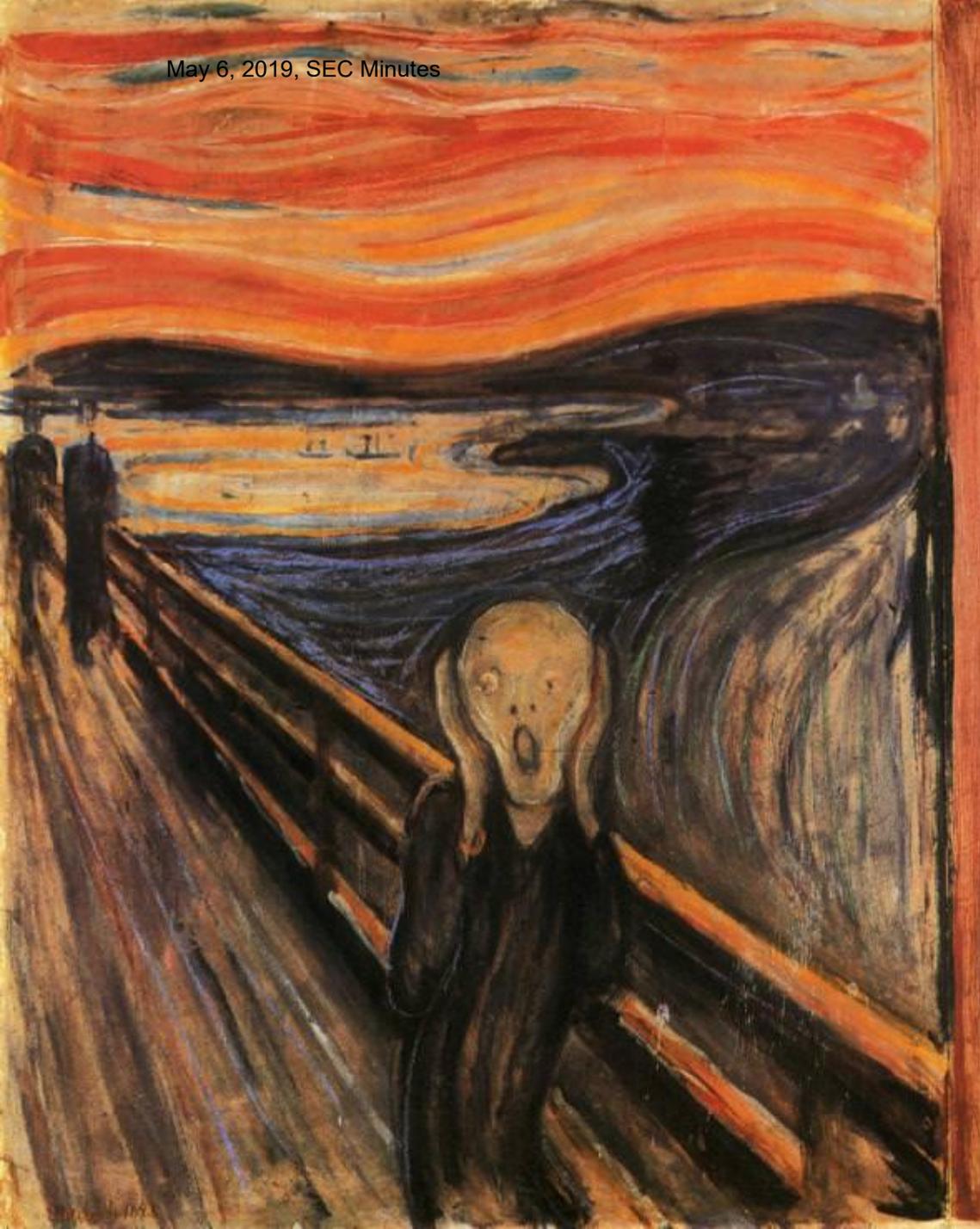
September 4, 2019

**On December 31, 2019,
three things will happen:**

We celebrate with joy and cheer

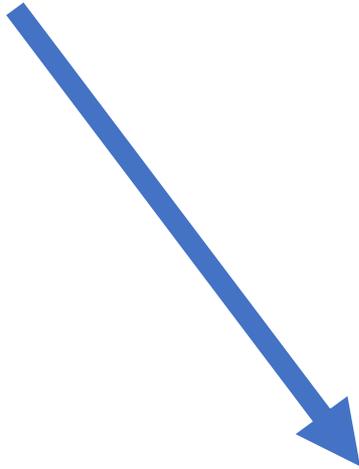


Eneas de Troya / Wikimedia
(2013)



**We enter an
election year**

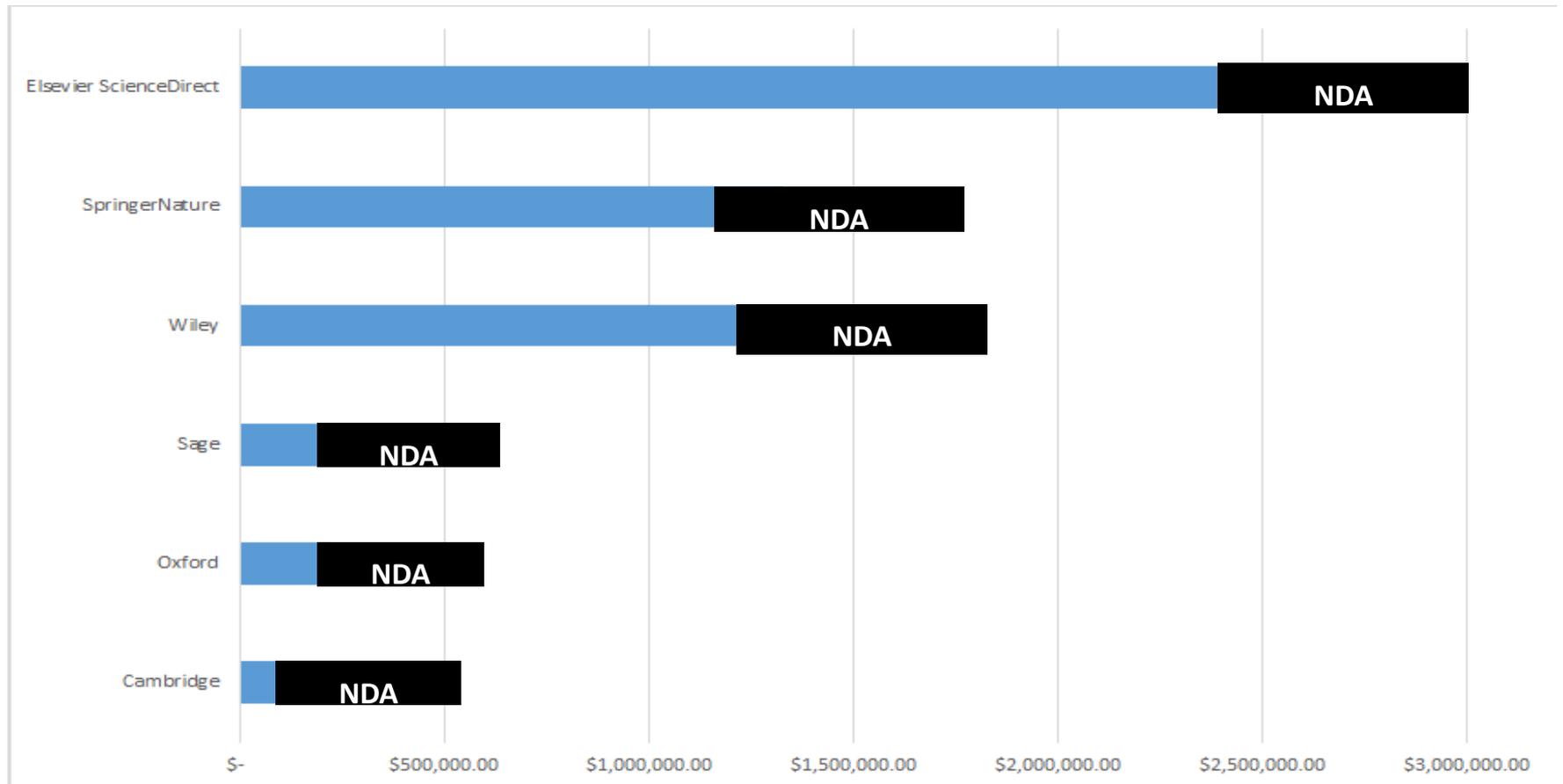
Our “Big Deal” contract ends with



ELSEVIER

What's the “big deal?”

UW Big Deal E-Journal Packages 2019





The current regime is unsustainable

- Costs
- Lack of transparency
- At odds with our shared values

Why the focus on Elsevier?

