Meeting Synopsis

1. Call to order
2. Review of the minutes from April 25, 2019
3. Pronoun project – Helen Garrett
4. Aspects of shared governance and three campuses – Mike Townsend
5. Faculty Council draft report
6. Good of the order
7. Adjourn

1. Call to order

The meeting was called to order at 9:00 a.m.

2. Review of the minutes from April 25, 2019

The minutes from April 25, 2019 were approved as written.

3. Pronoun project – Helen Garrett

Helen Garrett, University Registrar and Chief Officer of Enrollment Information Services, updated the council on the UW Pronoun Project (Exhibit 1). The project is an initiative designed to provide faculty and instructors with additional information related to student identity. Students will have the option to identify their pronouns which will be displayed on class rosters for faculty and instructors to use. The project team is currently planning the implementation phase and has drafted guidelines and frequently asked questions.

4. Aspects of shared governance and three campuses – Mike Townsend

Mike Townsend, Secretary of the Faculty, attended the council and provided an overview of potential changes in University and Campus Governance structures (Exhibit 2).

Townsend noted that proposals from either campus should not follow system models (e.g. University of California system).

The council discussed the issue and felt that FCTCP should be involved in hearing the proposals. Stein, the chair requested that this effort be included in the charge. Townsend commented that the campuses are developing these proposals internally. The members discussed that the council could reach out to the respective proposal teams on the Bothell and Tacoma campuses and request updates.

5. Faculty Council draft report
The chair presented an overview of the collated council chair reports from the ten Faculty Councils (Exhibit 3).

The chair noted representation issues on several of the councils, especially a lack of representation from UW Tacoma. The chair recommended that Faculty Senate leadership focus on increasing representation from Bothell and Tacoma campuses. Members agreed and recommended that there could be a greater outreach effort where faculty senate leadership held meetings at each campus to talk about shared governance.

6. Good of the order

Nothing was stated.

7. Adjourn

The meeting was adjourned at 10:30 a.m.

Minutes by Lauren Hatchett, lehatch@uw.edu, council analyst

Present: Faculty: Marcy Stein (chair), Wes Lloyd, Brent Lagesse, Lawrence Goldman
         Ex-officio reps: Annette Anderson, Lauren Pressley, Angelia Miranda, Joseph Janes
         Guests: Robin Angotti, Helen Garrett

Absent: Faculty: Meghan Eagen-Torkko, Joseph Tennis
        Ex-officio reps: JoAnn Taricani, Claudia Gorbman, David Socha, Marian Harris,
        President’s designees: Patricia Moy, Anita Krug, Jill Purdy

Exhibits
Exhibit 1 – UW Pronouns Project Overview 5.10.19.docx
Exhibit 2 – UWTSchoolPresentation.pdf
Exhibit 3 – FCTCP May 2019.pptx
University of Washington
Pronouns Project

Status: Draft
Updated: May 9, 2019

Implementation Team:

Jen Self, UW Queer Center
Nathan Dors, UW-IT Identity Management
Helen B. Garrett, Office of the University Registrar
Lauren Manes, UW-IT Academic Experience Design and Delivery
Thomas Mercer, Foster School

Purpose

This document describes a minimum set of outcomes and deliverables for the UW Pronoun Project to meet the needs of initial use and to collect feedback for expanded use and further development.

Assumptions

1. Initial audience is students. The initial target user audience for pronouns is UW students, at all levels and at all campuses.
2. Individuals choose their pronouns. Individuals can go by the pronouns they choose. No institutional review or approval is required.
3. Good faith. As with preferred names, institutional policy decisions will start from a point of assuming good faith and sincere intentions of users.
4. Institutional resilience. The UW can recover from occasional inappropriate use by a few users. Rare cases of misconduct will be addressed as needed.
5. Privacy by design. Individuals have different needs for privacy. The collection and use of pronouns will be guided by UW privacy principles.

