Minutes  
Faculty Senate Meeting  
Thursday, October 20, 2016, 2:30 p.m.  
Architecture Hall, Room 147

1. Call to Order and Approval of Agenda.

Meeting was called to order at 2:35 p.m.; agenda was approved without amendments.

2. Faculty Senate Chair’s Remarks – Professor Zoe Barsness. [Exhibit A]

Chair Barsness presented an update to her written report: I’d like to express my thanks to you again for the opportunity to serve. I am honored to act as your chair this year. And, although we face many significant challenges, due to constrained funding and increasing organizational complexity, it is a unique time in our institutional history, one of great possibility and exciting opportunity. Our commitment to our collective endeavor is as strong as it’s ever been. We’ve established a productive, collaborative working partnership with our “new,” but not new to us, administration and the level of faculty engagement is high.

Last year was unquestionably an intense one in the Senate. I saw more significant pieces of Class A legislation make their way through the Senate than I had in the 8 other years combined that I have served in some capacity in the Senate. The senate and members of our faculty councils worked incredibly hard, as did many dedicated colleagues and good friends outside the Senate. The mobilization of faculty voices was unprecedented in recent history and truly impressive to see. All this gives me great confidence in the state of our shared Governance. It is GOOD. I feel strongly that we are well-positioned to make substantive progress in addressing the challenges we face. In short, I look forward to working with you to do more good work.

As I indicated in my written report, a key goal for this year is to sustain our momentum and leverage that engagement to ensure the Senate and our shared governance bodies are tackling the issues of utmost concern to our faculty. We will focus in particular on (1) working to strengthen the tools we have available to us in the existing faculty salary policy; (2) we will continue our efforts to create a culture that values the role of lecturers, more fully supports their efforts and recognizes their contributions; (3) we will advance our efforts to create and sustain a diverse faculty, seeking to align our efforts with the great work occurring under that auspices of the university’s Diversity Blueprint (which you will shortly hear more about); and (4) we will be directing attention to the relationship between our three campuses, working to reduce barriers and facilitate opportunities for cross campus collaboration. To do this work, we are working closely with Faculty Councils as well as our School, College and Campus Elected Faculty Councils and of course, relying on you, our faculty senators.

In addition to my written report, I’d like to direct your attention to the Executive orders that were distributed to you via email and which are included as appendices F & G in your materials.

The proposed Executive Order 54 addresses Student Romantic Relations and Conflicts of Interest and the proposed revisions to Executive Order 64 which addresses our current Faculty Salary Policy.

Executive Order No. 3 explains the review process for executive orders:

Before an executive order is promulgated or revised by the President, it shall be reviewed by the Faculty Senate. Additionally, the President may request reviews of the executive order from other individuals or campus bodies as desired. The President shall forward the proposed executive order (or revision) to the Faculty Senate Chair and to the Secretary of the Faculty, noting reviews that have taken place and requesting appropriate Faculty Senate review. The Faculty Senate Chair shall arrange a review and notify the President of the outcome of the review within a reasonable time, but in any event no longer than 60 days after receipt of such request for review (The clock on these orders began on 9/28). If revisions to the proposed order suggested by the Faculty Senate are not approved by the President, there shall be consultations with the chair of the Faculty Senate to seek to resolve the differences. Following such
consultations, the decision of the President is final. When signed by the President, the original of the executive order shall be retained in the executive order file in the Rules Coordination Office. The Rules Coordination Office shall assign a number to any new executive order and publish all orders. Executive orders become effective on the day signed by the President, unless otherwise noted within the text of the order.

I want to stress that both the Senate and University leadership remain committed to substantive progress on shared concerns by strengthening the tools we have and identifying areas where the current policy might be improved. As a first step this summer, a working group comprised of Senate leaders, representatives from the Board of Deans and Chancellors and senior university leadership worked on Executive Order 64. We focused on two areas: (1) increasing promotion raises to help sustain salary progression and (2) on revising the language to clarify how use of the unit adjustment tool might be strengthened. President Cauce endorses and shares the working group’s motivating intentions, namely that schools, colleges and campuses can use unit adjustments to address a breadth of compensation and salary needs, both reactively to address existing problems such as compression or inequity (even individual instances of these) and proactively to sustain faculty salary progress at competitive rates in light of anticipated issues or salary progression among relevant peer institutions.

We, the faculty, at this point in the process have the opportunity to provide substantive feedback to the President on the proposed Executive Orders. President Cauce reiterated to the Senate Executive Committee that she believes this must be a collaborative process, thus your comments and specific feedback are critical to our collective efforts to strengthen the salary tools we have at hand.

If you have any comments, please submit them to the secfac@uw.edu by October 28, 2016. We will do our best to compile responses into a cogent reply to the President.

There will be an opportunity to ask for more information during the requests for information agenda item.

   a. Report of the Secretary of the Faculty. [Exhibit B]
   b. Report of the Chair of the Senate on Planning and Budgeting. [Exhibit C]
   c. Report of the Faculty Legislative Representative. [Exhibit D]
   d. Report of the Faculty Athletic Representative. [Exhibit E]

Faculty Athletic Representative report: Barsness introduced Faculty Athletic Representative Frank Hodge and Director of Athletics Jennifer Cohen to present their annual report on intercollegiate athletics.

Hodge explained the two primary pieces of the role of the FAR: (1) making sure that the UW student-athletes have a good experience that is well balanced in academics and athletics, and (2) serving as a member of the PAC 12 FAR committee that deals with details like time-balance and playing seasons.

Hodge described some of the demographics of the approximately 650 student athletes. One issue involves the imbalance of the percentage of student athletes who are women (44%) and the percentage of students as a whole who are women (53% across the three campuses and 55% Seattle). This is a Title IX concern. With respect to ethnicity, the student-athlete percentage is behind the campus percentages in Asian and Latino, and ahead in African-American, Native Islander, multi-racial, and white/non-Hispanic.

Hodge turned next to academics. He emphasized the number of academic awards (252), as well as the number making the Dean’ List (130) and the receiving a 3.0 or better (368). Following up on the latter, Hodge provided some detail at the team level: 16 of 20 teams with a GPA of 3.0 or higher, including football, which is showing an upward trend. The men’s basketball team has a GPA of 2.81. 85% of student-athletes graduate compared to 84% of the students as a whole.

Hodge concluded by asking the faculty for help with respect to exam scheduling. More exams are being scheduled in the “dead week,” which creates problems. Hodge asked that faculty stick to the general policy that exams not be scheduled during that period.
Cohen was introduced and made comments. Cohen is honored to serve in this role and is awed by the standard of excellence at the UW and the impact on our community and our world. The athletic department is trying to meet that standard of excellence and to support the overall mission of the University. The athletic department is proud of the student success in the classroom and believes in enriching the lives of our students by supporting all aspects of what they are doing and making sure that student athletes take the best from all this University has to offer from an educational standpoint. We want to be a leader in time management and create and expand programs to promote this broad-based holistic approach to the student-athlete experience. The athletic department is expanding the "purple passports program" to help student-athletes study abroad, particularly those from low-income households. The department is also developing a leadership academy, hoping to engage faculty in building a four-year program aimed at looking at life beyond college. Cohen spoke of a true commitment to broad-based athletic success. She noted the particular success of the UW women's programs, including golf, basketball, and volleyball. Cohen said that financial stability is a priority and one on which progress is being made.

Questions followed.

Mary Kuhner, Genome Sciences, requested follow up on the gender breakdown on spending and how the UW is addressing the general concern about injuries. Cohen replied that she would follow up.

Gautham Reddy, Radiology, said that the scheduling of football games during the week has an adverse impact on patients trying to get to the UW Medical Center. Cohen responded that week-night scheduling is determined by the Pac 12 TV contract. The UW is trying to push back, for example, trying to schedule games on Friday. They are working to use the Apple Cup as one of these games because it can be scheduled on a holiday weekend, which would at least reduce the impact on the campus as a whole. President Cauce said that these decisions ultimately are made by the President's not the athletic directors.

Ione Fine, Psychology, asked whether there was a policy on paying student athletes. Cohen’s personal opinion is that athletes are students not employees. The athletic department is offering an additional stipend and spending more on food and medical in an effort to reduce the athletes’ daily costs.

Fine asked whether UW is taking a public position. Hodge said that he is a big fan of the amateur model. If courts did decide that some student-athletes are employees, we would work to make sure that we don't cross that line. The "pay-for-play" concept would benefit 20 of our current student-athletes and the rest would be harmed by it.

Jairam Lingappa, Global Health, asked where the funds are going if not to the student athletes. Cauce replied that the funds go largely to the students and coaches. The issue is that the only sport that brings in more than is spent is football, and that net surplus goes to support the other sports. Paying student athletes would probably mean that we would have football and nothing else. Lingappa said that having the numbers laid out in that regard would be helpful.

In conclusion, Cauce praised Cohen's transparency and honesty.

FLR Report: Faculty Legislative Representative JoAnn Taricani gave brief remarks on legislative issues.

Taricani began by introducing George Sandison, the deputy faculty legislative representative.

Taricani noted that higher education really has become an agenda item for elections. The current legislative majorities (Democrats in house, Republicans in senate) are based on very narrow margins. The trend over time has been towards the GOP. Both parties hope to control the legislature, and it will be a tight race, coming down to a few races in each house. What is happening nationally is having an impact on us at the state level in the sense that a likely Democratic victory in the state at the Presidential level
may work to suppress GOP turnout. It could take a couple of weeks after November 8 to determine the results of the election. Taricani’s website will have daily updates as the vote counting proceeds.

Big legislative issues will be funding for K-12 required by McCleary. There is an ongoing argument about whether new funding will be required. Washington State is doing its best to put the dollars back into higher education that were lost 2008-09.