- We negotiate with Elsevier directly, not through a consortium
- Elsevier's "Big Deal" is expensive, inflexible, and restrictive
 - NDAs
 - Open Access restrictions
 - Sharing restrictions
 - Content whether we want or use it or not
- Elsevier's practices are monopolistic
 - 37% rate of profit (2018)
 - Acquisitions of open access platforms
 - Steady rate of increase in subscription charges

25% of all UW library collections expenditures are on Big Deal subscriptions (12th among 4-year institutions).

That's increasing.

How fast?

Annual
rate of
increase



%



WHY A CLASS C RESOLUTION?

To make faculty support of the Libraries' priorities
and deal-breakers clear and concrete
during negotiations

UW Libraries' negotiation priorities

1. Bringing down subscription costs and increases to a sustainable level that will not imperil other collection and service needs
2. Ending NDAs to allow the Libraries to disclose their contractual terms and permit greater market transparency
3. Allowing interlibrary loan to facilitate resource sharing
4. Protecting the rights of users to share articles with students and colleagues
5. Ensuring the privacy and data security of all users
6. Protecting the ability of students and researchers to continue to access journals and articles
7. Supporting the University's Open Access policies by allowing re-use and embargo-free deposit rights and protecting researchers' copyright in their own research
8. Enabling greater market flexibility and responsiveness by negotiating contracts on a 3-year basis
9. Providing equitable service and access to information for all our library users

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9. Providing equitable service and access to information for all our library users

New and probably
contentious

Some pushback
possible

Probably safe but
worth monitoring

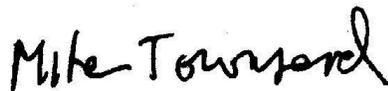
Questions?



Agenda
Faculty Senate Meeting
Thursday, May 16, 2019, 2:30 p.m.
Johnson Hall 102

1. Call to Order and Approval of Agenda.
2. Acting Faculty Senate Chair's Remarks – Associate Professor Joseph Janes.
3. Reports and Opportunity for Questions.
 - 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.
4. President's Remarks– Ana Mari Cauce.
5. Requests for Information.
Summary of Executive Committee Actions and Upcoming Issues of April 1, 2019.
 - a. Approval of the April 1, 2019, Senate Executive Committee minutes.
 - b. Approval of the April 18, 2019, Faculty Senate minutes.
 - c. Task force on the disciplinary code and process update.
 - d. Affordable housing for faculty.
6. Memorial Resolution.
7. Consent Agenda.
 - a. Approve nominees for Faculty Councils and Committees.
 - b. Approve nominations for 2019-2020 Senate Executive Committee positions.
 - c. Approve 2019-2020 Schedule of Senate Executive Committee and Faculty Senate meetings.
8. Announcements.
9. Unfinished Business.
 - a. Class C Resolution regarding support for the establishment of a UW sustainability initiative and campus plan by 2020.
Action: Approve for distribution to the faculty.
10. New Business.
 - a. Class A Legislation – Proposed changes to elected faculty councils – second consideration.
Action: Approve for faculty vote.
 - b. Class C Resolution – Support for UW Libraries' bargaining priorities in their negotiations with Elsevier and other scholarly journal subscriptions.
Action: Approve for distribution to the faculty.
11. Discussion Items.
 - a. Task force on the disciplinary code and process update.
Zoe Barsness, Associate Professor and co-chair of the task force on disciplinary code and process.
12. Good of the Order.
13. Adjournment.

Prepared by:



Mike Townsend
Secretary of the Faculty

Approved by:



Joseph Janes, Acting Chair
Faculty Senate

NOTE: If a continuation meeting is necessary to conduct unfinished or special business, it will be held on Thursday, May 23, 2019, at 2:30 p.m. in Johnson Hall 102

Class C Resolution: Support for the Implementation Proposal for the UW Faculty 2050

WHEREAS twenty-five members of the UW Faculty led the effort to create a vision of UW faculty careers and leadership in 2050; and

WHEREAS we believe in the strength of a shared vision grounded in the values of a public university as a public good, the essential contributions of diversity, equity, and inclusion to our excellence, and the remarkable ways in which our careers are engaging new and alternative forms of scholarship, teaching, and service; and

WHEREAS the vision laid out in the UW Faculty 2050 supports the UW's pursuit of excellence in research and teaching, our work on the Diversity Blueprint, the Race & Equity Initiative, and the Population Health Initiative; and

WHEREAS President Cauce described her vision of the UW as a public good in her Spring 2018 talk; and

WHEREAS faculty envision a university that stewards such ideals in its cultures, both local and broadly, in its policies and practices, and its leadership and communities; and

WHEREAS faculty can take our public university to the leading edge of institutions of higher education; and

WHEREAS we can build on our strengths to magnify our public good through the best research, teaching, and service across disciplines and by promoting diversity, equity, and inclusion throughout our community; therefore

BE IT RESOLVED that the UW Faculty Senate applauds the successful efforts of the UW Faculty 2050 Leadership Team's recommendation that faculty partner with the Provost, Board of Deans and Chancellors (BODC), and other university leadership to realize the greater potential of our faculty and community and that we support the following strategies to do so:

- The UW launch a university-wide strategic planning process that builds from the Diversity Blueprint and the 2050 document;
- The Provost ask the BODC to review and report on how they will work with their faculty, in partnership with their Elected Faculty Councils (EFC), to address the 2050 recommendations and aspirations, including but not limited to the following:
 - to develop or refine tenure, promotion, and hiring guidelines to meet the goals of this report to recognize community-engaged, public, and other approaches to research, teaching, and service as appropriate to each unit;
 - to develop strategic plans that strive to realize the goals of the UW's Diversity Blueprint in hiring, retention, and development of the faculty community; and
 - to increase opportunities for faculty to engage in activities that promote the UW as a public good.
- The Faculty Senate develop a working plan based on the 2050 document and assign appropriate sections to Faculty Senate councils with clear metrics of success established and shared;
- Elected Faculty Councils review the 2050 document and determine how they will work with their respective Deans to engage in realizing the goals and strategies of the 2050 document; and
- To share the 2050 document with all Faculty Senators so that they will consider how best to contribute to the efforts here described and, more importantly, to the broad vision that emerges from this work.

Approved by:
Senate Executive Committee
May 6, 2019

Motivating Values for Faculty Disciplinary Code and Dispute Resolution Systems

COMMUNITY VALUES	DISPUTE RESOLUTION PROCESSES	DISPUTE OUTCOMES
<p>The process and outcomes aspire to promote and uphold our shared values, including values such as:</p> <p>Academic & Intellectual Freedom</p> <p>Academic, Research & Professional Integrity</p> <p>Equity & Inclusion</p> <p>Ethical Behavior, Fairness & Respect</p> <p>Individual & Community Health & Well-being</p> <p>Accountability to Each Other & the Community as a Whole</p> <p>Education, Learning & Improvement</p>	<p>Clear</p> <ul style="list-style-type: none"> • People know what to expect • Processes are understandable and navigable <p>Equitable</p> <ul style="list-style-type: none"> • Equal access to process for everyone • Processes and procedures are conducted in a consistent and uniform manner across time, disputes and institutional units • Processes are neutral/lack bias: <ul style="list-style-type: none"> ○ No person or group is singled out for discrimination or ill-treatment ○ Provide protections for all community members regardless of status or power (e.g. tenure/non-tenure track faculty, faculty of different rank, staff, students, etc.) <p>Fair</p> <ul style="list-style-type: none"> • Assures appropriate levels of due process • All appropriate parties are included in the process • Parties are treated with dignity, courtesy, and respect • Mechanisms are available for fixing mistakes <p>Transparent</p> <ul style="list-style-type: none"> • Relevant information is shared with appropriate parties in a timely manner • Decision making process and criteria are communicated; parties know: <ul style="list-style-type: none"> ○ What is happening, when; ○ The outcome received; ○ Why decision outcome occurred <p>Ethical</p> <ul style="list-style-type: none"> • Norms of professional conduct are not violated <p>Timely</p> <ul style="list-style-type: none"> • Seek to address disputes at earliest point of intervention possible • Disputes are resolved as quickly as practicable given the nature of the dispute and dispute resolution procedure employed 	<p>Efficacy</p> <ul style="list-style-type: none"> • Seek to achieve resolution at the lowest level of dispute intervention possible • Strive to address all parties’ concerns <p>Alignment & Consistency</p> <ul style="list-style-type: none"> • Outcomes are aligned/consistent with community values as well as the values of the appointing academic unit <p>Accountability</p> <ul style="list-style-type: none"> • Decision makers are responsible for exercising their roles with integrity, in a manner consistent with the faculty code and our community values and are responsible for the consequences associated with implementing decision outcomes. • Community members are held responsible for their behaviors and outcomes. <p>Proportionality</p> <ul style="list-style-type: none"> • A range of disciplinary actions is available • Disciplinary action matches the presenting transgression and considers relevant history • Appointment, promotion and merit outcomes match responsibilities and performance expectations <p>Accuracy</p> <ul style="list-style-type: none"> • Decisions are based on accurate and available information <p>Educational</p> <ul style="list-style-type: none"> • Decisions are shared to assure broad understanding of community values, expectations and norms • Opportunities for learning, reconciliation and grace are provided as appropriate (e.g., decision outcomes promote a culture that creates space for people to make honest mistakes and come back from them)