Features - minimum viable product

1. Students can choose the pronouns they go by.
   a. Students can choose from a predefined set of common pronouns.
   b. Students can enter freeform text for less common pronouns.
c. Students can enter freeform text such as “no pronouns” or “just use my name” or similar if they don’t want to be addressed by pronouns.

2. Students can find where to update their pronouns.
   a. Students can find the solution from the Office of the Registrar website.
   b. Students can find the solution from the UW homepage.
   c. Students can find the solution from within MyUW.
   d. Students can be guided to the solution from other external documentation.
   e. Students can be guided to the solution from linked documentation.

3. Pronouns will be used within an initial set of applications.
   a. UW Canvas
      i. Class photo roster is developed in-house and implemented as an embedded page; UW-IT can customize it to include pronouns.
      ii. Could use a third party software application, such as NameCoach
   b. Adviser tools
      i. MyPlan adviser view
      ii. EARS
   c. Housing & Food Services - TBD
   d. UW Directory - TBD
   e. MyUW - TBD

4. Pronouns will be introduced to the community with guidance on use.
   a. Systems used to set and collect pronouns should communicate clearly to students where they will be displayed and to whom.
   b. Applications that display pronouns should communicate clearly to students whether or not they are displayed and to whom.
   c. Applications will adopt institutional guidelines on displaying appropriate defaults for individuals who haven’t set a pronoun.
   d. Publicity to and guidance for faculty, instructors, advisers, RAs, and other relevant staff is part of a successful launch.
      i. Faculty, instructors, and staff should be informed about how to respond gracefully,
      ii. Faculty, instructors, and others who have student-visible profiles in Canvas and other systems should be encouraged to normalize the process by including their pronouns, even if they are cis
Open issues

1. Default pronouns. What are appropriate default pronouns for individuals who haven’t set a pronoun? What should systems display? “They”? Nothing? "He/him/himself" or "she/her/herself" based on their existing gender marker?

2. Constrain to a single set per individual? Can we constrain pronoun collection and use to one set per individual? Or is there significant need from some users to have two or more sets of pronouns that they go by or accept? Anything greater than one set per individual increases complexity as multiple pronoun choices need to be integrated into applications and into everyday use. (Note: when we implemented preferred names, we didn’t offer additional names that people go by (other aliases, “also known as”, etc.), which would have similarly increased complexity, leading to higher risk of inconsistent and inappropriate use and additional features to reduce those risks, like collecting primary vs secondary names, developing additional guidance on handling individuals with multiple names, etc.

Draft UW Pronoun Project Frequently Asked Questions (FAQ)

What is the Pronoun Project?

The Pronoun Project is an initiative designed to provide faculty and instructors with additional information related to student identity than currently exists. Students will have the option to identify their pronouns and these would be displayed on class rosters for faculty and instructors to use.

What is a pronoun?

Pronouns provide a grammatical mechanism to refer to an individual without using their name.

Why is the UW implementing the Pronoun Project?

Providing instructors with student identified pronouns allows faculty to not make assumptions about an individual’s pronoun based solely on how they may present and/or their name. It allows students to be identified with the pronoun they choose and to create an even more respectful learning environment.
If someone tells you their pronouns it is most respectful to use these. If you don’t know someone’s pronouns, don’t assume gendered pronouns and use gender-neutral ones, like they or ze.

Pronouns are one of the ways we portray our identities. When someone asks you to use their pronouns, they are asking for you to respect their identity.

When someone refers to another person using the wrong pronouns, especially on purpose, that can lead to that person feeling disrespected and can lead to dysphoria, exclusion and alienation.

It is never safe to assume someone’s gender and living a life where people will naturally assume the correct pronouns for you is a privilege that not everyone experiences. Choosing to ignore or disrespect someone’s pronouns is not only an act of oppression but can also be considered an act of violence.

**How will students choose a pronoun?**

Students will be provided an opportunity to use a UW developed tool or a third party software to choose what pronouns they wish to use. These will display on the class roster for each student and eventually in additional applications such as MyUW, MyPlan, and EARS.