Taricani thanked everyone who completed her faculty-priorities survey. The top priority identified in the survey is faculty staff compensation, followed by student financial aid, diversity/access, and institutional funding, including tuition backfill. A more polished description of the results will be provided. All will come up in Olympia this year.

The faculty-regent legislation has failed in the past. We are trying to work together with WSU to present a research-university proposal. The regionals have different issues with respect to a faculty regent. Key parts of the proposal include a three-year term and conflict-of-interest provision. Still to be worked out is the question whether retired faculty members and faculty administrators should be allowed to serve, or continue to serve if they become such. Taricani asked for input on that issue.

More information on these and other issues are on the legislative representative’s website.

One question was asked in regards to the tuition backfill and if it was ultimately provided. In answer to the question Taricani said yes, but the calculations by both parties were different. After arguing for a higher number, the legislature took our most conservative amount. However, the proposal to charge the university for OFM financial services was eventually vetoed by the Governor.

No further questions were posed regarding written reports of officers.

4. President’s Remarks– Ana Mari Cauce.

President Cauce thanked Barsness for the introduction at the President’s address and welcomed Mike Townsend as the new Secretary of the Faculty.

Cauce noted that her address to the university is online. Her vision is not about doing new things, but about putting what we are currently doing together so that the whole is greater than the sum of its parts. The questions are how do we identify what we are doing, and how do we communicate it in a way that is simple. Cauce wants to communicate in a concise fashion about the work we are doing—in particular about the importance of the impact of your work. Impact of research may not be immediate, and it may take years for the impact to be clear (as with the work leading to the recently awarded Nobel in physics). Also important is the impact we have on students. Her address gives a very good idea of what she says outside the University.

Cauce noted that this will be, indeed already has been, a busy year. Things we will be tackling include making sure that lecturers receive the respect they deserve, tri-campus relationships, diversity/equity/inclusion, and the capital campaign.

Cauce made brief comments on the two executive orders (EO’s) on the agenda. Last year, the faculty wanted to deal with salary policy through legislation rather than an EO. Now we are at point where the faculty leadership came to the administration to work together on an EO. A lot of EO 64 is highlighting and clarifying the flexibility that units already have. The goal is to make sure that faculty have the tools necessary to respond in a flexible manner. But having the tools doesn’t mean you have the money. EO 54 does not change anything about our policy with respect to faculty-student relationships, but it does call it out in a direct manner which brings us in line with other institutions. It is important to be explicit and direct for two reasons: first, there is a lot of scrutiny on this and it is important to get out in front of the issue rather than having something forced on us; second, it makes it evident to people who might otherwise claim not to have known of the policy. Some colleges prohibit any faculty-student relationships. While that may make sense for smaller schools, it does not make sense for a University of our size and
complexity. Nonetheless, faculty must report such a consensual relationship and work to come up with a plan to mitigate the conflict and power inequities.

Gordon Watts, Chair of the Faculty Council on Faculty Affairs, echoed that the research leading to the Nobel was done over 30 years ago with no idea of its ultimate impact and influence.

5. Requests for Information.
   a. Electronic approval of the May 2, 2016, SEC minutes.
   b. Electronic approval of the May 19, 2016, Faculty Senate minutes.
   c. Senate Executive Committee nominees for faculty councils and committees approved over the summer. [Exhibit F]
   d. Proposed changes to Executive Order 64 Faculty Salary Policy. [Exhibit G]
   e. Proposed Executive Order 54 Employee–Student Romantic Relationships and Conflicts of Interest. [Exhibit H]

There were no requests for information.

6. Memorial Resolution.

Vice Chair Thaïsa Way presented the memorial resolution.
BE IT RESOLVED that the minutes of this meeting record the sorrow of the entire faculty upon its loss by death of these friends and colleagues:

Professor Constantin Marius V. Behler of Interdisciplinary Arts and Sciences, UW Bothell who died on June 22, 2016, after having served the University since 1990.

Professor Emeritus John Ludvig Bjorkstam of Electrical Engineering who died on August 30, 2016, after having served the University since 1955.

Clinical Associate Professor Emeritus Anna Henderson Chavelle of Medicine who died on September 15, 2016, after having served the University since 1972.

Professor Emeritus Richard (Dick) Collister Corlett of Mechanical Engineering who died on September 19, 2016, after having served the University since 1964.

Professor Emeritus James A. Donaldson of Otolaryngology who died on March 20, 2016, after having served the University since 1965.

Clinical Assistant Professor Lawrence Douglas Grouse of Neurology who died on June 10, 2016, after having served the University since 1995.

Associate Professor Barton S. Johnson of Dentistry who died on June 30, 2016, after having served the University since 1991.

Professor Emeritus Arthur Rice Kruckeberg of Arts and Sciences who died on May 25, 2016, after having served the University since 1950.

Professor Robert Livingston of Medicine who died on September 8, 2016, after having served the University since 1982.

Professor Emeritus Wendell Harper Lovett of Architecture who died on September 18, 2016, after having served the University since 1948.

Professor Emeritus Kenneth M. McCaffree of Economics who died on May 13, 2016, after having served the University since 1949.
Professor Emeritus Edward Miles of Marine Studies who died on May 7, 2016, after having served the University since 1974.

Clinical Professor Emeritus Marian H. Mowatt of Psychology who died on July 9, 2016, after having served the University since 1969.

Professor Emeritus Robert Treat Paine of Arts and Sciences who died on June 13, 2016, after having served the University since 1962.

Professor Emeritus Tom Shepard of Pediatrics who died on October 3, 2016, after having served the University since 1955.

Professor Emeritus and Justice Charles Z. Smith of the School of Law who died August 28, 2016, after having served the University since 1973.

Professor Emeritus Edward Abraham Stern of Physics who died on May 17, 2016, after having served the University since 1965.

Clinical Associate Professor Emeritus Solveig Thomson of Psychology who died on June 2, 2016, after having served the University since 1969.

Professor Emeritus Myron E. Warnick of Restorative Dentistry who died on May 26, 2016, after having served the University since 1956.

Professor Emeritus Farhat, Ziadeh Near Eastern Languages who died on June 7, 2016, after having served the University since 1966.

The Senate was invited to approve the resolution by a standing vote.

7. Consent Agenda.
   a. Approve Nominees for Faculty Councils and Committees. [Exhibit H]

Consent agenda was approved.

8. Announcements.

There were no announcements.


There was no unfinished business.

   a. Campaign Launch — Ana Mari Cauce, President.

Cauce noted that the campaign launch is Friday October 21, and she invited everyone to attend. This is exciting and it gives us the opportunity to talk about you and turn the University inside out. It’s all about communicating to people about the good work we are doing. In many ways, what people do is “give through us not to us.” There are a couple of ways of talking about that. First, about half of our donors have no real affiliation with the University; some are local, some are not. And they give to us because they believe in our work and are interested in supporting that work. Also, it’s a good way to talk about it because probably the only hesitation some of us have is whether we are communicating to the legislature somehow that we can do it on our own. And when we make it clear that donors are giving through us that nobody is giving to replace what the legislature is giving us. Last campaign about 90% of the money we
received was for something specific so we are limited in its use. However, if giving goes to professorship we can use it for faculty compensation in various ways, but it does not replace our state funding.

Cauce said that one of the things that strikes her is how many people out there are somehow connected to the university in some way--going to the hospital, working on a board with someone from the University, etc. The campaign gives us an opportunity to correct misimpressions people might have in regards to the university and explain how much we do for Washington State.

Cauce said it is important to know that we do not let money drive our mission. We will not take money that does not fit in with our mission.

Cauce introduced Connie Kravas, Vice President for University Advancement and Mary Gresch, Chief Marketing & Communications Officer, who are in charge of Friday’s event.

Questions followed.

Susan Astely, Epidemiology, asked if there is an attempt to get funds for endowed chairs. Cauce said absolutely. The priorities come largely from Department Chairs and Deans, and their priorities are professorships and chairs, faculty research, and graduate-student support.

Scott Barnhart, Global Health, asked how the campaign can be used to support diversity in faculty and students. Cauce is interested in professorships for junior faculty. Also in getting funds targeted for faculty who are doing work in diversity, but donors often don’t like so narrow a focus. Our allocation of centrally held professorships is going to help retention of faculty of color. Keeping top underrepresented faculty is very hard, but very important.

Nahush Mokadam, Surgery, noted that one of the challenges of any campaign is making it real for the faculty and asked what was being done to reach the faculty. Cauce replied that we are trying to involve the Faculty Senate in communicating to the faculty. In addition, donor-hosted dinners are held where faculty can interact with potential donors.

Pamela Joseph, UW Bothell, asked about the extent to which the campaign will be an effort among all the three campuses. Cauce said it is about all of us, either working together on common priorities like population health that cuts across all campuses or working separately on priorities related to their campuses.

Ione Fine, Psychology, asked about whether we can afford large matching donations. Large matching amounts for one priority can leave other priorities behind and be demoralizing. Cauce replied that matching dollars are put into high-priority areas. Otherwise, donors will have to come up with all, or almost all, of the funds.

Jennifer Turns, Human Centered Design and Engineering, asked about seeking funding for teaching facilities. Cauce said that it depends on the donors. We have our mission and needs, but we are donor centric.

Cauce concluded by saying that we have very big number; we think it is reachable. We want people to stretch and we want to give a message that the UW has “arrived.”

b. Diversity Blueprint — Rickey Hall, Vice President for Minority Affairs and Diversity; [Exhibit I] Chad Allen, Associate Vice Provost for Faculty Advancement.

Rickey Hall introduced himself; he has been here for 10 weeks. He is excited about the great work the University is doing. We can always do better and that brings us to the updated diversity blueprint; the original one was from 2010-2014. Last year, a tri-campus diversity council worked on updating the original. Hall reviewed it when he arrived, made a few changes and adjustments, and has been presenting it to various constituents on campus.
Hall then turned things over to Chad Allen. Allen gave an overview of the process leading to the current update. The first blueprint focused on the student experience, including diversifying the student body and giving the right kinds of experiences to prepare them for a diverse environment in a globalized economy. There were a number of successes in this regard, including increasing diversity and passing the undergraduate diversity requirement. There was less success with respect to overall climate and faculty/staff diversity. So the new blueprint for 2016-2020 picks up where the original left off, building on its successes and moving forward.