Dispute Types & Current Approaches

	Bucket #1	Bucket #2	Bucket #3	Bucket #4
Areas	<u>Interpersonal Conflict</u>	<u>The “In-Between”</u>	<u>Violation of Standards</u>	<u>Work Performance & Professional Advancement</u>
Broad Types	Faculty work relationships with fellow faculty, leadership, staff, students and trainees etc.	Related to Buckets 1 & 3 but details may be nebulous and/or context dependent. Types are too numerous to describe here.	Research Misconduct, Harassment, Sexual Harassment, Retaliation, Discrimination, Financial fraud, other policies and regulatory violations, etc.	Appointment/Reappointment, Mid-Appointment Review, Tenure and Promotion, Annual Review and Merit Evaluation, Teaching Evaluation, Salary etc.
Specific Example	Colleagues haven’t gotten along for years and snipe at each other in faculty meetings, now won’t speak and are spreading malicious rumors	Faculty publicly berates a professional staff member in a hostile and denigrating manner	Faculty member made sexually charged comments toward and then touched a graduate student who had previously made it clear she wasn’t interested	Faculty member is denied tenure; Faculty argues he/she received biased annual review or evaluation of merit.
Applicable written policies, standards or code (within UW)	Principles of Conduct for UW Community EO 31, 51, 54 Faculty Code: Chapter 24, 27	Principles of Conduct for UW Community EO 31, 51, 54 Faculty Code: Chapter 24, 25, 27, 28 [Note: 25-71 = “Standard of Conduct”] Workplace Violence Policy, Domestic Violence Policy (APS 11.7)	Principles of Conduct for UW Community EO 31, 45, 51, 54, 57, 61 Faculty Code: Chapter 24, 25, 27, 28 [Note: 25-71 = “Standard of Conduct”]	Principles of Conduct for UW Community Faculty Code: Chapter 21, 23, 24, 25, 27, 28
Offices/Entities likely to be involved:	Chair, Dean Ombud	Chair, Dean Ombud/Conciliation Academic Personnel/HR	Provost Academic Personnel/HR Chair, Dean UCIRO/Title IX/Office of Research Misconduct Proceedings Secretary of Faculty Adjudication Panel	Provost Academic Personnel/HR Elected Faculty Council Chair, Dean Review Committee Secretary of Faculty Adjudication Panel
Add’l Offices/Entities that may be involved	Academic Personnel/HR, Colleagues, POD, Sec Fac, Provost, Graduate School, Student Life	UCIRO, Title IX, Safe Campus, Colleagues, Sec Fac, Provost, Office of Research Misconduct Proceedings, Graduate School, Student Life	Ombud/Conciliation, Safe Campus, Office of Research, Graduate School, AG’s Office	Ombud/Conciliation, Colleagues, AG’s Office
Goals/Interests	Education and reconciliation; reduction of disruption; promotion of community health and well-being; early intervention; mitigates/reduces fear of retaliation; training for faculty, chairs and deans	Education and reconciliation; ensuring health and safety; reduction of disruption; promotion of community health and well-being; upholding university policies and standards; commitment to exhaust interest-based approaches before recourse to formal grievance/discipline procedures; early intervention	Upholding university policies and standards, safeguarding academic freedom and integrity; ensuring health and safety; assuring timely, clear, equitable, fair and transparent and ethical procedures; imposition of proportional discipline; mitigating/reducing institutional risk; taking appropriate corrective action	Education and mentoring; upholding university policies and standards, safeguarding academic freedom and integrity; assuring timely, clear, equitable, fair and transparent and ethical procedures; assuring fair and equitable personnel decisions; taking appropriate corrective action
Approaches Used	Facilitation Interest-Based	Interest-Based Rights-Based procedures	Rights-Based procedures	Interest-Based Rights-Based procedures

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Faculty Progressive Discipline/Sanctions Summary Page

Goals Progressive Discipline

- Retain employee
- Develop/facilitate performance

Purpose of Intervention/Discipline/Sanction

- *Behavior modification/rehabilitation (individual level)*
 - Educate, foster learning, develop/facilitate performance
 - Arrest undesired/violating behaviors (behavior modification)
 - Encourage/elicit desired behaviors
 - **NOTE:** Punishment works to stop undesired behaviors BUT doesn't elicit desired behaviors.
 - Ensure community well-being and safety
 - Reduce institutional risk (*Unstated: protect institution from liability*)
 - Overlaps with administrative/institutional efforts to make sure unit operations run as they should
- *Punishment for violation of community and professional standards (e.g., SOM professional standards) or violation of university policy, state law, or federal law (e.g., EO31, research misconduct, audit/finance, etc.)*
 - Ensuring accountability to each other and community as a whole
 - Mitigation of wrong-doing/harm caused
- *Deterrence and reinforcement (collective level)*
 - Preventive focus (cautionary for other members of the community)
 - Communication, affirmation and enforcement of community norms and expectations

Reasons for Intervention

- Performance deficits: Not meeting community or professional conduct expectations
- Violations of university policy, state law, federal law
- Situations in which an underlying mental illness or problem with substance abuse interferes with performance and needs to be consideration of ADA and health issues – limited by those statutes in terms of disciplinary options

What constitutes “due process”?

Under the Washington Administrative Procedures Act (WAPA), formal due process is required, and takes a particular form of either a Brief Adjudicated Procedure (BAP) or Full Adjudicative Procedure (FAP, e.g., involves hearing officers) for serious transgressions (i.e., where there is an implicated property right). ***The WAPA otherwise leaves room for a variety of processes so long as such processes provide the following:***

- **NOTIFICATION:** Faculty member must be informed of the complaint/charge/concern/issue
- **OPPORTUNITY TO RESPOND:** Faculty member must have an opportunity to respond to the complaint/charge/concern about which they have been notified
- **APPEAL:** Faculty member may have the opportunity to appeal depending on the severity of the disciplinary outcome or sanction within the ladder of discipline.

BAP or FAP is evoked anytime there is a material alteration or deprivation of title, pay, salary, or status (e.g., loss of emeritus status), such as:

- Has the disciplinary action caused material harm?
- When there is a material deprivation of property, then the WAPA adjudication provisions and the Arichi decision apply (i.e., BAP or FAP is required, think hearing officers)
- If there is no deprivation of a property right, then there is no requirement to invoke a lot of process such as a BAP (e.g., more formal process, however shorter than FAP, with a hearing officer, etc.) or FAP to address the situation.

Suspension with reduced or no pay is bright line where a clear violation of property right has occurred that requires some variation of a formal process (i.e., FAP) under the WAPA

Prior to that bright line (i.e., suspension with reduced or no pay), ***we can institutionally make a decision--as a matter of policy --where we want to provide access to BAP or FAP.***

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Faculty Progressive Discipline/Sanctions Table