**What are some of the different pronouns a student might choose?**

**she/her/hers**

She is calling.

Her family is nice.

That car is hers.

When in doubt, ask the woman herself.

**he/him/his**

He is calling.

His family is nice.
That car is his.

When in doubt, ask the man himself.

they/them/theirs
They are calling.

Their family is nice.

That car is theirs.

When in doubt, ask the person themselves.

ze/hir/hirs
Ze is calling.

Hir family is nice.

That car is hirs.

When in doubt, ask the person hirself.

Note: There are many, many more than the ones that have been listed here.

How do I pronounce the newer pronouns?

When a person introduces themselves to you with their pronouns, they’ll normally pronounce it themselves. However, don’t be afraid to ask.

Ze is pronounced like Americans pronounce the letter “z,” like “zee.”

Hir is pronounced like “here” and hirs is similar, but with an “s” on the end.

How do I respectfully ask someone their pronoun?

You can ask “what pronoun do you use?” or “what pronouns would you like me to use?”

What if a student has not chosen a pronoun and it is not listed on the class roster?
Sometimes people just don’t want to share their pronouns and that’s fine. Usually it’s safe to use they/them/theirs unless that person tells you otherwise.

Try to introduce yourself with your own pronouns so that everyone you meet knows that you’re a safe space and that you won’t assume a person’s pronouns. It also prompts them to provide pronouns without it being awkward. (Ex. "Hello, my name is Alex and I use they/them/theirs pronouns.")

You can ask that person, as long as you do so politely, but it is generally preferred that gender non-conforming people come out with their own pronouns on their own terms. Knowing a person’s pronouns shows respect for a person and acknowledges that you are not making any assumptions.

**What is considered offensive?**

There are many terms that are offensive for people that identify as transgender or any other form of gender non-conformance. Some of these would be “it,” “he-she,” etc. Unless given explicit consent from everyone who will hear it, do not ever use any of these words when referring to anyone, as they are incredibly offensive.

Would calling a transgender person by the wrong pronoun (like referring to a trans woman as “he”) be offensive?

If you do it purposefully with malicious intent, yes. If you do it by accident and you meant for the best, apologize.

But, if you continue to do it on accident and make no effort to change, then yes, it is offensive.

**What if I make a mistake and use the wrong pronoun?**

This is fine and it happens to everyone. What’s most important is that you don’t make a big deal about it. Just apologize quickly, correct yourself, and move on.

Ex: “Oh, I’m sorry, I meant they, not he.”

If you make it a big deal, you draw more attention onto someone who maybe doesn’t want it. As long as you portray that you are sorry and you try harder next time, it’s going to be okay. Remember; this is more for them and not you, so never make your apology about you. Always make it about the person you have wronged.
What if someone else makes a mistake?

Easy, correct them politely and quickly, don’t make a big deal about it.

Ex: “Actually, Ty uses he pronouns.”

Do not ignore a situation where people continuously use the wrong pronouns. The mark of a true ally is never giving up on the people you want to help. Plus, gender non-conforming people tend to get tired of always correcting other people, so having a friend to help is amazing.

**What if I do not use or choose not to use the pronoun designated on the roster?**

You are under no obligation to use a pronoun provided by a student, but we strongly encourage you to do so. The safest approach is to use a student’s name if you are unsure of the pronoun.

**Links to Pronoun Websites at Other Institutions**

- University of Colorado, Boulder: [https://www.colorado.edu/cisc/resources/transqueer/pronouns](https://www.colorado.edu/cisc/resources/transqueer/pronouns)
- University of Michigan: [https://spectrumcenter.umich.edu/article/designated-pronouns](https://spectrumcenter.umich.edu/article/designated-pronouns)
- UC Davis: [https://lgbtqia.ucdavis.edu/educated/pronouns](https://lgbtqia.ucdavis.edu/educated/pronouns)
- Stanford University (Specifically highlighting the use of NameCoach): [https://registrar.stanford.edu/staff/student-services-administrators/name-coach](https://registrar.stanford.edu/staff/student-services-administrators/name-coach)
- University of Southern California: [https://lgbtrc.usc.edu/trans/transgender/pronouns/](https://lgbtrc.usc.edu/trans/transgender/pronouns/)
SOME ASPECTS OF SHARED GOVERNANCE AND THE THREE CAMPUSES