The diversity council did the main work. They came up with goals, priorities, and action steps. We also tried to think through accountability, metrics, and timelines for each goal. There are six goals going forward as indicated in Exhibit I. In many ways, improving accountability and transparency is the most important of these six goals. It is incumbent on the units themselves to figure out how their own goals align under the blueprint.

Hall added that the document is meant to be aspirational. It is not expected that every unit will attack all six goals. What is hoped is that a unit might focus on a few goals at a time.

Questions followed.

Astley agreed that we are all responsible and she feels that the School of Public Health has found a way to help make that happen. There is an equity taskforce that has put together a template for reporting equity and diversity statistics on faculty demographics. Each year the template will be used at the department level and the results shared with the department. The report includes statistics for the current year and as far back as data allows so that one can see any equity/diversity problems and their magnitude and whether the policies in place are making progress in the right direction.

Hall would like to have the such good ideas and best practices shared. Astley said that there are concerns about sharing such potentially confidential information in so graphic a fashion. We must think about how to move forward in providing information in a sensitive way. Hall said that we can present aggregated data and we should not be afraid of what the data shows. We must focus on making sure we are trending in the right direction. Allen added that once the blueprint is fully finished we will have open forums to talk about such best practices.

Kelly Edwards, Bioethics and Humanities, thanked Allen and Hall for the good work. She said that there was a difference between good numbers and good experiences. She asked if there is anything the senate can do in support of this work. Hall responded that support and leadership are critical. They do not have an inventory of all the diversity plans on campus and would appreciate help in collecting them. In any case, any suggestions to us would be helpful. Allen added that the climate survey is a big topic this year. There will be ongoing discussions about how to conduct climate surveys.

Nicole Gibran, Surgery, said that Harborview is making a concerted effort at the departmental level with respect to diversity, but students and residents are exposed to a huge number of ancillary staff. She asked how we can extend our efforts to such employees. Hall said that this is a great question and a challenge. Hall will talk with people in the School of Medicine. This is a challenge for a number of reasons, including the size and complexity of the staffing. Education and training will be a priority.

Barsness said that this is an area of concern. She asked senators to share the information presented today with your constituents, educate yourself about what is being done in your local units, and suggesting to your unit things that might be done to align your unit with the diversity blueprint. Barsness introduced FCMA Chair, Bill Covington (present), School of Law, and FCWA Chair, Angelisa Paladin (not present), Radiology, School of Medicine. They will work to collaborate and support Allen and Hall and vice-versa. She asked senators to provide any input / ideas.

11. Good of the Order.
   Meeting was adjourned at 4:20 p.m.

Prepared by:  Mike Townsend
               Secretary of the Faculty

Approved by:  Zoe Barsness, Chair
               Faculty Senate
Report of the Faculty Senate Chair  
Zoe Barsness, Associate Professor, Milgard School of Business, UW Tacoma  

I begin by thanking you for the opportunity to serve. I arrived at UW Tacoma 16 years ago, enticed by the opportunity to develop a different approach to business education and excited by the institution building challenge offered. It has been a rich and rewarding journey since. My goal as Chair of the Faculty is to work in collaboration with others to contribute back. Just as my own scholarship has been motivated by a pragmatic desire to figure out how we, as members of organizations, can work together to “make things better”, so too must be our efforts on behalf of shared governance.

As faculty, we play a critical institutional role. Not only are our discovery and teaching efforts core to the institution’s mission, but we serve in partnership with the regents and administration as stewards of the institution and its core values. Our expertise; our passion for ideas, knowledge creation and learning; our willingness to exercise our voice and engage in dialogue with other key stakeholders; our commitment to excellence and willingness to invest our energies and efforts on behalf of the organization provide invaluable service as we work collectively to meet the diverse challenges facing us today. Together we can assure that the biggest challenges for the faculty are identified and the best solutions are found. The call for shared governance could not be greater and to my observation the receptiveness to partnership has never been stronger.

In observing closely the work of the chairs that have preceded me including Jack Lee, Kate O’Neill, and Norm Beauchamp, in discussions with the chairs of the faculty councils, in conversations with many of you, and in considering challenges faculty at our peer institutions are facing, a number of priorities have been identified for the coming year.

1. The Faculty Salary Policy: Our first priority is to sustain our momentum and continue our efforts to implement a salary policy that minimizes compression, compensates faculty commensurate with peer institutions, and accommodates the flexibility deemed necessary by faculty in different schools, colleges and campuses. While, the particular salary policy proposal that was brought forward last spring for a vote did not prevail, it’s critical to understand that the multi-year effort around the faculty salary policy which culminated in that vote was not wasted. There was a robust, transparent, and widely engaged process. As a consequence of that process we have developed a much clearer understanding of the concerns any changes to the faculty salary policy need to address. Our focus this coming year will be to leverage the insights we’ve gained and momentum we’ve achieved to address these concerns more incrementally, working to strengthen the tools we have available to us in the existing faculty salary policy and identify areas where the current policy might be tweaked to extend and redirect its focus more appropriately.

2. The Role of the Lecturer: Teaching is a core part of our mission. Lecturers play an absolutely central role in this mission. Establishing a track for advancement, a mechanism for job security, competitiveness of compensation and a voice in decision making have been areas of focused effort for the Senate. Ultimately, the goal must be to create a culture that values the role of lecturers. We will continue our efforts bringing forward resolutions and initiatives needed to more fully support our colleagues.

3. Diversity, Equity and Inclusion: Creating and sustaining a diverse faculty is the only way we will continue to excel as a faculty. The Faculty Councils on Multicultural Affairs and the Faculty Council on Women in Academia are maintaining their great momentum by considering issues such as equity in compensation, researching and developing an actionable-agenda for overcoming the barriers women and faculty of color face in academic advancement, and sustaining our efforts, in collaboration with the administration, to provide training in best practices for faculty hiring committees and ultimately tenure and promotion committees. In addition to these efforts, we will continue work through our faculty councils, and in partnership with the administration, to enhance sexual assault policies at the UW. We will also seek to align the efforts of our faculty councils with the other great work that is occurring across our three campuses under the auspices of the university’s Diversity Blueprint and Race and Equity Initiative.
4. **Tri-campus Relations:** This coming year we will be directing our attention to the relationship between our three campuses. The UW is now a true multi-campus system. The two smaller campuses, which might have been launched as "interesting experiments" in response to a legislative mandate, have become thriving and substantial institutions in their own right, each with its unique character. In order for the UW as a whole to sustain its ability to respond effectively to the changes buffeting higher education today, continued strategic growth is required not only for the UW Seattle, but also the UW Bothell and the UW Tacoma, indeed it is expected and anticipated. A pressing question then is how we build upon the respective strengths and leverage the unique character of the UW’s individual campuses to create something that delivers greater returns to the institution and our stakeholders at every level—both local and global. Several new initiatives focused on addressing these broader institutional needs and the challenges associated with collaboration and coordination across our three campuses will be undertaken.

5. **Shared Governance:** Although last year’s effort to adopt a new faculty salary policy was unsuccessful, we saw mobilization of faculty voices that was unprecedented in recent history. A key goal for this year is to build on this energy to ensure that the Senate and Faculty Councils are identifying the issues that are most important to sustain the missions of the faculty. We will also focus on strengthening shared governance at every level of the institution by enhancing coordination with and the support we provide to our School, College and Campus Elected Faculty Councils. Most important, every senator must come to the meetings informed and prepared to represent the concerns of the faculty they represent and committed to bringing back needed solutions.

Importantly, this is not a comprehensive list. Each of our Councils is also reflecting on what they have identified as core issues for the faculty, seeking to identify at least three areas of focus for the upcoming year. We will be listing those initiatives on the Faculty Senate website. I really welcome your input on the initiatives above defined and the goals identified by each of the Councils.

Do not hesitate to contact me at zib@uw.edu. My commitment is to do the very best I can in serving your goals.
Report of the Secretary of the Faculty
Mike Townsend, Associate Professor, School of Law

1. The Secretary position changed hands from Marcia Killien to Mike Townsend formally on July 16, 2016. In conjunction with the support staff, the incoming and outgoing Secretaries have worked over the summer toward a smooth transition. In addition, the incoming Secretary has met with individual faculty and administrators to seek advice on the changeover.

2. In accordance with Executive Order No. 3, the President’s Office asked the Faculty Senate to review proposed Executive Orders No. 64 (Faculty Salary Policy) and No. 54 (Employee-Student Romantic Relationships and Conflicts of Interest), which was sent to senators via email on October 13. As a reminder, if you have comments, please send them to secfac@uw.edu by October 28, 2016. We will be compiling responses into a cogent reply to the President.

3. All Faculty Councils have full membership and Chairs appointed. Welcome to all returning and new members! The list of members, along with meeting minutes and schedules can be found on our website at http://www.washington.edu/faculty/councils/about/.

4. Currently there is a vacancy on the Senate Executive Committee for the representative from the College of the Environment and Built Environments. If you are a Faculty Senator in one of these two colleges and are interested in running for the position, please email secfac@uw.edu.

5. To aid the Secretary in administering of the Office of University Committees (Faculty Code Sections 22-56.E, 22-58), the Secretary and support staff are working to set up an internal Advisory Committee on Committees.