PROGRESSIVE DISCIPLINE LADDER: Presented in order of severity

Discipline		Definition/Purpose	Procedure/Process	Recourse/Appeal	Examples	Peer Comparisons
Corrective Intervention	Verbal Feedback	<p>Definition: Informal verbal feedback that is not intended or meant to be disciplinary, but is focused on correcting or modifying behavior</p> <p>Purpose: Interventions/outcomes are educational and developmental in focus. E.g., they might fall in domain of:</p> <ul style="list-style-type: none"> Educating/informing faculty member about policies and procedures and standards of conduct that appear to be misunderstood or of which the faculty member is unaware Making suggestions for coaching or for faculty member to seek out additional training or support. 	<p>Conversation, Inquiry, explanation and provision of feedback</p> <p><i>Due Process requirements:</i></p> <ul style="list-style-type: none"> Investigatory Conversation or Meeting (or exploratory conversation or exploratory meeting) takes place with Chair/Dean No formal record of conversation made or retained in the employee file Doesn't preclude chair/administrator or faculty member from taking their own notes 	None	<p>"Ted, I want to talk about something with you. I don't want it to be a formal thing, but I just want to alert you that your behavior X was inappropriate or problematic, just want you to be aware of this. "</p> <p>"Your lectures are un-focused; we'd like you to visit the TLC for support and assistance."</p>	<ul style="list-style-type: none"> Unknown; this may simply fall under informal resolution practices/processes and might not be included in sanctions described in official policy
	Verbal Reprimand	<p>Definition: Explicit reprimand that is verbally delivered</p> <p>Purpose: Formal notice that the behavior is unacceptable and needs to be modified</p> <ul style="list-style-type: none"> May be elicited when individual has not adjusted or modified behavior on the basis of informal verbal feedback, Steps up level of concern, more attention getting in regard to faculty respondent May still be considered developmental, not disciplinary, if coaching or training is required 	<p>Informational discussion (e.g., educational focus, enhance awareness of community or institutional norms, rules, policies or procedures that may have been infringed or violated)</p> <p>Written document of the conversation occurs so that a record of problematic behavior is formally established. Record includes:</p> <ul style="list-style-type: none"> Description of the behavior Synopsis of the conversation Summary of warning and confirmation of next steps if the behavior is not corrected/changed. (i.e., detail contingencies "if X happens again, then Y will occur."). Description of any differences of opinion between administrator and faculty member. <p><i>Due Process requirements:</i></p> <ul style="list-style-type: none"> Written communication to the faculty member, such as email, summarizing the conversation that occurred, any differences of opinion and any agreements that have been made. Request Faculty acknowledge receipt and has opportunity to respond to the communication summarizing conversation should they have any clarifications, additions or revisions. 	None	<p>"TED/ANNE, just following up with an email the conversation we had about the joke that you made, that was problematic. Know you intended it as a joke, but not everyone felt so, we agreed that you would do X going forward . . ."</p> <p>"We did have a conversation about this last spring in a related situation. I chalked it up to informal verbal feedback, but now it's happened again so I'm going to write this up as a verbal reprimand. "You really must work on this and here is a coach you might want to use . . . "</p>	<ul style="list-style-type: none"> Ohio State WSU ("warning") AAUP

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Faculty Progressive Discipline/Sanctions Table

Discipline		Definition/Purpose	Procedure/Process	Recourse/Appeal	Examples	Peer Comparisons
Minor Sanctions	Written Reprimand	<p><i>Definition:</i> Formal notice that the behavior is unacceptable and must be modified. Violation of professional, university policy or legal standards of conduct has occurred.</p> <p><i>Purpose:</i> Formal documentation of the behavior and consequences should the behavior continue are stipulated.</p> <ul style="list-style-type: none"> Steps up a level of formality; less person-to-person Indicates higher level of severity of violation Written Reprimand is entered into the employee's employment file 	<p>Written Reprimand Document stipulates:</p> <ul style="list-style-type: none"> Description of the behavior Summary of which policies, standards have been violated Summary of warning and confirmation of next steps if the behavior is not corrected/changed. (i.e., detail contingencies "if X happens again, then Y will occur."). <p><i>Due process requirements:</i></p> <ul style="list-style-type: none"> Provide opportunity for faculty to respond to the written reprimand. Faculty response to be included in the file as part of the permanent record Written Reprimand may be reviewed and considered for removal from the file at request of faculty member if behavior improves/changes etc. If matter is determined to be closed, then the written reprimand is removed from the file. NOTE: Does not require BAP as it does not change conditions or terms of employment. 	<p><i>Recourse:</i> Mediation</p> <p><i>Appeal:</i> Next administrative level</p> <ul style="list-style-type: none"> Dean, if Chair is recording the reprimand EVCAA at UWB/UWT and Provost, if Dean of undepartmentalized unit at UWS is recording the reprimand 		<ul style="list-style-type: none"> UC System Michigan Minnesota Ohio State Wisconsin ("official reprimand," presumably written) AAUP
	Reassignment of Duties or Other Restrictions on Duties or Privileges	<p><i>Definition:</i> Immediate suspension, pending ultimate determination of matter.</p> <p><i>Purpose:</i> Compelling circumstances and concerns for community health and well-being present that require community response.</p> <ul style="list-style-type: none"> Concerns are of such a magnitude (e.g., "pulled a knife") that can't take risk of leaving person in that position even during period of fact finding after complaint has been made 	<p>Reassignment/restrictions for duration of evaluation, investigation/fact finding and sanctioning processes</p>	None	<p>Removal from the classroom until there can be an intervention to correct behavior/problematic issues that create risk (e.g., has been used in EO31 situations for safety reasons)</p> <p>Home assignment (e.g., in some clinical settings or arts units there is a lot of one-on-one work such as patient care or music instruction, so removal from these types of patient care/mentoring/teaching situations may be required)</p>	<ul style="list-style-type: none"> Ohio State Texas
Interim Measures	Postponement of Merit	<p><i>Definition:</i> Suspension of merit until investigation and fact finding completed (e.g., by UCIRO, Office of Research Misconduct Proceedings, Audit or Special Investigatory Committee)</p>	<p>Proceed with annual merit evaluation by academic unit colleagues</p> <p>As unable to assemble the record, administrative merit recommendation held in abeyance during period of fact finding and determination.</p>	None		<ul style="list-style-type: none"> AAUP

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Faculty Progressive Discipline/Sanctions Table

Discipline	Definition/Purpose	Procedure/Process	Recourse/Appeal	Examples	Peer Comparisons
Moderate Sanctions	<p>Suspension with Pay</p> <p><i>Definition:</i> Suspension or removal from duties with pay (2 quarters or less)</p> <p><i>Purpose:</i> Compelling circumstances and concerns for community health and well-being present, yet time is required for situation to be mitigated or addressed (e.g., has been used in EO31 situations for safety reason)</p>	<p><i>Due Process Requirements:</i> Assure use of BAP-- which is more expedient than FAP--as the antidote to having a faculty member not working but paid during this period of time.</p> <p>Standing university level Faculty committee (subset of FAP) to serve in advisory role and to provide sanctioning recommendation for deans/administrators</p>	<p><i>Recourse:</i> Mediation or Conciliation</p> <p><i>Appeal:</i> Administrative/ Paper Review by Faculty Adjudication Panel</p>	<p>Someone is taken out of the classroom or excluded from patient care until there can be an intervention to correct behavior or problematic issues that create risk</p>	<ul style="list-style-type: none"> • Illinois • Minnesota • Texas (only under limited circumstances) • UC system (but always without pay) • Utah • WSU (suspension appears to be accompanied by a reduction in pay) • Wisconsin (suspension is “usually” without pay, and occurs where dismissal proceedings are pending, and substantial harm may result without it)
	<p>Ineligible for Prospective Benefits for a Specified Period</p> <p><i>Definition:</i> Loss of eligibility for a specified period of duration for honorific appointments/positions (e.g., chaired professorships, award of emeritus status), professional leave (e.g., sabbatical), approval of outside work, non-mandatory promotion, or to serve in a new administrative capacity or elected faculty governance role or position (e.g., senate or elected faculty council leadership roles, senator, member of university or unit shared governance committees or councils)</p>	<p><i>Due Process Requirements:</i> BAP</p> <p>Standing university level Faculty committee (subset of FAP) to serve in advisory role and to provide sanctioning recommendation for deans/administrators</p>	<p><i>Recourse:</i> Mediation or Conciliation</p> <p><i>Appeal:</i> Administrative/ Paper Review by Faculty Adjudication Panel</p>		<ul style="list-style-type: none"> • UC system some points of comparison, but focus is on loss of existing status rather than prospective (e.g., loss of emeritus status) • AAUP generally views reductions/demotions in faculty rank (e.g., from associate to assistant professor), as an inappropriate sanction, except in situations where the promotion is obtained by fraud or dishonesty.
Major Sanctions	<p>Suspension with Reduced or No Pay</p> <p><i>Definition:</i> Suspended, removal from duties with reduced pay or no pay</p>	<ol style="list-style-type: none"> 1. Conference with appropriate administrative officer (E.g., chair, Dean) 2. Fact Finding and Evaluation conducted by appropriate bodies (e.g., UCIRO, Special Investigation Committee, Research Misconduct, Audit) 3. Determination and administrative receipt of initial order 4. Dean consults faculty panel for sanctioning advice OR determination of the sanction <p><i>Due Process Requirements:</i> FAP</p>	<p><i>Recourse:</i> Mediation or Conciliation</p> <p><i>Appeal:</i> Administrative/ Paper Review by Faculty Adjudication Panel</p>		<ul style="list-style-type: none"> • Illinois • Minnesota • Texas (only under limited circumstances) • Utah • UC system (but always without pay) • WSU (suspension appears to be accompanied by a reduction in pay) • Wisconsin (suspension is “usually” without pay, and occurs where dismissal proceedings are pending, and substantial harm may result without it)

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Faculty Progressive Discipline/Sanctions Table