Mike Townsend
Secretary of the Faculty
Main Governance Documents

- Board of Regents Resolutions. 
  (http://www.washington.edu/admin/rules/policies/BRG/BRGTOC.html)

- Delegations of Administrative Authority. 
  (http://www.washington.edu/admin/rules/policies/PO/AOTOC.html)

- Administrative Policy Statements. 
  (http://www.washington.edu/admin/rules/policies/APS/APSTOC.html)

- Main Shared-Governance Documents.
  > Executive Orders (President—*with input* from Faculty). 
    (http://www.washington.edu/admin/rules/policies/PO/EOTOC.html)
  > Faculty Code (Faculty--*with approval* of President). 
    (http://www.washington.edu/admin/rules/policies/FCG/FCGTOC.html)
Authorization for the Faculty to Share in the Formulation of Rules

> “[T]he faculty of the University of Washington ... shall have charge of the immediate government of the institution under such rules as may be prescribed by the board of regents.”

RCW 28B.20.200

> “By virtue of the authority vested ... by the Board of Regents ... and in conformity with the statutes of the state ..., the President authorizes the faculty to share with him and the academic deans responsibility for the formulation of rules for the immediate government of the University....”

Executive Order II (of the President), May 31, 1956
Shared Governance

The Faculty with the Administration

University Governance
- Faculty Senate (Interaction with President on legislation)
- University Faculty Committees & Councils (Interaction with Provost/President through administrative designees)

Campus, School, College Governance
- Campus, School, & College Councils (Interaction with Deans and Chancellors through advisory function)
Some History

> Bothell and Tacoma campuses established in 1989, open in 1990.

> Original external relation to the UW as a whole: “The campuses of the University of Washington, Bothell (UWB), and the University of Washington, Tacoma (UWT) are designed and operated similarly to a departmentalized collegiate unit at the University of Washington, Seattle, with programs equivalent to departments ....” (EO V.2 2004)

> The then extant internal shared governance structure was codified in the Faculty Code in 2007.
Basic Organization of a School(/College)

> Has academic/personnel authority by virtue of EO’s and Faculty Code. Main shared governance takes place with school faculty (and elected faculty council) and Dean.

> Can be departmentalized.

--Under Faculty Code, departments per se have personnel authority within school (is main distinguishing feature of department). Main shared governance takes place with department faculty and Chair.

--Any other academic authority is granted by School.
Shared Governance

The Faculty with the Administration

University Governance

Faculty Senate (Interaction with President on legislation)

University Faculty Committees & Councils (Interaction with Provost/President through administrative designees)

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Campus, School, & College Councils (Interaction with Deans and Chancellors through advisory function)
Some Code Differences in Seattle and UWB/UWT: University Governance Level

> Senate representation:

-- Seattle is allocated voting senators by school; UWB/UWT by campus (UWT would go from 7 to 10 if allocate by school). (22-45:A)

-- Seattle EFC Chairs are non-voting members (22-41:B); UWT/UWB Faculty Assembly Chairs are voting members (22-41:A).

-- Seattle Deans are non-voting members; UWT/UWB Chancellors are non-voting members. (22-41:B)
Some Code Differences in Seattle and UWB/UWT: University Governance Level

- Senate Executive Committee Representation:
  -- UWT/UWB Faculty Assembly Chairs are voting members. (22-62:A)
  -- Senate Chair can invite Seattle EFC Chairs; can invite UWB/UWT Elected Faculty Council Chairs to take part as non-voters. (22-62:F)
  -- At large members should represent “schools and colleges.” (22-63:B)
Some Code Differences in Seattle and UWB/UWT: University Governance Level