6. The Senate Leadership will be meeting regularly throughout the year with Faculty Council Chairs and Chairs of the Elected Faculty Councils of Schools, Colleges, and Campuses (i.e. “college councils”) for coordination and information sharing. Specific invitations to these meetings will be forthcoming.
Report of the Chair of the Senate Committee on Planning and Budgeting  
Paul Hopkins, Professor, Chemistry  

The Senate Committee on Planning and Budget meets weekly with the Provost, the Vice-Provost for Planning and Budgeting, and a representative of the Board of Deans. SCPB is charged with advising the Provost and informing the Faculty Senate and Senate Executive Committee on matters concerning planning and budgeting.

In August I was asked and agreed to substitute for the departing Professor Norm Beauchamp. The Autumn Quarter schedule for SCPB is in the process of being finalized. It is likely to mirror plans already organized by Norm, Provost Baldasty, and Sarah Hall.

Prior to my coming on board, Norm had arranged that SCPB would move its meeting schedule from weekly for 1.5 hours to every other week for up to 2 hours. His goal as I understand it was to drive more focused conversations concerning items on which a decision or advice is needed. Norm’s goal was to minimize time spent on informational presentations. I concur with all of these goals. At the same time, the scope and breadth of topics that come before the committee require continuing education of the membership.

SCPB has met one time. We briefly discussed the possibility of taking on one or more larger projects during the course of the year. We are in the process of consulting with the Senate Leadership, Provost, Office of Planning and Budgeting concerning the wisdom of taking on one or more larger projects, and the potential identity of the project(s). We need to resolve this soon. The majority of the meeting was spent orienting the membership on the university's budget. Associate Vice Provost for Planning and Budgeting Sarah Hall and Director of Institutional Analysis Carol Diem described the timetable for the processes and the status of establishing our core budget for the coming fiscal year (dominated by tuition revenue and the state allocation), and how those funds will be budgeted to the schools/colleges/campuses for the coming fiscal year (FY18). (More information on FY18 budget development can be found at http://opb.washington.edu/fy18-unit-budget-development.) The latter will culminate late in the current fiscal year.

Our second meeting (October 24) will focus on reviewing and advising the Provost on the recommendations made by the committee that last year considered modifications to the ABB revenue distribution system. The process leading to these recommendations, and the report containing the recommendations, can be found at http://opb.washington.edu/activity-based-budgeting. The third meeting will be devoted to discussing the future of the UW faculty salary system. Important in this context is the proposed revision of EO 64, http://www.washington.edu/faculty/files/2014/05/EO-No.-64-9-29-16-Submission-to-Senate.pdf, now in the 60-day comment period. The revision increases the value of promotion raises and clarifies (potentially broadens) the use of unit adjustment to remedy inversion, compression, and internal inequities in faculty salaries. Our focus will be on whether there are actions SCPB can take to encourage the Provost, Deans, and Elected Faculty Councils to make significant progress in addressing longstanding concerns in this area.

SCPB will as always endeavor to ensure that the Provost receives meaningful input on topics of interest to him and that the Senate leadership, Senators, Council Chairs, and Elected Faculty Council Chairs are well-informed and also empowered to provide input on significant planning and budget choices. If you have topics that you would like SCPB and the Provost to review, please let me know.
Greetings – and welcome to an exciting election season, to be followed by a very challenging legislative session in January.

**General atmosphere about higher education:** There has been a significant emphasis on higher education in the past two biennia, both with an ever-increasing appreciation of the role of our universities and the faculty, and also with a major reinvestment of the higher education budget that was lost in 2008-2010 during the recession (see below). With the funding demands of 2017, it will be challenging to maintain this upward trend. We will continue to highlight the excellence of our faculty, and again I thank the many faculty members who have taken the time to travel to Olympia to provide their expertise in the many areas of policy the Legislature considers. Many legislators, like us at the UW, were delighted to hear of the awarding of the Nobel Prize in Physics to Emeritus Professor David Thouless. The pride that belongs to Professor Thouless, shared by his family, colleagues, and students, is celebrated throughout the state. The seven Nobel Prizes awarded to UW faculty are remarkable expressions of the distinction of our faculty, found across all fields of study.

**Political majorities for 2017-19:** As I have noted several times last year, both the State House (Democratic majority) and State Senate (Republican majority) have very slim majorities, meaning that just a few elections could change the majority of either chamber. Only a few races in each chamber are truly in contention, and both parties are focusing their resources on those few races in order to maintain or to gain the majority. There is also the possibility that the House could end up in a 49-49 tie, which last occurred in 1999-2001.

**Campaigns:** This is the time of the political cycle when faculty members, as citizens, can have the most influence on legislators, by attending forums, fundraisers, and other events that are intended to allow legislators to hear from their constituents. Town hall meetings also occur throughout the year, but it is in this season, leading to the election, that the stakes are highest for candidates for office. Even if your legislators are unchallenged, they still need to fundraise for the party, so contributing to your local legislator is beneficial to the majority status of whatever party you support. You can find your district and links to your legislators at [http://app.leg.wa.gov/DistrictFinder/](http://app.leg.wa.gov/DistrictFinder/) -- they must maintain their campaign sites separately from the government site, but searching the name of your legislators online will quickly take you to their campaign site. As always, we must use non-UW email accounts when contacting legislators about campaigns, fundraising, or lobbying. On this UW site, I provide links to articles about legislative issues: [http://tinyurl.com/uwolympia](http://tinyurl.com/uwolympia) -- please let me know if you have suggestions for additions. I try to link particularly to articles outside Seattle, which you might not otherwise see.

**Funding issues:** We say every year that the biggest challenge is funding all the priorities of the state, and we have been saying for the past few years that the McCleary mandate to fully fund K-12 education without reliance on local levies would create a large draw on available funding. This biennium, the bill finally comes due, and the previous punting on a path forward will need to instead become a funded solution to fully funding K-12 education. Since August 2015, the Legislature has been the subject of a $100,000 per day fine, imposed by the State Supreme Court. The legal team for McCleary again took the Legislature to court and had a contentious hearing in early September, asking for more significant sanctions, because the current fine did not result in action. The State Supreme Court issued a ruling on October 6 that kept the current fine in place, but did not impose new sanctions. The revenue forecast for 2017-19 continues to be on a slight upward trend: [http://www.theolympian.com/opinion/editorials/article103551512.html](http://www.theolympian.com/opinion/editorials/article103551512.html)

**Faculty priorities:** We have been polling the Faculty Senate since last spring regarding faculty priorities; I will provide an update, and will have a final report on the priorities by the Faculty Senate meeting in a few weeks. I am asking faculty senators (via email) to respond if they have not already submitted their responses; we currently have about 65% participation.
**Reinvestment in higher education:** If you talk to a state legislator, he or she would appreciate being thanked for the support provided to higher education, particularly the University of Washington. There has been a significant increase in the state appropriation over the past few years, with the Legislature restoring the funding that had been cut after the 2008 recession. To the public, this appears as a tuition cut – but in fact the lowered tuition is the result of the state reinvesting in higher education. Taking credit for this investment, and for lower tuition, has become a point of pride in legislative campaigns around the state. As a reminder, below is a list of the increases in the annual state appropriation over the past six years; the large increases in the past four years are the result of restoring the cuts made in the recession, while holding tuition steady or reducing tuition. So, these are not total UW budget increases, but the state appropriation increases, shifting the cost for resident undergraduates back to the state budget:

- 2016-17: $332,343,000
- 2015-16: $292,933,000
- 2014-15: $246,471,000
- 2013-14: $254,000,000
- 2012-13: $209,000,000
- 2011-12: $212,000,000
Academics

- **Academic 2015 - 2016**
  - Student Athletes awarded 252 academic awards

- **Spring Quarter 2016**
  - 130 Student Athletes made the Dean’s List
  - 368 Student Athletes earned a 3.0 or better (68%)
<table>
<thead>
<tr>
<th>Sport</th>
<th>Team Quarterly GPA</th>
<th>Team Cumulative GPA</th>
<th>Number of Athletes</th>
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Graduate Rates

UW: 84%
ICA: 85%
2016 – 2017 Appointments to University and Senate Committees
Appointments approved by the SEC over the summer

Faculty Code Section 22-60.B.12: The Executive Committee of the Senate: (12.) Shall act for the Senate during the period from the last Senate meeting in the Spring Quarter until the first meeting in the Autumn Quarter, and shall report such actions at the first Senate meeting in the Autumn Quarter.

Secretary of the Faculty

- Mike Townsend, School of Law, elected Secretary of the Faculty by the Senate Executive Committee for a five-year term beginning July 16, 2016.

Faculty Council on University Libraries (Meets Wednesdays at 2:30)

- Trent Hill, Information School, as chair for a term beginning September 16, 2016, and ending September 15, 2017.
- Richard Furman, UW Tacoma, as a member for a term beginning September 16, 2016, and ending September 15, 2019.

Faculty Council on Women in Academia (Meets Wednesdays at 3:30)

- Mariam Moshiri, School of Medicine, as a member for a term beginning September 16, 2016, and ending September 15, 2019.
September 29, 2016

Zoe I. Barsness, Chair, Faculty Senate
Michael E. Townsend, Secretary of the Faculty
36 Gerberding Hall
Box 351271
Seattle, WA 98195

Re: Executive Order No. 64 (Faculty Salary Policy)

Dear Zoe and Mike:

On behalf of President Cauce, enclosed please find a revised Executive Order (EO) for review by the Faculty Senate pursuant to EO No. 3. This revised EO is numbered 64 and titled “Faculty Salary Policy.”

As you know, last spring a record number of faculty participated in a robust shared governance process and vote on proposed changes to faculty salary policy. Despite the concerns that led to the proposal’s defeat, President Cauce and Provost Baldasty believe that the work that went into the policy, the discussions leading up to the vote and the significant percentage of people who voted for it made clear that there was room for improvement in our current policy.