Discipline	Definition/Purpose	Procedure/Process	Recourse/Appeal	Examples	Peer Comparisons	
Major Sanctions	Disciplinary Freeze or Reduction in Pay for Stated Period or Permanently	<p><i>Definition:</i> Freeze of base salary at current rate, or percentage reduction in base salary, for a period of specified duration or permanently.</p> <p><i>Purpose:</i> Determination to eliminate merit in current year or reduce current base salary (which reflects prior merit raises) is based on the updated and revised understanding of the cumulative record.</p>	<ol style="list-style-type: none"> 5. Conference with appropriate administrative officer (E.g., chair, Dean) 6. Fact Finding and Evaluation conducted by appropriate bodies (e.g., UCIRO, Special Investigation Committee, Research Misconduct, Audit) 7. Determination and administrative receipt of initial order 8. Dean consults faculty panel for sanctioning advice OR determination of the sanction <p><i>Due Process Requirements:</i> FAP</p>	<p><i>Recourse:</i> Mediation or Conciliation</p> <p><i>Appeal:</i> Administrative/ Paper Review by Faculty Adjudication Panel</p>	<p>Refers to your nominal salary as in Workday</p> <p>To assure base salary appropriately reflects actual performance in prior year(s). It does sometimes happen that bad behavior is discovered that should have negatively influenced a faculty member's merit/raise situation in the past, but because the information wasn't available at the time, it that impact did not happen.</p>	<ul style="list-style-type: none"> • UC System ("reduction in salary")_ • Ohio State ("reduction of base salary not to exceed thirty-three percent for one year") • Wisconsin (also "reduction of a departmentally recommended increase in salary") • AAUP (only for a stated period; no permanent reduction in pay)
	Dismissal	<p><i>Definition:</i> Dismissal from the university</p>	<ol style="list-style-type: none"> 1. Conference with appropriate administrative officer (E.g., chair, Dean) 2. Fact Finding and Evaluation conducted by appropriate bodies (e.g., UCIRO, Special Investigation Committee, Research Misconduct, Audit) 3. Determination and administrative receipt of initial order 4. Dean consults faculty panel for sanctioning advice OR determination of the sanction <p><i>Due Process Requirements:</i> FAP</p>	<p><i>Appeal:</i> Administrative/ Paper Review by Provost or President</p>		<ul style="list-style-type: none"> • All (sometimes referred to as "termination" or "discharge") • AAUP

Q: Exclusivity of the progressive discipline/sanction list?

- List to be *constrained* with defined "off ramp"
- If employing one of the articulated tools/processes in the list, administrator must follow processes and procedures as outlined in the code.
- If seeking to depart from the list of prescribed corrective interventions and disciplinary sanctions, administrator must consult with chair of the faculty senate (or standing subset of faculty adjudication panel) for advice on appropriateness of intervention/sanction envisioned.
- Administrator retains decision rights on sanctioning after consulting with required faculty sanctioning advisory entity.

Affordable housing for faculty.

UW Faculty Housing

Project inspired by the UW Leadership Excellence Program, 2017-18.

Gundula Proksch, Associate Professor, UW College of Built Environments
S. Gowri Shankar, Associate Professor, UW Bothell School of Business
Theo Myhre, Senior Lecturer, UW School of Law



UW Faculty Housing

UW faculty face housing problems due to high home prices and low affordability in the Seattle area. This report investigates approaches used by other universities to assist with faculty housing in similar high-cost cities. It examines the legal framework in Washington State. The report lays out strategies that UW can examine to provide

- (1) **housing assistance to attract faculty in a highly competitive jobs market**, as well as
- (2) **a sustainable, long-term vision for developing UW faculty housing.**

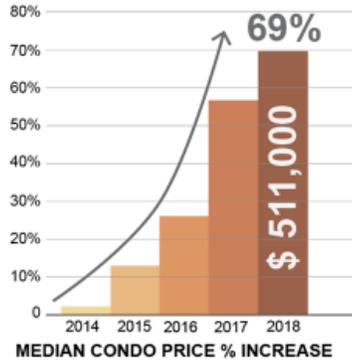
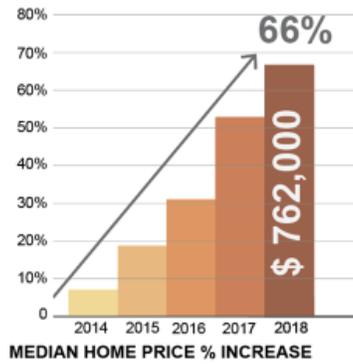
PRESENTATION OUTLINE

- Housing problems faced by new UW faculty
- Case Study Research: How do other Universities handle the faculty housing problem?
- Legal framework for housing assistance in Washington State
 - Options for UW:
 - Short-term strategies to recruit highly competitive faculty
 - Long-term vision for sustainable, affordable housing



Seattle Housing Market

Median prices of homes and condos have grown by over 60% over 5 years.



Source: Zillow Research website, accessed December 2018



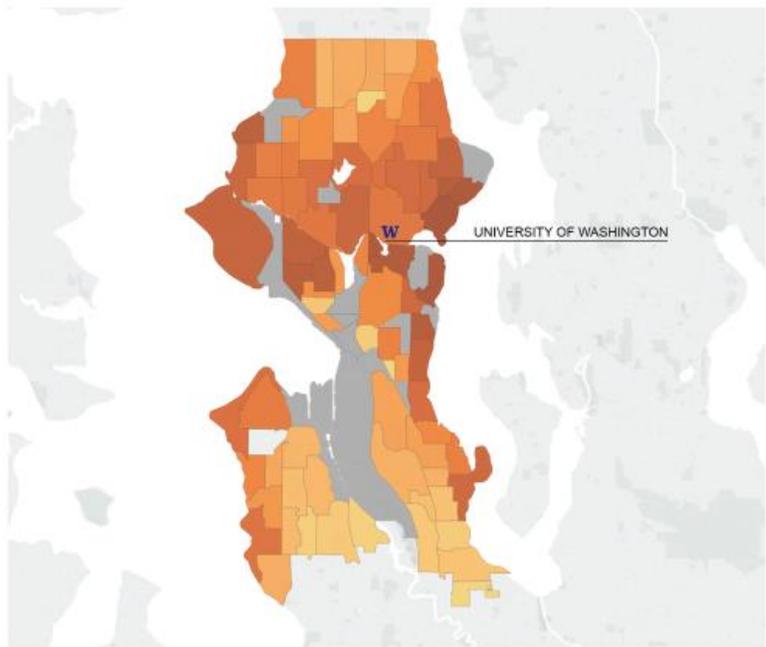
Median Home Prices by Seattle neighborhoods, 2018

Neighborhood	Sep 2016	Sep 2017	Sep 2018
Seattle (all)	\$602,600	\$702,600	\$761,700
Ravenna	\$719,200	\$856,700	\$1,052,000
Wallingford	\$759,800	\$955,100	\$874,700
Broadview	\$676,900	\$708,300	\$753,400
Maple Leaf	\$635,200	\$735,900	\$744,400
Greenwood	\$532,200	\$637,600	\$731,100
Haller Lake	\$461,200	\$556,800	\$548,800
Beacon Hill	\$426,800	\$507,000	\$538,300
Rainier Beach	\$397,400	\$436,200	\$529,000



No data

Based on Zillow data on Median Home prices - Jan 2019



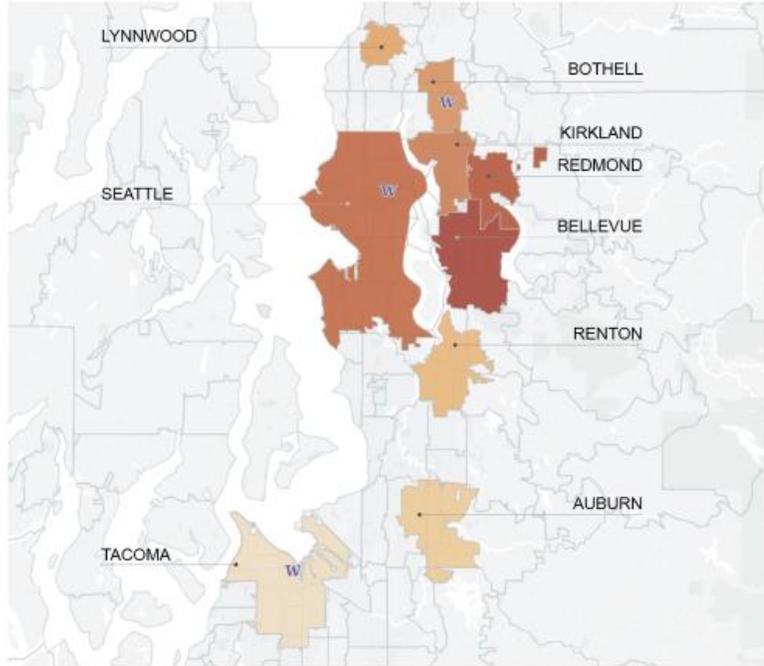
Apartment Rental Costs by cities in Seattle counties, 2018

Median rental costs for a 2bd, 2ba apartment in the areas closest to UW campuses have gone up by 40% to 50% over 5 years.

