

**University of Washington**  
**Faculty Council on Tri-Campus Policy**  
February 25, 2021  
9:00 a.m. – 10:30 a.m.  
Zoom

**Meeting Synopsis:**

1. Call to order
  2. Consent Agenda
  3. Review of the minutes from Jan. 28, 2021
  4. Class C legislation from FCTL – Guest, Tom Halverson, FCTL Chair
  5. Areas of Knowledge (VLPA, NW, I&S) and QSR designations – Tri-campus review for potential revision of these designations
  6. Tri-campus considerations in the State Legislature – Guest: Jake Vigdor, UW Faculty Liaison to State Legislature
  7. Faculty Code Review: Chancellor vs. Dean language: update from subcommittee: Turan Kayaoglu, Jason Naranjo, Lauren Montgomery
  8. Good of the order
  9. Adjourn
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**1. Call to order**

The meeting was called to order at 9:02 a.m.

**2. Consent Agenda**

The agenda was approved as written.

**3. Review of the minutes from January 28, 2021**

The minutes from January 25, 2021 were approved as written.

Chair Montgomery noted a change in the style of minutes and asked members to include important reasoning for agenda items.

**4. Class C legislation from FCTL – Guest, Tom Halverson, FCTL Chair**

Chair Halverson (FCTL) shared a draft Class C resolution on the reconceptualization of the merit process (Exhibit 1).

Members noted the importance of the merit process to accommodate BIPOC faculty members from the current pandemic and systemic issues.

Members provided some information of this resolution with their units and Provost due to the differing merit deadlines in advance of the March 29 SEC meeting.

The council voted to endorse the final version of the legislation.

**5. Areas of Knowledge (VLP, NW, I&S) and QSR designations – Tri-campus review for potential revision of these designations**

Presentations on Areas of Knowledge (Exhibit 2) and Code Language proposed changes (Exhibit 3) were shared with the council.

Menaka Abraham (UWT Curriculum Committee Chair) and Grace Lasker (UWB Curriculum Committee Chair) joined the council to discuss the tri-campus issues related to Areas of Knowledge.

Chair Montgomery noted they will discuss these issues with FCAS.

**6. Tri-campus considerations in the State Legislature – Guest: Jake Vigdor, UW Faculty Liaison to State Legislature**

Jake Vigdor (Faculty Legislative Representative) provided an overview of the government relations within UW for faculty and each campus.

Vigdor encouraged members to contact the FLR with legislative concerns.

**7. Faculty Code Review: Chancellor vs. Dean language: update from subcommittee: Turan Kayaoglu, Jason Naranjo, Lauren Montgomery**

Chair Montgomery shared a presentation on the subcommittee work within the faculty code (Exhibit 4).

**8. Good of the order**

Nothing was stated.

**9. Adjourn**

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

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*Minutes by Alexandra Portillo, [xanport@uw.edu](mailto:xanport@uw.edu), council analyst*

**Present:** **Faculty Governance Section 42-32 A:** Cinnamon Hillyard, Antony Smith, Lawrence Goldman, Wes Lloyd, Lauren Montgomery (chair)  
**Faculty Code Section 21-61 B:** Larry Knopp, Chris Laws, Jason Naranjo, Turan Kayaoglu, Jacob Vigdor  
**Faculty Code Section 21-61 C:** Patricia Moy, Sharon Jones  
**Invited Guests:** Tomas Halverson (FCTL), Menaka Abraham, Grace Lasker

**Absent:** **Faculty Code Section 21-61 B:** Annette Anderson, Clara Coyote, JoAnn Taricani  
**Faculty Code Section 21-61 C:** Jill Purdy

**Exhibits**

Exhibit 1 – FCTL Draft of Class C Reconceptualizing Merit 2021 (1)

Exhibit 2 – Code Language - Chancellor, Dean

Exhibit 3 – Areas of Knowledge

## Draft of Class C Legislation Proposal: Reconceptualizing Merit

WHEREAS the current pandemic, political unrest, and ongoing protests of systemic racism and violence against BIPOC people have haphazardly, sometimes tragically, affected the capacity of university faculty to contribute to the multiple missions of their various units and have precipitated drastic changes in workload; in the conditions and demands for teaching, research, and service; and in work circumstances, including those related to the use of technology.