This revised EO is the outcome of President Cauce and Provost Baldasty’s pledge to work with the Faculty Senate on substantive faculty salary policy improvements. The salary discussions of the past few years have included proposed increases to promotion adjustments. As you know, consistent with last year’s proposal, this year’s promotion adjustments increased to 9 percent. The proposed revision to EO 64 would increase the promotion adjustment to 12 percent beginning in 2017-18. Further, the revisions are intended to clarify and expand the scope of use of unit adjustments, including the ability to proactively address unit-wide, rank specific, and individual compensation needs.

In line with an ongoing commitment to meaningful shared governance, this revised EO is the result of a collaborative process between the administration, faculty senate leadership, and the Board of Deans.

We look forward to the Faculty Senate’s review within the EO No. 3 timeline, and please do not hesitate to contact me if there is further information or assistance I might provide.

Very truly yours,

Rolf B. Johnson

CC: Ana Mari Cauce, President
    Gerald Baldasty, Provost and Executive Vice President
    Cheryl D. Cameron, Vice Provost, Academic Personnel
    Rebecca G. Deardorff, Director, Rules Coordination Office
Facility Salary Policy

1. Introduction

The fundamental purpose of the University of Washington Faculty Salary Policy is to allow the University to recruit and retain the best faculty. To accomplish these two objectives, the faculty must have confidence that their continuing and productive contributions to the goals of their units and to the University's missions of teaching, research, and service will be rewarded throughout their careers. To compete for the best faculty, the University must be competitive with its peers. To retain the best faculty requires a similarly competitive approach. Therefore, the University places as one of its highest priorities rewarding faculty who perform to the highest standards and who continue to do so throughout their appointments at the University. This policy is designed to provide for a predictable and continuing salary progression for meritorious faculty.

Salary funds must be used to attract, retain, and reward those faculty whose continuing performance is outstanding, while recognizing that disciplinary variations exist in the academic marketplace. Accordingly, the University's Salary Policy must allow for differential allocations among for individuals and units. This provides includes the necessary flexibility to address the market gaps that develop between UW units and their recognized peers, to acknowledges existing and future differentials in unit performance and contribution, and also to recognizes that differing funding sources and reward structures exist among schools, and colleges, and campuses. The policy must ensure that equity considerations and compression are also addressed as needed. The University's Salary Policy is founded upon the principle that individual salary decisions must be based on merit as assessed by a performance review conducted by faculty and administrative colleagues. Salary adjustments for performance and retention, as well as salary awards stemming from differential unit performance and marketplace gaps, are based upon a consultative process of faculty and administrative evaluation. Merit/performance evaluations are unit-based and reward the faculty for their contributions to local units as well as to the University's goals.

This policy is built on an expectation of meaningful deliberations between the administration and faculty. As such, the policy seeks to manifest shared governance that is at the core of the Faculty Code.

The Faculty Salary Policy is also founded on a clear understanding that the final decision on the University budget, including salaries, rests with the Board of Regents. Therefore, salary progression as envisioned in this policy, including the award of minimum equal-percentage merit salary increases for eligible faculty members, is conditioned on specific approval by the Board of Regents as part of the annual budget.

2. Regular Merit Allocation Procedure

Prior to the beginning of each fiscal year, the Provost will consult with the Board of Deans and Chancellors, and the Senate Committee on Planning and Budgeting, and the University Budget...
Committee to formulate a recommendation for a salary distribution plan, including providing an opportunity for input into the criteria to be considered in formulating the plan. If, in times of severe fiscal stress short of a declared financial emergency, the salary distribution plan to be recommended by the Provost includes a minimum equal-percentage salary increase less than a 2% regular merit increase, an explanation of the basis for the recommendation will be provided to the Board of Deans and Chancellors, and the Senate Committee on Planning and Budgeting, and the University Budget Committee, with an opportunity to provide comment and feedback, based on the best available information about the University's fiscal situation, before a final recommendation is forwarded. The Provost shall then make a recommendation to the President for faculty salary allocations. The President shall then make a budgetary recommendation to the Board of Regents, which will include any proposed faculty salary allocations for the fiscal year.

3. Additional Allocation Categories

Consistent with the stated objectives, the first priority shall be to support regular merit and promotion awards to current faculty. Further, each biennium the minimum salaries by rank will be reviewed and, if adjusted, support will be provided to ensure those minimum levels are achieved for adjustment. Other funds, as available, may be allotted among the following faculty salary adjustments:

A. Additional merit to all faculty;

B. Differential distributions by unit to correct salary gaps created by changing disciplinary markets, or assessments of unit quality, determinations of gaps resulting from compression or inversion, or identification of inappropriate differences among individual faculty members within the unit whose accomplishments and career stages are comparable;

C. Retention;

D. System-wide adjustments to raise the salaries of all meritorious faculty.

4. Merit Principle and Review

The University commits to support salary adjustments based on performance evaluations for those faculty deemed meritorious after a systematic review by faculty colleagues, department chair or academic appointing unit head, dean/chancellor, and Provost. In order for these performance evaluations and merit salary recommendations to be meaningful, they must be done systematically and over an appropriate length of time to be able to make true quality assessments about performance and progress, considering the cumulative record of faculty.

All faculty shall be evaluated annually for merit and for progress towards reappointment, promotion and/or tenure, as appropriate. Subject to the conditions of this policy, a faculty member who is deemed to be meritorious in performance shall in the following academic year be awarded the 2% or the minimum equal-percentage merit increase that has been approved for that year according to the allocation procedures above. Higher levels of performance shall be recognized by higher levels of salary increases as permitted by available funding.

Any faculty member whose performance is not deemed meritorious shall be informed by the chair or dean of the reasons. If deemed meritorious in the next year's review, and subject to the conditions of this policy, the faculty member shall in the following academic year receive the 2%
or the minimum equal-percentage merit increase that has been approved for that year according to the allocation procedures above. A departmental advisory committee, appointed consistent with Chapter 24, Section 24-55, Subsection H of the Faculty Code, will consider the development needs of faculty members not receiving regular merit salary increases for two consecutive years.

When additional merit funds are available the distribution should take into consideration factors of merit, compression, and equity. The additional merit pool must be distributed by departmentalized schools, colleges, and campuses as equal percentage increases to each academic appointing unit.

5. Promotion

Each faculty member who is promoted in rank shall be awarded a 7.5% to 12% promotion salary increase beginning on the date the promotion is effective; July 1st for twelve-month appointees and September 16th for nine-month appointees.

6. Unit Adjustments

Additional salary funds may be allocated authorized by the Provost to be used by colleges, and schools, and campuses at any time during the biennium academic year, after appropriate consultations with the Senate Committee on Planning and Budgeting, to address differentials occurring in the academic labor markets and to reflect assessments of the quality, standing, and contributions of units to college, school, campus and University goals. The differentials may include determinations of salary compression or inversion and inconsistencies in salaries among individual faculty members within a unit whose accomplishments and career stages are comparable. Such authorization should be informed by an assessment of market gaps and availability of funds by deans and chancellors in consultation with the elected faculty council and unit leadership.

Unless specifically allocated by the Provost for a particular unit or purpose, the Deans and chancellors shall consult with their elected faculty councils before distributing any additional salary increase funds among their constituent units. The procedures of Chapter 24, Section 24-55 of the Faculty Code will be followed in distributing funds allocated to adjust faculty salaries based on merit.

7. Retention Adjustments

With approval from the Provost, college administered or University funds may be used to adjust faculty salaries as a means to retain faculty members at the University of Washington either at the time of merit reviews or at other times as necessary throughout the academic year. Assessments of a faculty member's quality and unit contribution are essential elements in decisions to make retention adjustments. Consultative processes to recommend retention adjustments shall be established at the unit level following the procedures set forth in Chapter 24, Section 24-71 of the Faculty Code.

September 29, 2016

Zoe I. Barsness, Chair, Faculty Senate
Michael E. Townsend, Secretary of the Faculty
36 Gerberding Hall
Box 351271
Seattle, WA 98195

Re: Executive Order No. 54 (Employee–Student Romantic Relationships and Conflicts of Interest)

Dear Zoe and Mike:

On behalf of President Cauce, enclosed please find a proposed new Executive Order (EO) for review by the Faculty Senate pursuant to EO No. 3. This EO is numbered 54 and titled “Employee–Student Romantic Relationships and Conflicts of Interest.”

As you know, EO No. 54 is an extension of a policy which was passed by the Senate as Class C legislation in 1992, and then ultimately placed in a footnote to Faculty Code, Chapter 24, Section 24-33 (Section 24-33). In March 2016, the footnote was moved to Faculty Code, Chapter 24, Section 24-50 (via Class A legislation) in order to, among other reasons, ensure that the policy not be lost altogether in the event the Faculty agreed to proposed revisions to the faculty salary policy (FSP), which would have eliminated Section 24-33 and the accompanying footnote.

The potential elimination of the Section 24-33 footnote was recognized during the process of drafting proposed revisions to the FSP, and a workgroup was formed to evaluate whether a policy should be developed. The workgroup recommended both that a policy should indeed be developed and, moreover, that the policy set out in the Section 24-33 footnote—which covered only romantic relationships between faculty and students—should be extended to cover all University employees. In other words, all University employees would be prohibited from engaging in a consensual relationship with a student if it creates a conflict of interest.

During the course of EO No. 54’s development, other provisions not covered by the Section 24-33 footnote were identified and addressed, including: clarification of such terms as “student,” “romantic relationship,” and “conflict of interest”; explanation as to the new policy’s intersection with EO No. 31 (Nondiscrimination and Affirmative Action); explanation as to how potential conflicts may be disclosed; identification as to whom is authorized to determine whether a conflict can be avoided; description of potential consequences for violations of the policy; prohibition against retaliation for those who raise concerns under the policy; and referral to resources for additional information.