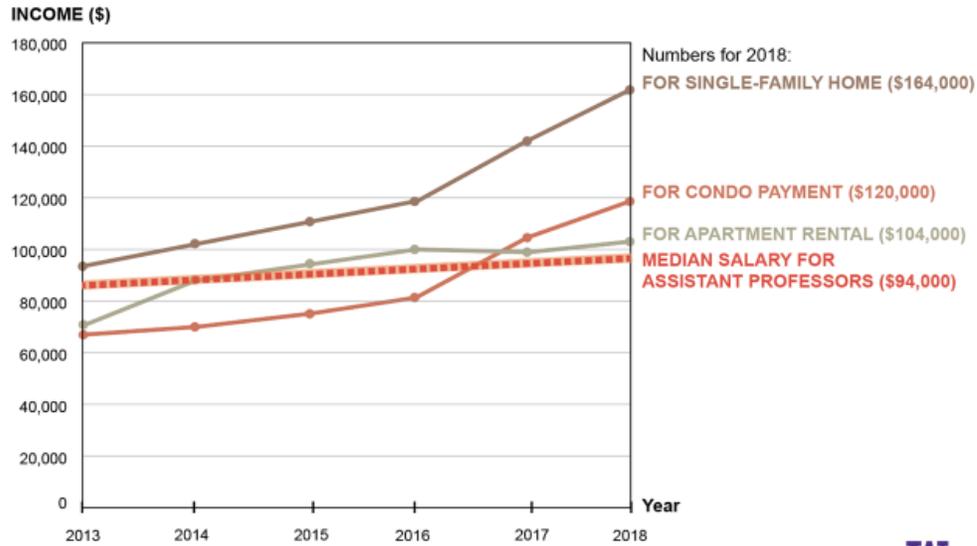
Neighborhood	2014	2016	2018	Increase
Seattle	\$2,200	\$2,495	\$2,600	49%
Tacoma	\$1,250	\$1,495	\$1,697	41%
Bothell	\$1,999	\$2,200	\$2,499	39%

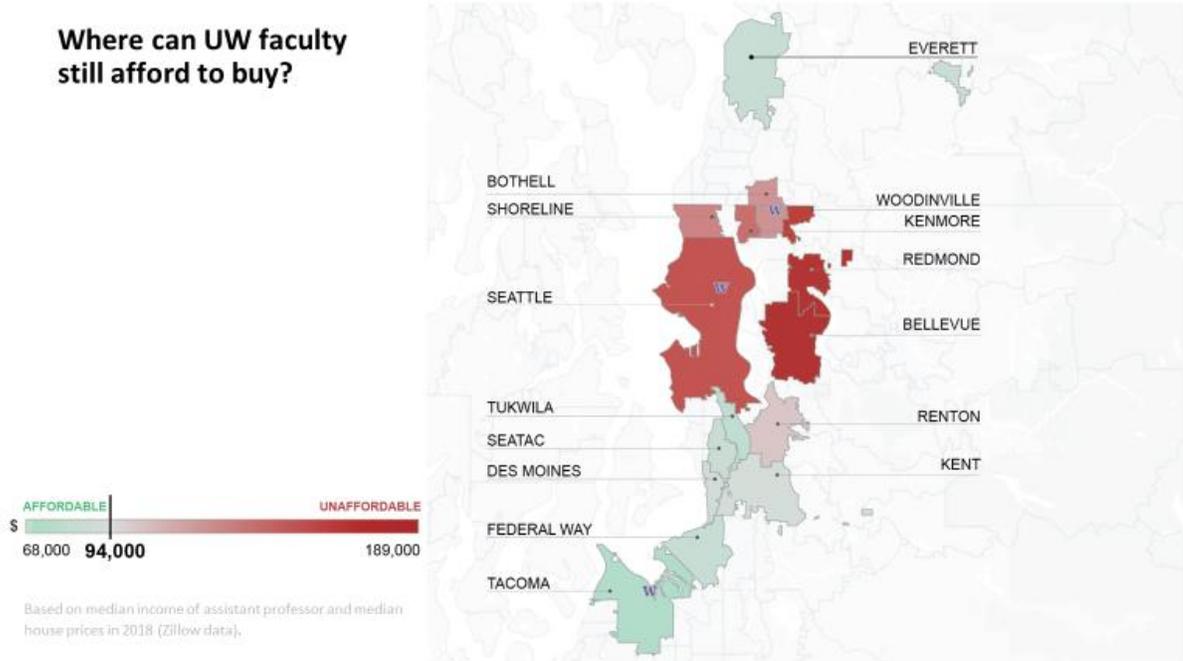


Based on Zillow data on Median Home prices - Jan 2019



Household Income needed to Buy or Rent





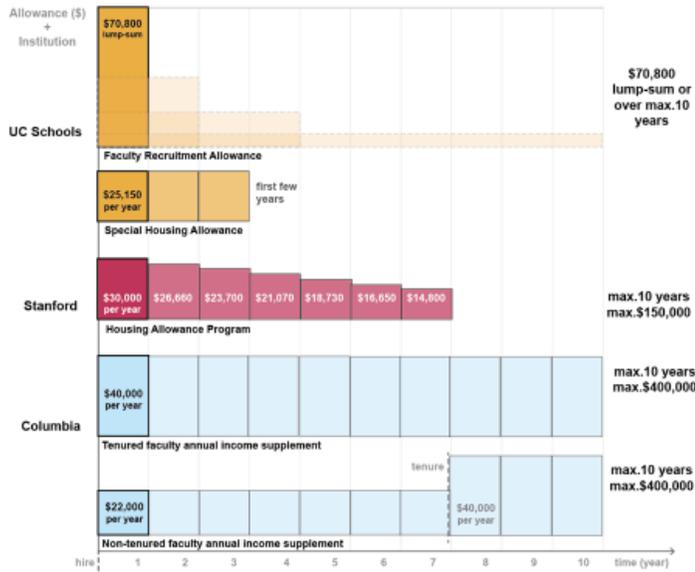
How do other universities handle the faculty housing problem?

Case Study Research:

- **Faculty housing assistance plans at other universities**
 - University of California (Berkeley, Los Angeles, San Diego, Irvine, Santa Cruz, Davis)
 - Stanford University, Palo Alto, CA
 - Columbia University, New York, NY
 - Harvard University, Cambridge, MA

- **Housing assistance provided by these universities fall into four broad categories:**
 - Special housing allowances for faculty
 - Mortgage assistance programs
 - University owned apartment rental programs
 - Shared equity/real estate programs

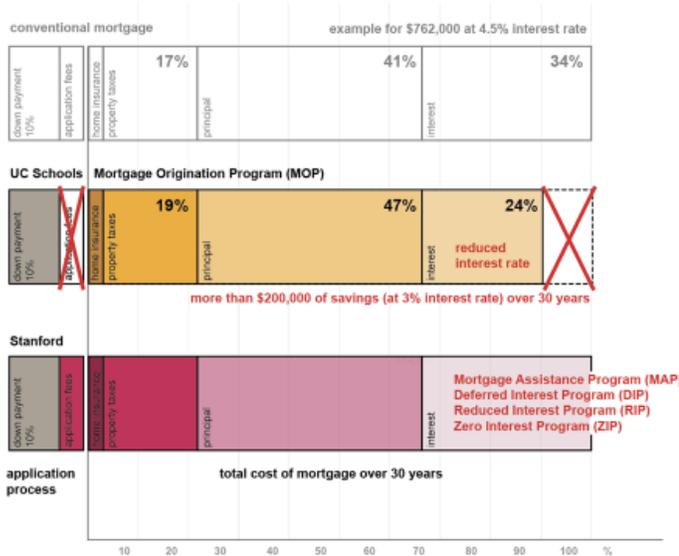
Special Housing Allowances



Special housing allowances for faculty

1. UC schools can provide Special Housing Allowance up to \$25,150 per eligible faculty member for housing related costs including down payment assistance or to help ameliorate the high costs of conventional loans. This is done through a special supplement to the monthly income during the first few years of employment.
2. UC Schools can also offer an additional Faculty Recruitment Allowance of up to \$70,800 from local funds. The primary purpose of this Allowance is to provide support for housing costs. The Allowance may either be given in a lump-sum or in instalments spread over a maximum of ten years.
3. Stanford University Housing Allowance Program provides additional compensation to newly hired faculty for a fixed period of time. The additional compensation starts at a maximum of \$30,000 in the first year and *reduces* by one-ninth each year. It is available for a maximum of 10 years and the total amount over the 10 years is capped at \$150,000.
4. At Columbia University, tenured faculty can get an annual income supplement of \$40,000 per year for a maximum of ten years towards housing costs. Non-tenured faculty get an income supplement of \$22,000 per year till tenure and then get the higher amount of \$40,000. All supplements cease after a total of ten years.