> Senate Committee on Planning and Budgeting: -
  --SEC directed to make sure represents Seattle Schools; SEC directed to make sure represents UWB/UWT Campuses. (22-91:C)

> (Faculty) Adjudication Panel membership:
  --Should represent Seattle Schools;
  should represent UWB/UWT campuses. (28-33:B)

(Note: Student conduct panels should represent Seattle/Bothell/Tacoma campuses (SP 209:10.C))
Faculty Council on Tri-Campus Policy has at large and specified ex-officio membership from UWB/UWT and Seattle campuses (42-32:B).
Shared Governance

The Faculty with the Administration

University Governance
- Faculty Senate (Interaction with President on legislation)
- University Faculty Committees & Councils (Interaction with Provost/President through administrative designees)

Campus, School, College Governance
- Campus, School, & College Councils (Interaction with Deans and Chancellors through advisory function)
Some Code Differences in Seattle and UWT/UWB: Campus, School, College Governance Level

> **Academic/Personnel Matters:**
  
  --Seattle basic entity is school (can be delegated); UWB/UWT basic entity is campus (can be delegated e.g. UWT bylaw Article XII). (23-43)

> **Elected Faculty Councils:**

  --Seattle for Schools (23-45:C);
  UWT/UWB for Campus (23-45:B).

> **RCEP:**

  --Seattle key local administrative player is Dean; UWB/UWT key local administrative player is Chancellor. (26-41)
Going Forward: Long Term

> Long Term: The University and Administration and Faculty Leadership position is that the UWB/UWT Faculty and Administration should work together to recommend (reasonable) changes to the current University and Campus governance structures.

> The administration and senate leadership are prepared to help the process.
Going Forward: Short Term

> A potential problem results from an argument that UWB/UWT are already Code Schools.
(Formal) Argument about Current Schools: Executive Order V.2—Schools within UWB/UWT

>”The campuses of the University of Washington, Bothell (UWB), and the University of Washington, Tacoma (UWT) are designed and operated similarly to a departmentalized collegiate unit at the University of Washington, Seattle, with programs equivalent to departments ... the Regents of the University of Washington have created colleges or schools within the campuses of the University, and departments within campuses and colleges. If the Regents create colleges or schools within the campuses of the University of Washington, Bothell, or the University of Washington, Tacoma, headed by a dean, then for those UWB or UWT colleges and schools the words colleges and schools and dean in the Faculty Code and Governance shall have the same meaning as they do at the University of Washington, Seattle.”
>“CONSENT AGENDA …The Board of Regents established the Milgard School of Business on June 13, 2003. At that time, the status of the School was that of a program headed by a Director, similar to other programs at the University of Washington, Tacoma. On June 30, 2004, President Huntsman, after substantial consultation with the Faculty Senate and the Faculty organizations of UWT and UWB, approved revisions to a series of executive orders which begin to redefine the relationships among the three campuses. Among those revisions was [Executive Order V], which now establishes … procedures should the Regents determine that an internal unit within UWT or UWB is to be designated as a Collegiate-level unit to be headed by a Dean. ...The Milgard School of Business has now reached a maturity, size, support structure, and status, with full potential for further growth to warrant its change of status from a program to be the first Collegiate-level School at the UW Tacoma, headed by a Dean. “
Executive Order IX.3—Who are the Schools?

>“The following schools, originally authorized by distinct action of the Board of Regents in the year designated, have been established within the University of Washington, Tacoma:

Milgard School of Business (2004)
School of Interdisciplinary Arts and Sciences (2014)
Institute of Technology (2016)
School of Education (2016)”
Executive Order IX.4

>“The following schools, originally authorized by distinct action of the Board of Regents in the year designated, have been established within the University of Washington, Bothell:

School of Business (2013)
School of Interdisciplinary Arts and Sciences (2013)
School of Science, Technology, Engineering, and Mathematics (2013)
School of Educational Studies (2014)
School of Nursing and Health Studies (2014)”
Faculty Code Section 23-11

> “Campuses, Colleges, and Schools

[See Executive Order No. IX, Campuses, Colleges, and Schools.]”
Problem

> The Faculty Code was not written with the view that UWB/UWT units are Code schools. It was envisioned that if UWB/UWT units were to be so recognized that the Faculty Code would be rewritten to accommodate. That has not happened.