The list of administrators who have reviewed draft EO No. 54 is long and includes: Rebecca Aanerud, Associate Dean for Academic Affairs and Planning, Graduate School; Karen Baebler, Assistant Athletic Director, Intercollegiate Athletics; Jerry Baldasty, Provost and Executive Vice President; Shannon Bailie, Director, Health and Wellness; Beth Beam, Assistant Vice Chancellor, Organizational Excellence & HR, UW Bothell; Cheryl Cameron, Vice Provost for Academic Personnel; Richard Cordova, Executive Director, Internal Audit; Peter Denis, Assistant Vice President, Labor Relations; Shelley Kostrinsky, Assistant Vice Provost for Academic Personnel; Jill B. Lee, Executive Director, Compliance Services; Nicki D. McCraw, Assistant Vice President, Medical Centers Human Resources; Bruce F. Miller, Senior Policy Analyst, HR Administrative and Information Systems; Alison M. Navarrete, Director of Academic Human Resources, UW Tacoma; Lawrence W. Paulsen, Assistant Attorney General; Jon A. Payne, Conflict Resolution Specialist, Medical Centers Human Resources; Jennifer J. Petritz, Director, Medical Centers Human Resources; Erin F. Rice, Assistant Vice President, Campus HR Operations; George Theo, Dean of Student Affairs, UW Bothell; and Richard Wilkinson, Associate Vice Chancellor, UW Tacoma.
We look forward to the Faculty Senate’s review within the EO No. 3 timeline, and please do not hesitate to contact me if there is further information or assistance I might provide.

Very truly yours,

[Signature]

Rolf B. Johnson

C: Ana Mari Cauce, President
    Cheryl D. Cameron, Vice Provost, Academic Personnel
    Amanda L. Paye, Deputy Title IX/ADA Coordinator, Compliance Services
    Rebecca G. Deardorff, Director, Rules Coordination Office
Employee–Student Romantic Relationships and Conflicts of Interest

1. Principles

Romantic relationships between University of Washington employees and students can lead to a conflict of interest that is detrimental to the functioning of the University because, if present, the professional authority under which employees’ decisions are made may be called into question. The following are examples of why the University's responsibilities to the public and to individual members of the University community may be compromised if employees do not avoid such conflicts of interest:

- The possibility of allegations of sexual harassment may arise when an employee in a position of authority over a student has a romantic relationship or makes romantic advances toward that student and if the employee’s immediate power to influence the student's access to educational programs and services, academics or professional progress, and/or work experience or opportunities brings into question the ability of the student to consent to the relationship;

- The possibility of a hostile or offensive academic or work environment may arise if the employee’s romantic interests or advances are or become unwelcome by a student and the employee fails to separate personal interests from his or her professional decision-making;

- The possibility of impeding a student's access to educational programs and services, academics or professional progress, and/or work experience or opportunities may also arise if the employee is already in a position of decision-making authority with respect to the student or may be so in the future, since the employee must then abstain from participation in such decisions, thereby denying the student access to the employee’s professional assessment and/or decision-making authority; and

- Romantic relationships between employees and students may also infringe on the rights of other students or colleagues because there may be actual or perceived bias, partiality, or influence.

This policy does not restrict employees’ legal rights as citizens, including those of association and expression and protection from discrimination based on marital status. However, when the exercise of those freedoms conflicts with the institutional necessity of impartiality in academic and employment decisions, the University may take corrective action in accordance with the terms and conditions of employment governing the employee’s employment relationship with the University.
2. Policy

All University employees or appointees, including faculty and other academic personnel, staff (e.g. coaches and academic advisors), temporary staff, Academic Student Employees, and student employees (e.g. Resident Advisors) are prohibited from:

- Engaging in a romantic relationship with a student that creates an actual conflict of interest or could be perceived to create conflict of interest; or

- Exercising authority over a student with whom the employee has or has had a romantic relationship that creates an actual conflict of interest or could be perceived to create conflict of interest.

This policy is in addition to Executive Order No. 32, Employee Responsibilities and Employee Conflict of Interest.

3. Definitions

A. Conflict of Interest

A conflict of interest arises when an employee’s objectivity and decision-making in his or her professional role relating to students is or has the potential to be compromised because of a romantic relationship the employee has with a student. This professional role encompasses decisions or recommendations that may affect the student’s access to educational programs and services; academics or professional progress; and/or work experience or opportunities. The role also includes voting on actions that involve the student, contributing to or evaluating scholarly work, evaluating academic status or progress, providing career recommendations or references, making hiring or termination decisions or otherwise making decisions that substantially affect academic status or employment.

B. Romantic Relationship

A romantic relationship includes intimate, sexual, dating, and/or any other type of amorous encounter or relationship, whether consensual, casual or serious, short-term or long-term.

C. Student

A student under this policy includes, but is not limited to, any individual enrolled in any course, whether matriculated or nonmatriculated, in any University program of study.

4. Complaint Reporting

Those who have concerns about potential violations of this policy may report them to their supervisor, department chair or director, dean or chancellor, administrative head, and/or Human Resources Consultant or Academic Human Resources Consultant. Reports will be evaluated in order to determine an appropriate institutional response.

5. Conflict of Interest and Sexual Harassment

Upon receiving a report of a potential conflict of interest arising from an employee–student romantic relationship, in addition to any other investigatory or corrective action that is taken, the University may be obligated to evaluate whether there is or has been a violation of Executive
Order No. 31, Non-discrimination and Affirmative Action. The matter may be referred to the University Complaint Investigation and Resolution Office (UCIRO) for investigation in accordance with Administrative Policy Statement 46.3, Resolution of Complaints Against University Employees and/or the Faculty Code.

6. **Consequences of Violation of Policy**

   University employees who violate this policy may be subject to corrective or disciplinary action, including, but not limited to, termination of employment and/or if student employees, subject to Chapter 478-120 WAC, Student Conduct Code for the University of Washington.

7. **Disclosure of Conflict**

   Employees who suspect that their romantic relationship with a student may create an actual or perceived conflict of interest must notify their supervisor, department chair or director, dean or chancellor, or administrative head. The purpose of this notification is to evaluate whether a plan can be created that will avoid the conflict or potential impact on the student or others. Supervisors, department chairs or directors, and administrative heads should consult with their human resources consultant, dean’s or chancellor’s office, the Office of Student Life, or other appropriate offices in evaluating the plan. Whether the University is able to create an acceptable plan is within the discretion of the relevant University administrative authority.

   Disclosure of a potential conflict does not preclude the University from taking appropriate measures to address any behavior that may have occurred before or after the disclosure that is in violation of University policy.

8. **Retaliation Prohibited**

   This policy prohibits taking adverse action against any individual who reports (or is perceived to have reported) concerns under this policy or who cooperates with or participates in any investigation related to this policy.

9. **Additional Information**

   For additional information about this policy, contact the following:

   - Academic Human Resources (for complaints involving academic personnel); phone: 206-543-5630
   - UCIRO (for complaints involving any University employee, including student employees); phone: 206-616-2028
   - Human Resources:
     - Campus Human Resources (for complaints involving UW Seattle, UW Bothell, and UW Tacoma campus staff employees, including student employees); phone: 206-543-2354
     - Harborview Medical Center (HMC) Human Resources (for complaints involving HMC staff employees, including student employees); phone: 206-744-9220
     - UW Medical Center (UWMC) Human Resources (for complaints involving UWMC staff employees, including student employees); phone: 206-598-6116
2016 – 2017 Appointments to University and Senate Committees.

Faculty Council on Academic Standards (Meets Fridays at 1:30)
- Ann Huppert, College of Built Environments, as a member for a term beginning September 16, 2016, and ending September 15, 2019.

Faculty Council on Benefits and Retirement (Meets Mondays at 2:30)
- Jason Nixon, School of Medicine, as a member for a term beginning September 16, 2016, and ending September 15, 2019.
- Charles Chamberlin, UWRA, University Libraries, as an ex-officio member with vote for a term beginning September 16, 2016, and ending September 15, 2017.
- Stephan Siegel, Foster School of Business, as a member for a term beginning September 16, 2016, and ending September 15, 2019.

Faculty Council on Faculty Affairs (Meets Tuesdays at 11:00)
- Joseph Janes, Information School, as a member for a term beginning September 16, 2016, and ending September 15, 2019.
- Gordon Watts, College of Arts & Sciences, as chair for a term beginning September 16, 2016, and ending September 15, 2017.
- Míceál Vaughan, UWRA, College of Arts & Sciences, as an ex-officio member with vote for a term beginning September 16, 2016, and ending September 15, 2017.

Faculty Council on Multicultural Affairs (Meets Mondays at 12:30)
- Joseph Rajendran, School of Medicine, as a member for a term beginning September 16, 2016, and ending September 15, 2019.
- Bill Covington, School of Law, as chair for a term beginning September 16, 2016, and ending September 15, 2017.
- Bill Covington, School of Law, as a member for a term beginning September 16, 2016, and ending September 15, 2019.

Faculty Council on Teaching and Learning (Meets Thursdays at 10:30)
- Mark Zachry, College of Engineering, as a member for a term beginning September 16, 2016, and ending September 15, 2019.

Faculty Council on Tri-campus Policy (Meets Thursdays at 9:00)
- Marcy Stein, UW Tacoma, as chair for a term beginning September 16, 2016, and ending September 15, 2019.
- Marcy Stein, UW Tacoma, as a member for a term beginning September 16, 2016, and ending September 15, 2019.
- Meghan Eagen-Torkko, UW Bothell, as a member for a term beginning September 16, 2016, and ending September 15, 2019.

Faculty Council on University Facilities and Services (Meets Thursdays at 10:00)
- Ashley Emery, College of Engineering, as a member for a term beginning September 16, 2016, and ending September 15, 2019.
- Steve Goldblatt, UWRA, College of Built Environments, as an ex-officio member with vote for a term beginning September 16, 2016, and ending September 15, 2017.

Faculty Council on Women in Academia (Meets Wednesdays at 3:30)
• Elizabeth Umphress, Foster School of Business, as a member for a term beginning September 16, 2016, and ending September 15, 2019.