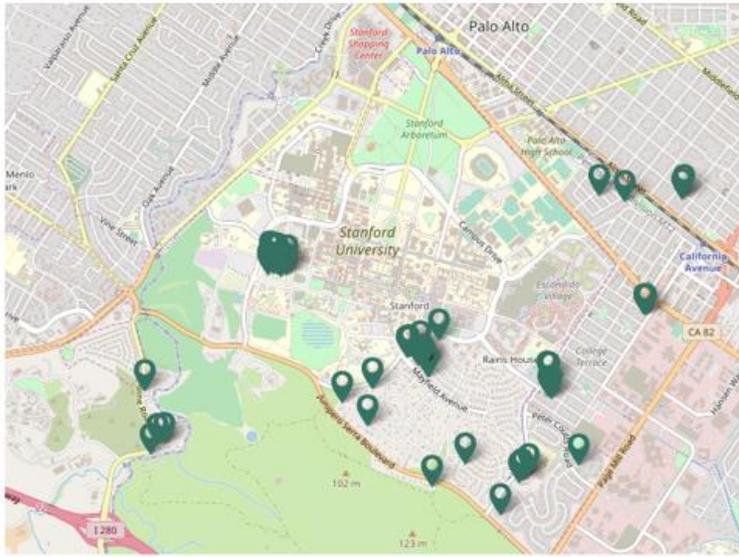
Mortgage assistance programs



Mortgage Loans through the University:

1. UC Schools offer a Mortgage Origination Program (through a UC subsidiary corporation) that lends faculty up to 90% of the total cost of buying a house under \$1.5 million. Under the MOP, some conventional costs such as application fees, points, and private mortgage insurance are waived.
 - a. The interest rate on the thirty year amortized UC MOP loan has been between 2.75% and 3% in the last eight years, a rate lower than conventional mortgage rates.
 - b. UC also offers a "Supplemental Housing Loan Program" that provides an additional secondary loan at below-market rates, reducing cash down financing to a low 5% of the value of the property.
2. Stanford University offers very generous mortgage loans through a variety of schemes such as the Mortgage Assistance Program (MAP), Deferred Interest Program (DIP) Reduced Interest Program (RIP), and the Zero Interest Program (ZIP).
 - a. All these loans require *payment of interest-only* during the thirty year term of the loan, with the principal being paid back at the termination of the loan. Interest rates are low and a part of it is deferred till the end. The deferred interest may be waived if the house sells for less than purchase value.
3. Columbia University offers (Shared Appreciation) Second Mortgages that can be combined with first mortgages from conventional lenders to get financing up to 90% of the value of the house. Faculty members pay the (subsidized) interest on the second mortgage; the loan principal can be repaid at maturity (30 years) or when the property is sold.
4. Harvard University also offers mortgage loans that have interest rate discounts and reduced closing fees. However, details of these programs are not publicly available.

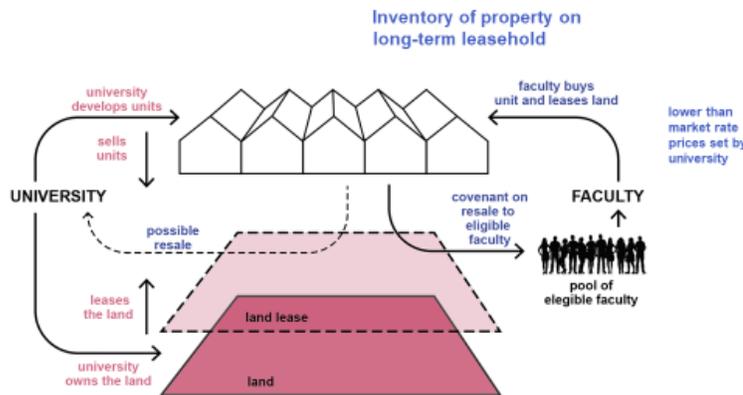
University owned rental buildings



Stanford University: University-owned apartments and homes offered as rental units

- The University of California owns apartment buildings and rents these apartments to faculty at six of their campuses: Berkeley, Los Angeles, San Diego, Irvine, Santa Barbara, and Santa Cruz.
- Columbia University (New York), Harvard University (Boston) and Stanford University (Bay area) have a large number of University-owned apartments and homes that are offered as rental units to eligible faculty and staff.
- In some cases, the rental is provided for a limited period; for e.g., in the case of UC-Berkeley, the maximum rental period is two years. In other cases, the rental may be available for the *lifetime* of the employee, retiree and spouse (for e.g., Columbia and Stanford).
- In these places, rents are below the market rate of housing in the surrounding area. Also, the rental application fees and deposits at the inception of the University rentals are minimal.

Shared equity/real estate programs



Stanford University: Shared equity model with properties on long-term leasehold sales

- Several UC schools (Berkeley, Irvine, Santa Cruz, LA, Davis, Santa Barbara) sell homes built on University owned properties to faculty, who use subsidized MOP loans from the UC system to buy them.
- To keep houses affordable and within the University ecosystem, resale of these units (when faculty leave or retire) is restricted to eligible employees or the University itself, at prices determined by indices and formulas, rather than current market rates.
- Faculty pay ground rent for their plots and/or share any appreciation in the value of the homes with the University.
- This option is highly valued by faculty and demand vastly exceeds supply.
- Stanford University offers property on long-term leasehold sales to faculty, with restrictions on resale or sublets/rentals that help preserve the property for the University and its' employees in the long-term. Employees can purchase the homes using the different loan options available to them.
- Harvard University offers condos built on University owned land to eligible employees at 79% of their Fair Market Value; the 21% discount accounts for the value of the land which is not sold to the employee.
- Employees can get mortgage loans from Harvard or other lenders to buy the condo.
- Condos can only be sold back to eligible employees at Fair Market Value, less 21% for the value of the land.

Washington State Ethics Laws

Washington law prohibits a state employee from accepting gifts larger than *de minimus*, which includes discounts to an individual as part of a group of employees.

Washington law also prohibits a state employee from the personal use of state resources for anything but *de minimus* use.

Under RCW 42.52.070, the university and the faculty might arguably be prohibited from:***

- Housing Allowances
- Mortgage Assistance
- Housing Licenses
- Below-Market Rent/Lease values

****** There are other regulatory schemes triggered by ethics laws that may have substantial compliance issues also. We strongly urge consulting with the AG's office before proceeding with any course of action on this issue.***

Ethics In Public Service Act

- The Ethics In Public Service Act (Chapter 42.52 Revised Code of Washington) applies **to all university employees**, including student employees.
- The ethics law establishes minimum standards of conduct and provides guidance for ethical choices.
- State employees are obligated to conserve and protect state resources for the benefit of the public interest.
- State employees may not use state resources for private gain.



W UNIVERSITY of WASHINGTON

Legal framework for faculty housing assistance

Income tax implications for housing assistance provisions

Income is defined as any kind of remuneration an employee receives, including money and certain benefits such as housing allowances, recruitment incentives, discounted services, etc. [Some benefits have no tax liability as yet, such as employer-provided health insurance, life insurance, etc]. Here are the tax implications of some housing assistance options:

- **Recruitment Incentive payment or Housing allowance**
(This is treated as income for Faculty/ Expense for University)
- **University-Owned apartments rented below market value**
(Difference Between Discounted Rate and Market Value Is Income for Faculty/ Expense for University/ Rent Paid Is Income for University)
- **(Free) Housing License**
(Income for Faculty/ Expense for University)
- **Mortgage Assistance**
(Limits tax-deductions for Faculty/ Expense for University)
- **University as Bank/Lender for Mortgages for Faculty**
(Tax Deductions for Faculty/ Interest Income and some Deductions for University)
- **Shared Ownership arrangements**
(Shared gains are taxable, some immediate, some annual, some deferred)



W UNIVERSITY of WASHINGTON

Viable options for faculty housing in Washington that comply with ethics laws?

- **“Lump Sum Relocation Payment”** Pursuant to APS 34.2
- **Renting Housing from UW** on short-term basis at low market value (house or apartment)
- **Leasing Housing from UW** on longer-term basis at low market value (house or apartment)
- **Joint Venture** by Leasing the Land from UW and Owning the Residence Individually (e.g. house or condo)
- **Joint Ownership of Property between UW and Individual Faculty** (e.g. land and house or condo)
- **Joint Ownership of Property between UW and a Group of Faculty** (land and cooperative multi-unit dwelling)



***There may be restrictions on how the UW can partner in joint ownership options given legal restrictions on property use/alienation/acquisition/public-private partnerships/location.