WHEREAS BIPOC and female faculty have been disproportionately impacted by these contexts and resulting demands.

WHEREAS the shift to online instruction has required going beyond the usual demands and procedures of direct classroom instruction, creating additional need for preparation, course development, and implementation of appropriate instructional methodologies.

WHEREAS travel restrictions, social distancing requirements, building closures, and cancellation of professional-society conferences have limited faculty members' ability to conduct and present research and other scholarship.

WHEREAS ongoing problems with full access to the infrastructure and technology required to learn online, sustained personal trauma associated with the pandemic and political events, and the effect of both on students' mental and physical health has created additional need for student mentoring and support on the part of faculty.

WHEREAS other uncontrollable, durational situations such as natural catastrophes and social or biological emergencies may trigger similar exigencies and impacts in the future.

WHEREAS merit is categorized and assessed differently across departments, units, and schools, and the faculty's ability to nimbly respond to the pandemic situation has already created more expansive definitions of research, teaching, and service in some departments, units, and schools, definitions that present viable evaluation mechanisms to be considered in similar times of duress.

THEREFORE, the Senate recommends that departments, units, and schools review existing merit evaluation procedures for 2020–2021, with the goal of considering the following changes:

1. During challenging times created by natural disasters or unexpected social, political, and/or financial instability within or outside our university community, departments/colleges/units across all three UW campuses should be encouraged to create broad and flexible interpretations of what constitutes "meritorious achievement" for faculty, as well as provide targeted supports for faculty who may be disproportionately impacted during these challenging times.
2. An adaptation of our merit evaluation system to accommodate challenging circumstances should allow for and support broad interpretations of what can be considered meritorious in the categories of research, teaching, and service. In the category of teaching, for example, faculty members' ability and willingness to quickly adapt to sweeping changes in instructional formats (online), as well as the shift in student advising and mentoring demands should be recognized and acknowledged as

meritorious. Faculty have also had to make significant adaptations to how/when/where they conduct research due to the limitations of travel and access to research/resources, as well as far fewer service opportunities available to faculty across campus and within the community.

3. The merit evaluation system should provide more agency and flexibility to faculty to choose the work they believe illuminates their meritorious contribution to students, colleagues, their department, the university, and/or the community during times when the normal operation of the university, or their regular function as a faculty person is interrupted or compromised. In particular, departments, units, and schools should work with faculty to approve alternative structures/systems/procedures for student evaluation of teaching during these unprecedented times (as allowed under Faculty Code Section 24-57, Subsection A).

# Faculty Code and Governance

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## Faculty Code

- Chapter 21 [Organization of the University Faculty](#)
- Chapter 22 [Constitution of the Faculty Senate](#)
- Chapter 23 [Colleges, Schools, and Departments](#)
- Chapter 24 [Appointment and Promotion of Faculty Members](#)
- Chapter 25 [Tenure of the Faculty](#)
- Chapter 26 [Financial Emergency and Procedures for Elimination of an Academic Program](#)
- Chapter 27 [Administrative and Conciliatory Proceedings for the Resolution of Differences](#)
- Chapter 28 [Adjudicative Proceedings for the Resolution of Differences](#)
- Chapter 29 [Amendment of the Faculty Code](#)

## Occurrences in Code:

“Chancellor” – 53x

“Campus” – 71x

“Dean” – 196x

**Section 23-43 Campus, College, and School Faculties other than the Graduate Faculty: Powers and Duties**

In accord with Executive Orders [No. IV](#) and [No. V](#), and [Chapter 13, Section 13-31, Subsection A.3](#), the President and the University faculty grant to the faculty of each campus, college, and school, with exception of the graduate faculty, the powers and duties enumerated below. This authority is subject, however, to the power of the Senate to determine policies which affect the general welfare of the University ([Chapter 22, Section 22-32, Subsection B](#)) and to the procedures set forth in Sections [23-47](#) and [23-48](#) for the coordination of campuses, colleges, and schools. Except for the graduate faculty, the faculty of each campus, college, or school:

- A.** Shall, with respect to academic matters:
1. Determine its requirements for admission and graduation;
  2. Determine its curriculum and academic programs;
  3. Determine the scholastic standards required of its students;
  4. Recommend to the Board of Regents those of its students who qualify for the University degrees;
  5. Exercise the additional powers necessary to provide adequate instruction and supervision of its students;
- B.** Shall, with respect to personnel matters, make recommendations to its **chancellor** or dean in accord with the provisions of [Chapter 24](#) and of [Chapter 25, Section 25-41](#);
- C.** May, if it is departmentalized, delegate to the faculties of its several departments any of the powers and duties specified in Subsections [A](#) and [B](#) of this section.

*Section 13-31, April 16, 1956; S-A 115, June 15, 2007: both with Presidential approval.*



Lauren Montgomery  
10:31 AM Dec 21



This would be a Decision-Authority change.



**A.** The Senate consists of the following voting members:

1. The President of the University
2. The Chair of the Senate
3. The Vice Chair of the Senate
4. Chair, Senate Committee on Planning and Budgeting
5. Chairs of faculty councils and Bothell and Tacoma faculty organizations who are not elected members of the Senate shall be ex officio members with vote. They shall serve in the Senate during their appointments as chairs and shall be considered to be members-at-large to whom the provisions of [Section 22-45](#) do not apply.
6. The other members of the Senate shall be voting members of the faculty who are elected in conformity with the following principles:
  - a.** These senators shall be democratically selected with care that small or minority groups are assured a voice in University.
  - b.** Each school, college, or campus shall elect one senator for each 40 voting faculty, or fraction thereof, in the school, college, or campus.
  - c.** The elected faculty council of any school, college, or campus that elects more than one senator may choose to have its senators elected at large or assign its faculty to voting groups that will elect the senators. The council shall observe the guidance of [Subsection 6.a](#) above.
  - d.** The voting procedures of the school, college, or campus shall be filed with the Secretary of the Faculty.

**B.** Ex officio members without vote are:

1. Faculty Legislative Representative



Lauren Montgomery

8:25 AM Today



Here, if we consider Tacoma and Bothell schools as true schools, we would have a more true representation in the Senate. However, smaller schools with <40 faculty would not be represented at all. Now, they may or may not be.

**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 elected, subject to the provisions of [Subsection D](#) below.

**A. General Provisions and Definitions**

1. For the purposes of Subsections [B](#), [C](#), and [D](#) below, a "program" is defined (comprising both 'department' and 'program' as defined in Executive Order No. VI, Sections [3](#) and [4](#)) as follows:
  - a. A department or other degree-granting unit (other than a departmentalized school, college, or campus); or a sub-unit within a department, an academic unit in a non-departmentalized school or college, or a group of faculty (from one or more departments) which offers a distinct degree, or a track within a

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degree that is described as a distinct option in the University Catalog, or in the course catalog of the college or school in question, or is customarily noted as such on student transcripts.

- b. A disagreement as to whether the object of a proposed action constitutes a program shall be resolved by the Senate Committee on Planning and Budgeting, whose decision shall be binding. The dean or **chancellor** and the faculty group affected by the proposed action shall each submit a statement of their position to the chair of the committee, which shall deliver its ruling within ten instructional days of the receipt of both statements.

Areas of Knowledge – From UW undergraduate advising website:

## General education

The general education portion of your degree will be structured to a significant extent by the Areas of Knowledge, which consist of three broad areas of study: Visual, Literary, and Performing Arts (VLPA), Individuals and Societies (I&S), and Natural World (NW).

In addition, you must also complete coursework in these areas: English Composition, Additional Writing, Quantitative & Symbolic Reasoning, and Diversity. Some colleges also require a foreign language.

## What is General Education?

General Education requirements represent the foundation of a UW education and will support the advanced learning students will do the rest of their life. The objective is to introduce students to many new ideas, rather than training them in one specific subject, so that they are in a position to create linkages across a wide expanse of different topics and disciplines. Areas of Knowledge are meant to allow students to embrace the exploration of new ideas and work diligently to make connections, especially where none seem to exist.