Faculty Council on University Libraries (Meets Wednesdays at 2:30)

• Kate O’Neill, UWRA, School of Law, as an ex-officio member with vote for a term beginning September 16, 2016, and ending September 15, 2017.

Senate Committee on Planning and Budgeting

• Bill Bender, College of Built Environments, as a member for a term beginning September 16, 2016, and ending September 15, 2019.
• Dan Grossman, College of Engineering, as a member for a term beginning September 16, 2016, and ending September 15, 2019.
• Paul Hopkins, College of Arts and Sciences, as chair and member for a term beginning September 16, 2016, and ending September 15, 2017.
• Mary Hebert, School of Pharmacy, as a member for a term beginning September 16, 2016, and ending September 15, 2019.
• Edward Rice, Foster School of Business, as a member for a term beginning September 16, 2016 and ending September 15, 2017.

Adjudication Panel

• Ashley Emery, College of Engineering, as a member for a term beginning September 16, 2016, and ending September 15, 2019.
• Cynthia Dougherty, School of Nursing, as a member for a term beginning September 16, 2016, and ending September 15, 2019.
• Todd Herrenkohl, School of Social Work, as a member for a term beginning September 16, 2016, and ending September 15, 2019.
• Marc Binder, School of Medicine, as a member for a term beginning September 16, 2016, and ending September 15, 2019.
• Jonathan Bernard, College of Arts & Sciences, as a member for a term beginning September 16, 2016, and ending September 15, 2019.
• Lisa Kelly, School of Law, as chair for a term beginning September 16, 2016, and ending September 15, 2017.
• Karen Boxx, School of Law, as vice chair for a term beginning September 16, 2016, and ending September 15, 2017.

Advisory Committee on Faculty Code and Regulations

• Theo Myhre, School of Law, as a member for a term beginning September 16, 2016 and ending September 15, 2019.
• Sandra Silberstein, College of Arts & Sciences, as a member for a term beginning September 16, 2016 and ending September 15, 2019.
• Karen Boxx, School of Law, as a member for a term beginning September 16, 2016, and ending September 15, 2019.
• Mićeál Vaughan, College of Arts & Sciences, as a member for a term beginning September 16, 2016, and ending September 15, 2019.
2016-2020 Diversity Blueprint Introduction

The University of Washington’s Diversity Blueprint articulates the tri-campus community’s aspirations for becoming a truly inclusive and equitable environment for learning, research, service, and outreach.

The Diversity Blueprint begins with the University of Washington’s Diversity Council, a body composed of faculty, staff, and students from across all academic and administrative units, which is charged with advising the Vice President of Minority Affairs and Diversity and Chief Diversity Officer on campus diversity issues. In 2010 the Diversity Council responded to the campus community’s calls for the creation of a comprehensive plan that would guide the University of Washington toward achieving its stated goals for diversity and inclusion. In the spirit of those calls, a Diversity Blueprint was developed to challenge the University to live up to its mission of valuing diverse perspectives, creating a welcoming learning environment for all students, and promoting broad access and equal opportunity. The 2010-2014 Diversity Blueprint recognized that, in order to be effective, policies, curricula, and initiatives must reflect the shifting demographics and changing needs of the University’s diverse community.

The 2010-2014 Diversity Blueprint established six goals for the UW: 1) Provide leadership and communicate commitment to diversity; 2) Attract, retain, and graduate a diverse and excellent student body; 3) Provide rich learning experiences and prepare students for global citizenship; 4) Attract and retain a diverse faculty and staff; 5) Encourage and support diversity research; and 6) Create and sustain a welcoming climate for diversity. Specific metrics and specific targets were developed to assess progress for each goal area. Relevant data were collected in 2013 and 2014 and made available through a Goal Attainment Dashboard prepared by the Office of Educational Assessment (see: http://www.washington.edu/diversity/diversity-blueprint/ for all 2010-2014 Blueprint documents.)

The 2010-2014 Diversity Blueprint goals focused primarily on the UW student experience, and many of the priorities concerning students were met or exceeded by 2014. Among these successes were substantial increases in the percentage of URM first-time freshmen entering UW and in the percentage of masters, doctoral, and professional degrees awarded to URM students. Another success was the passage of a university-wide diversity course requirement for all undergraduate students.

Although a number of the 2010-2014 Blueprint goals were attained or exceeded, others require additional attention. There is room for continued improvement in the areas of student, faculty, and staff diversity, diversity research, campus climate, and diversity leadership. The President’s Race and Equity Initiative is one example of the University’s renewed response to these areas. The Initiative seeks new ways to support and sustain diversity at the UW, centers on creating an inclusive experience for students, faculty, and staff, and directly addresses issues of institutional bias and structural racism. This initiative is one of several that the Diversity Council considered while developing a new Diversity Blueprint to guide the UW’s efforts for the period 2016-2020.

To effectively respond to ongoing needs as well as to enhance progress already made, and in order to reflect current concerns of the University community, the Diversity Council has produced a new Diversity Blueprint for 2016-2020 organized around these six goals: 1) Cultivate an Inclusive Campus Climate, 2) Attract, Retain, and Graduate a Diverse and Excellent Student Body, 3) Attract and Retain a Diverse Faculty, 4) Attract and Retain a Diverse Staff, 5) Assess Tri-Campus Diversity Needs, and 6) Improve Accountability and Transparency. The previous blueprint fostered a number of student-related successes that the new Blueprint endeavors to build upon. For each goal, the Diversity Council has identified a number of strategic priorities and suggested action steps that are essential to progress.

Academic and administrative units will be accountable for the oversight and progress of each goal and strategic priority. Unit leadership is thus asked to develop concrete plans for fulfilling these charges. As a guide for assessment, planning, and evaluation, the Blueprint provides an overarching framework with

Revised: September 26, 2016
which each academic and administrative unit can align its particular needs and priorities, and against which each unit can measure its success.

Similar to the 2010-2014 Blueprint, institutional-level metrics have been developed for each goal for 2016-2020. Baseline data have been set, and comparative data will be gathered at regular intervals and then tracked on a Goal Attainment Dashboard that will clearly indicate success or the need for further improvement.

Moving the University of Washington toward fulfilling the goals identified in the 2016-2020 Diversity Blueprint will require the combined efforts of administrative and academic units, as well as faculty, staff, and students, across our three campuses. The Office of Minority Affairs and Diversity, in collaboration with other diversity offices and programs across the UW, will offer assistance to units to formulate plans and identify resources for effective change.

Rickey L. Hall
Vice President for Minority Affairs & Diversity
Chief Diversity Officer

Chadwick Allen
Associate Vice Provost for Faculty Advancement
Russell F. Stark University Professor
UW Diversity Blueprint
2016-2020

Goal 1: Cultivate an Inclusive Campus Climate

The University must actively work to create and maintain learning, working, and living environments in which students, faculty, and staff from diverse backgrounds feel they can thrive. The climate should be inclusive, equitable, and welcoming on all UW campuses.

Recommended Priorities and Suggested Action Steps

- **Create a framework to address the University’s challenges by developing, administering, and assessing an inclusive campus climate survey**
  - Create an inclusive campus climate survey committee to design or commission a survey that is able to identify relevant issues that may be present on campus.
  - Appoint the appropriate level of leadership to administer a campus-wide climate survey that is distributed to all undergraduate, graduate, and professional students, faculty, and staff.
  - Publish climate survey results to serve as a reference for prospective and current students, faculty, and staff.
  - Provide relevant climate survey results to faculty and staff who are responsible for specific initiatives and programs and urge them to modify their programs and initiatives to address shortcomings.
  - Establish an exit survey for students, faculty, and staff who leave the university to determine whether campus climate contributed to their decision.

- **Acknowledge and address student issues regarding equity and social justice**
  - Identify and publicize the work of the UW research centers where issues of equity and social justice are critically examined.
  - Hold regular, facilitated conversations with students to learn about their experiences with issues of equity, difference, and privilege across the university. Create feasible action items to rectify the most glaring issues.
  - Create awareness about international student-related issues in the classroom and in other programs across the university.
  - Create awareness about graduate and professional student-related issues in the classroom and in other programs across the university.
  - Communicate the procedure that encourages students to report incidences of bias. Ensure that the current procedure minimizes the fear and repercussions that could result as a consequence of reporting.
  - Generate and publicize a directory of current diversity-driven student groups. Encourage those groups to collaborate to create solutions for diversity-related issues and engage in conversations around race, gender, sexuality, and difference.

- **Enhance effectiveness of curriculum and educational programs with regards to diversity and inclusion**
  - Increase opportunities for faculty members to learn and apply effective pedagogies for teaching diverse student populations by expanding offerings and resources within the Faculty Fellows program, the Center for Teaching and Learning, and the Center for Communication, Difference, and Equity.
  - Provide systemic training to teaching and research assistants on the impact of diversity in the classroom, including climate, course design, pedagogy, assessment, and cultural responsiveness.
Create a diversity question bank that can be added to course evaluations and make it accessible to each department. Establish a searchable database of questions where units can share information.

Assess the impact of the recently implemented student diversity course requirement by including questions about it in the student climate survey.

**Goal 2: Attract, Retain, and Graduate a Diverse and Excellent Student Body**

The University must continue to actively recruit and support a diverse body of undergraduate, graduate, and professional students. The University must increase its capacity to serve students from historically underrepresented groups; students from low- and modest-income families; students who identify as disabled, LGBTQ+, and veterans; international students; transfer students; and students who are part of recent immigrant populations.