Faculty Housing Options for University of Washington

Short-term strategies to recruit highly competitive faculty

1. FINANCIAL INCENTIVES FOR FACULTY

- Offer lump sum relocation payment as per APS 34.2 and RCW 43.03.125

2. NEGOTIATE BETTER CONDITION FOR FACULTY MORTGAGES

- Work with commercial lenders and foundations to offer mortgages on special terms to UW faculty.

3. PROVIDE RENTAL UNITS AS TRANSITIONAL HOUSING

- Work with property developers to build or buy apartment buildings for exclusive use by UW faculty and staff, either on University owned property or purchased real estate parcels.

Long-term vision

4. DEVELOP SUSTAINABLE SOLUTION FOR UW FACULTY HOUSING

- Work with non-profit agencies on alternative financing models (co-op housing models, shared equity ownership models, land trust models, etc.) to build an inventory of faculty housing.



1. Financial incentives for faculty

Relocation payment as recruiting incentive

- UW Schools and Colleges can offer a **'lump sum relocation payment' up to 25% of a newly hired faculty member's annual salary** (APS 34.2).
- In exceptional cases, this payment can *exceed* 25% of the annual salary, with the approval of the Provost.
 - The underlying RCW 43.03.125 for APS 34.2 has set no limits.
- **This payment must be met from existing resources** (i.e., school funds).



2. Negotiate better conditions for faculty mortgages

Mortgage loan programs for faculty

- UW can continue working with **local lenders to set up streamlined mortgage loan programs for UW faculty**.
 - Banks could offer office hours and better service for UW faculty seeking housing loans
 - Banks can provide information on home loan programs that require low down payments (4% to 6% of the market value) such as the FHA programs.
- Explore whether **UWINCO would be legally able to act as lender** and guarantor to help meet faculty housing needs.



3. Provide rental units as transitional housing

UW-owned apartment buildings

- o Offer newly hired faculty rental units for a low market rate with a limited duration of up to two years.
- o UW or a related entity could acquire properties with a loan from banks or from corporates (such as Microsoft's newly launched loan program to finance middle-income housing). An apartment building with 50 units (2bd/2ba) would likely cost in the range of \$20m-\$25million and could be self-sustaining.
- o UW could seek corporate donors or family donors ("Gates faculty residences," "Allen faculty houses") to fund all or part of the acquisition costs.
- o UWINCO could invest some of their funds into this venture.



Sustainable long-term solution for UW faculty housing

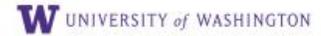
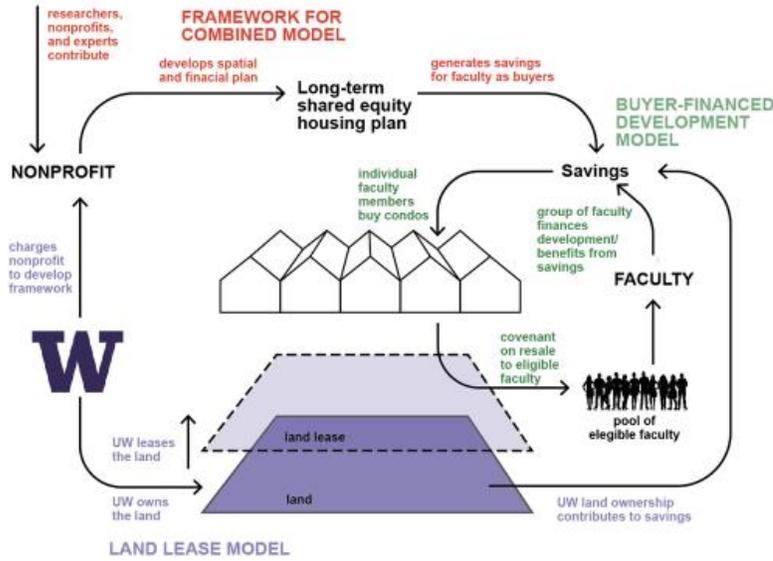
Develop a long-term plan that provides affordable faculty housing, makes sense for UW to invest in, accumulates benefits over time and secures housing for future faculty generations to come.

Our proposal combines

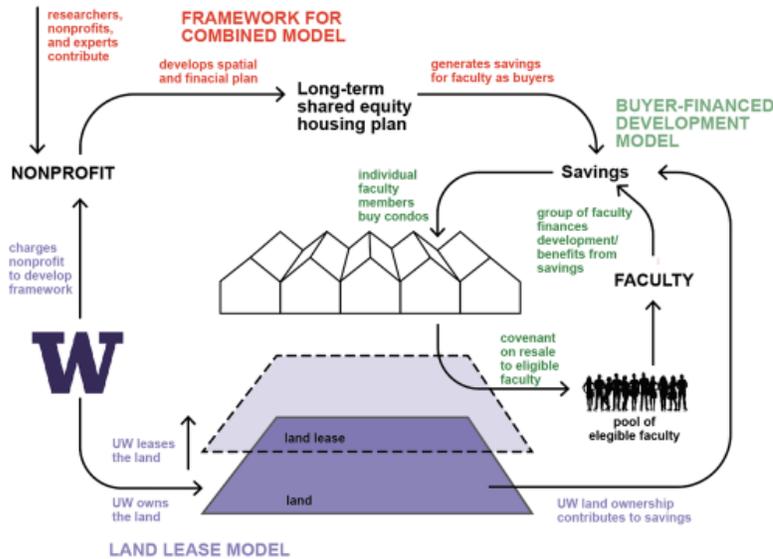
- o Innovative (buyer-driven) financing models
- o Shared equity ownership models
- o Land trust models (as established by Stanford and UC Schools).



Long-term model for UW faculty housing



Long-term model for UW faculty housing

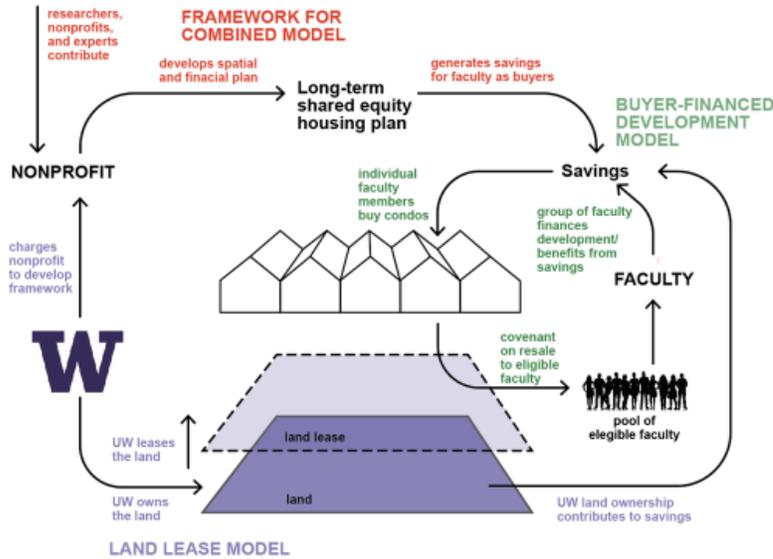


Potential savings for faculty through:

- 1. Reduction of project profits**
 - cutting out developer mark-up
 - goal is not maximum financial yield
 - eliminating marketing cost
- 2. Reduction of construction cost**
 - architectural decisions
 - integrated project delivery, IPD
 - choice of location, (for example, TOD)
- 3. UW land ownership**
 - favorable land lease rate



Long-term model for UW faculty housing



Potential savings for faculty through:

- 1. Reduction of project profits**
 - cutting out developer mark-up
 - goal is not maximum financial yield
 - eliminating marketing cost
- 2. Reduction of construction cost**
 - architectural decisions
 - integrated project delivery, IPD
 - choice of location, (for example, TOD)
- 3. UW land ownership**
 - favorable land lease rate

Benefits for UW:

1. Through land lease, the housing units become UW property and will serve future faculty generations.
2. Development of housing units with minimal capital investment.
3. Approach is scalable from individual building to village.
4. Builds on research currently conducted in the university, CBE and others.



Our Recommendations for next steps

We recommend that the Provost and the UW Faculty Senate Chair appoint an empowered working group of UW faculty and administrators to further investigate these options:

Short-term strategies to recruit highly competitive faculty

- Further research the compliance of housing options with WA State law
- Develop eligibility criterion for faculty seeking housing assistance
- Suggest mechanisms to ensure equity and fairness
- Identify sustainable sources of funding

Long-term vision

- Review policies on expected return on investment
- Develop policies on maximizing the utility of real estate gifted to UW
- Develop framework for long-term plan
- Aggregate interdisciplinary expertise
- Identify properties/ sites that UW owns for first pilot projects
- Start with pilot project, expand scope to build inventory of sustainable faculty housing