> So, for example, the Code currently has language on Senate representation for “schools” as well as UWB/UWT campuses. How would we reconcile this?
“Potential” (Problem)

> I have talked this over with the Vice-Provost for Academic Personnel and our* position is that the status quo should be maintained in the short term.

--The argument is “formal,” meaning that for every argument there is a counter argument.

--A choice, for example on senate representation (school or campus or school&campus) would not be interpretation as that activity is understood in disciplines such as law.

--Change and then change again would be disruptive.

*We can be persuasive in our spheres.
Thank You!
Faculty Council on Tri-campus Policy

May 23, 2019
Agenda

Call to order
Review of the minutes from April 25, 2019
Pronoun project – Helen Garrett
Aspects of shared governance and three campuses – Mike Townsend
Faculty Council draft report
Good of the order
Adjourn
Council Chair Interviews

What are the general responsibilities of your Faculty Council?
What is your 2018-19 charge?
What is your current representation from the other two campuses?
To what extent does your scope of work affect all three campuses?
## What did we learn from the Council Chairs?

<table>
<thead>
<tr>
<th>Faculty Councils (2018-2019)</th>
<th>Q1 What are the general responsibilities of your Faculty Council?</th>
<th>Q2 What is your 2018-19 charge?</th>
<th>Q3 What is your current representation from the other two campuses?</th>
<th>Q4 To what extent does your scope of work affect all three campuses?</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Standards</td>
<td></td>
<td>Only Seattle</td>
<td>SCAG - Admissions and Graduation</td>
<td>Coordination among 3 campuses mostly administrative</td>
<td></td>
</tr>
<tr>
<td>Benefits and Retirement</td>
<td></td>
<td>Seattle and Bothell</td>
<td>Work does not differ – access is improving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Affairs</td>
<td></td>
<td>Seattle, Bothell, Tacoma</td>
<td>Work around lecturers may apply more to Bothell Tacoma</td>
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## Council Chair Summary cont.

<table>
<thead>
<tr>
<th>Multicultural Affairs</th>
<th>Seattle and Bothell</th>
<th>Work affects all three campuses</th>
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<tr>
<th>Research</th>
<th>Only Seattle</th>
<th>Work on Laboratory Safety pertains to all three campuses. Other work may be more Seattle centric (especially Health Sciences and hard sciences).</th>
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<tr>
<th>Student Affairs</th>
<th>Only Seattle – one student rep from Bothell</th>
<th>Broadly affects all three campuses</th>
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## Council Chair Summary cont.

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<tr>
<th>Teaching and Learning</th>
<th>Seattle and Bothell</th>
<th>Broadly impacts all three campuses</th>
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<tbody>
<tr>
<td><strong>University Facilities and Services</strong></td>
<td>Seattle and Bothell</td>
<td>Seattle centric – but chair sits on Architectural Commission and Provost’s advisory committee that addresses all three campuses.</td>
</tr>
<tr>
<td><strong>University Libraries</strong></td>
<td>Seattle and Tacoma</td>
<td>Some issues address all three campuses (e.g., open access) and some are specific to the libraries on each campus.</td>
</tr>
<tr>
<td><strong>Women in academia</strong></td>
<td>Seattle, Bothell and Tacoma</td>
<td>Broadly affects all 3 campuses.</td>
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### Summary of Campus Representation

(11 Faculty Senate Councils)

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<tr>
<th></th>
<th>Seattle</th>
<th>Bothell</th>
<th>Tacoma</th>
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<td></td>
<td>11</td>
<td>7</td>
<td>4</td>
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Recommendations?

Redundancies?

Challenges to participation?
Looking forward...

How can the FCTCP best inform the changes to the campus governance structure?