**Basic Skills**

English Composition (C)	⊕
Writing (W)	⊕
Quantitative and Symbolic Reasoning (QSR)	⊕
Foreign Language	⊕
Diversity (DIV)	⊕

**Areas of Knowledge (AoK)**

The number of credits of AoK required by each college of the UW varies and some courses may count towards more than one AoK.

Visual, Literary & Performing Arts (VLPA)	⊕
Individuals & Societies (I&S)	⊕
Natural World (NW)	⊕

## Visual, Literary and Performing Arts – (VLPA)

VLPA courses focus on questions of meaning and value in human life, as well as the effective expression of human experience. The term "art" is used here in a very broad sense and suggests practices and crafts of all kinds rather than simply Western studio traditions.

Learn more about counting [first-year foreign language as a VLPA](#).

## Individual and Society – (I&S)

I&S courses focus on the experimental study of human behavior both individually and socially. This includes the history, development, and dynamics of human behavior, as well as social and cultural institutions.



## Natural World – (NW)

NW courses focus on the experimental study of the physical world.

## Quantitative and Symbolic Reasoning – (QSR)

Courses that satisfy this requirement focus on mathematics and statistics, or on formal and symbolic argument. These methods will enhance your ability to assess the relationship between ideas and judge information more critically.

From UWT – APCC

“Thanks for asking and really wish we had more direction. I asked at the UW curriculum meetings and was told that FCAS will provide more direction. The interpretation of the definition has been a problem. It’s a major struggle in schools that aren’t teaching mainstream VLPA courses. Some courses sail through and are given approval whereas some are denied.

Here are some examples of courses that have been granted VLPA:

1) TCSS 325 Computers, Ethics, and Society (5) I&S/VLPA

Analyzes social, political, and ethical implications of computer and information technologies. Covers Western ethical theories, professional ethics, and diverse topics in computer ethics. Emphasizes writing and the construction of ethical arguments.

2) A course that has been granted VLPA

recently: <https://uw.kuali.co/cm/#/courses/view/5fa2f40dce611e0026472796>

3) Another example: <https://uw.kuali.co/cm/#/courses/view/59236253f76ac9010003cba6>

The following course was denied VLPA and you can see the denial in the audit log. Notice the similarity between the following course and No 2) above.

<https://uw.kuali.co/cm/#/courses/view/5f4e9dacc9d0130028e12f8c>

From UWB – CC

“We frequently have questions when reviewing courses asking for an AoK (area of knowledge) and other designations due to very vague definitions that are guided at the tri-campus level. We make decisions based on "known but not written" assumptions of the definitions but it is difficult for the schools and faculty writing to know what these are before the courses and programs come to CCASC and that information is conveyed back to them.”

“Bothell campus is waiting to hear from the tri-campus committee FCAS (or any other body that is also taking this work up at the tri-campus level) what these refined definitions and qualifications to meet the designations might be. It would be extremely important to have a more specific definition of all of these designations, up to and including what % of the LOs should be grounded in that area of knowledge or designation, what expectations are at the course level versus the LOs and description level, etc, how to think about when courses request 2 or more AoKs, if there are student-level outcomes that could be drafted that meet each AoK, etc. ”

The most difficult to navigate are VLPA and believe it or not most recently, NW, but they all cause some level of grey, even at the tri-campus curriculum committee meetings where we review and approve all three campuses' worth of curriculum. And it is important to note that regardless of better definitions and such, both CCASC and the UWCC tri-campus committee have no authority to ask faculty to make specific changes to meet qualifications/definitions of these AOKs. In other words, we can "suggest" that a school or department consider shifting the focus toward the stated definition more, but the school or department has no obligation to make them. So if we did have better definitions, it would be potentially helping faculty to create courses more aligned with what is expected for student outcomes related to the AoKs. There is also no mechanism of oversight to assure that the courses are being taught within the AoK they have assigned to them. So a DIV designation could be given to a course and then no aspect of DIV ever be actually taught in that class. The same is possible for any of the AoKs and other designations, so we at CCASC feel that there should be some discussion about this, too.