**Recommended Priorities and Suggested Action Steps**

- **Ensure continued progress toward achieving diversity in the undergraduate student body**
  - Establish collaborative relationships between central recruitment and outreach services and departments to better coordinate K-12 pipeline programs, two-year institutions, and initiatives to connect potential students to academic departments.
  - Explore multiple mechanisms and funding opportunities to expand recruitment and retention of students from underrepresented groups, veterans, LGBTQ+, recent immigrants, students with disabilities, and low-income students, and consult the Enrollment Management Advisory Committee, where possible.
  - Increase outreach to state community, two-year, and tribal colleges in order to create smoother pathways for diverse transfer students.
  - Work with Advancement and external communities to increase scholarship funding to support underrepresented minority students.
  - Monitor demographic trends in high school and community college student populations to prepare for shifting priorities in outreach and recruitment.

- **Improve retention and graduation rates for underrepresented undergraduate students to reach rates comparable to all UW undergraduate students**
  - Provide comprehensive financial aid packages that will enable students to earn degrees and implement proactive advising of students to ensure financial literacy and management of resources.
  - Document migration from pre-majors in high demand fields and develop strategies to improve access to majors of choice for underrepresented students.
  - Strengthen student mentoring by enhancing advising strategies, such as early warning and intervention systems, for underrepresented, veteran, first-generation, and low-income students.
  - Develop strong partnerships among diversity units and academic departments to secure outside funding for projects to increase the success of underrepresented students.

- **Ensure continued progress toward recruitment and retention of graduate and professional students**
  - Develop and strengthen relationships with existing pipeline initiatives to encourage underrepresented, veteran, LGBTQ+, first-generation, and low-income students from UW and other regional colleges and universities to attend graduate school at the UW.
- Increase collaboration between GO-MAP and academic departments so that departments can contact, host, and recruit students interested in their programs.
- Improve mechanisms for recruitment staff members across the University to collaborate on outreach to potential graduate students.
- Develop competitive financial packages to increase enrollment of accepted students. Monitor impact of increased tuition and cuts to TA and RA positions on underrepresented students.
- Develop or enhance diversity-related course offerings based on national trends in curriculum within each discipline.
- Increase mentoring opportunities for underrepresented graduate and professional students.

**Goal 3: Attract and Retain a Diverse Faculty**

The University must maximize opportunities to recruit diverse faculty and ensure that efforts at retention and advancement become central. There must be a focus on issues of professional development and an establishment of support networks in order to successfully recruit, retain, and advance faculty.

**Recommended Priorities and Suggested Action Steps**

- **Strengthen and diversify faculty hiring practices**
  - Work toward goal of 100% participation of deans and associate/divisional deans in search committee training that addresses best practices, implicit bias, equity, and cultural responsiveness.
  - Encourage the dean of each school/college to certify that a broad and inclusive search has been conducted for each faculty hire by requesting availability pool data from the Office of Equal Opportunity and Affirmative Action.
  - Pursue cluster hires where appropriate, particularly when opportunities exist across units. Promote visibility of research area and teaching needs of each department.
  - Update current hiring practices by analyzing annual hiring data to help attract more diverse faculty applicant pools for each search.

- **Utilize best practices to improve the recruitment of underrepresented faculty**
  - Encourage all search committee members to use the Handbook of Best Practices for Faculty Searches and online Toolkit in order to generate an understanding of techniques that may better attract a more diverse pool of applicants.
  - Utilize availability data and applicant flow information in faculty hiring processes to monitor and improve applicant pools.
  - Encourage units to create a database of information collected from relevant faculty pipeline programs so they can contact, host, and recruit program participants who are interested in faculty careers.
  - Explore post-doctoral opportunities that attract diverse faculty.

- **Develop school/college practices that support the retention and advancement of underrepresented faculty**
  - Create opportunities that support professional development for faculty. Provide resources for units seeking assistance with developing these programs.
  - Work toward goal of 100% faculty participation in cultural responsiveness training.
Establish best practices in tenure and promotion review for how to recognize the contributions of faculty who mentor underrepresented students and provide service to underserved communities. Units should ensure that these contributions do not prohibit faculty from advancing in rank in a timely manner.

Provide professional development and leadership advancement opportunities to promote an equitable presence of URM faculty in University administration.

Offer workshops for junior faculty members to clarify the tenure and promotion process, including third-year reviews, annual reports, and compilation of tenure files.

Improve on-boarding for new faculty by providing them access to diversity resources and information regarding affinity groups.

Goal 4: Attract and Retain a Diverse Staff

The University must maximize opportunities to recruit diverse staff members and ensure that efforts at retention and advancement become central. There must be a focus on staff on-boarding and professional development to successfully recruit, retain, and advance staff.

Recommended Priorities and Suggested Action Steps

- **Improve recruitment processes and strengthen staff hiring practices to diversify workforce**
  - Update current hiring practices by analyzing annual hiring data to help attract more diverse staff applicant pools.
  - Provide potential job candidates with information about affinity groups to publicize the existence of URM networks.
  - Utilize availability data and applicant flow information in staff hiring processes to monitor and improve diversity of applicant pools.
  - Encourage units to use the Staff Diversity Hiring Toolkit to generate an understanding of techniques that may better attract a more diverse pool of applicants.
  - Modify the UWHR On-Boarding Toolkit to include information and spread awareness about affinity groups.

- **Develop school/college practices that support the retention and advancement of underrepresented staff**
  - Create opportunities that support professional development for staff. Provide a resource within UWHR for units seeking assistance with developing these programs.
  - Work toward goal of 100% staff participation in cultural responsiveness training.
  - Monitor the advancement of URM staff by conducting an annual review of staff reclassification and promotion within units.
  - Establish best practices on how to avoid placing the burden on staff of color to be the same, single representative on every search committee.
  - Provide professional development and leadership advancement opportunities to promote the equitable presence of URM staff in University administration.
  - Provide administrative leaders information on succession planning and diversity.
  - Encourage staff to participate in affinity groups by informing them of the existence of these networks.
Ensure that resources from OMA&D continue to be available to affinity groups and publicize best practices for how to efficiently use those resources.

**Goal 5: Assess Tri-Campus Diversity Needs**

The UW must assess tri-campus diversity needs regarding programming and related efforts that engage students, faculty, and staff in order to promote collaboration and inclusivity across the Seattle, Tacoma, and Bothell campuses. The UW must then work to increase access to information related to diversity and inclusion, encourage a broader range of perspectives, and promote a commitment to opportunities for shared experiences.

**Recommended Priorities and Suggested Action Steps**

- **Enhance communication and collaboration across campuses**
  - Establish regular meetings for Diversity Officers and Diversity Leaders from Seattle, Tacoma, and Bothell.
  - Develop an annual Diversity Update for each campus that is based on a standardized format of diversity-related data and programming. Create an annual comprehensive UW Diversity Update based on the Updates provided by each campus.

- **Track and develop diversity-related programming that is accessible to faculty and staff at all three campuses**
  - Create an inventory of and highlight existing diversity-related workshops, trainings, and resources, and communicate that faculty and staff are welcome and encouraged to attend trainings on any campus.
  - Establish, where needed, faculty and TA workshops that address diversity-related issues in the classroom, including the inequities that underrepresented populations face at their respective campus.
  - Create support for collaborative research efforts across the three campuses and recognize those faculty who demonstrate innovative contributions with a diversity research award.
  - Provide access to resources for faculty and for staff across the three campuses to develop peer communities that provide insight and best practices from their experiences to their members.

- **Evaluate accessibility of diversity and inclusion resources at all three campuses**
  - Coordinate online databases of diversity-related resources so that students, faculty, and staff from all campuses can easily access information.
  - Create a comprehensive diversity programming calendar across all three campuses. Publicize workshops that are open to all students, faculty, and staff.
  - Develop and publicize “diversity pride points” that describe the diversity-related progress made by students, faculty, and staff at each campus.
  - Publicize supplier diversity-related resources (departments, programs, workshops, websites and brown bag sessions) that students, faculty and staff can easily access.

**Goal 6: Improve Accountability and Transparency**

University leadership must commit to working towards established diversity and inclusion goals. Leaders at all levels must accept accountability by implementing new initiatives to achieve those goals, ensure that best practices are disseminated within and across all three campuses, and make clear the University’s commitment to diversity and inclusion.

**Recommended Priorities and Suggested Action Steps**

Revised September 27, 2016
Create standards to serve as a guide for deans and department chairs
  o Implement annual surveys that review the units’ hiring, retention, utilization of diverse suppliers, and other diversity practices based on systematically collected data and create a report for deans, directors, and chairs.
  o Use data on faculty hiring and student enrollment when planning future courses of action regarding outreach and recruitment. Ensure that policies, planning, and decision-making processes are informed by diversity-related best practices.
  o Work toward goal of 100% participation of deans, associate/divisional deans, directors, and chairs in diversity training, and include diversity metrics as part of dean, associate/divisional dean, and program reviews.
  o Require the creation or renewal of unit-level diversity committees that must submit an annual diversity report that specifies progress on the diversity blueprint goals. Offer diversity committees a set of best practices that can be incorporated into their existing diversity plans.
  o Create a Standard Operating Procedure for communication between the Diversity Council and deans and associate/divisional deans.
  o Maintain an online database of best practices on the diversity portal that is accessible to faculty and staff.

Ensure that University units successfully contribute toward compliance measures
  o Continue to build an institutional culture that values and supports the highest levels of compliance with federal, state, and local laws and regulations.

Incentivize the implementation of successful diversity and inclusion initiatives for University units and engage University leadership in disseminating information about those efforts
  o Establish an annual President's Community Engagement and Diversity Award in recognition of a particular academic unit that impacted community and diversity at the University. The award should include a grant for future diversity-related initiatives.
  o Publicize and recognize units that have demonstrated successful outreach and recruitment efforts.
  o Appoint University leadership to host workshops for units to share best practices in recruiting and retaining diverse students, faculty, and staff, improving and surveying climates, and diversifying curriculum.

Establish an understanding of diversity-related leadership
  o Create a University document that identifies the infrastructure of diversity offices and committees.

 Increase funding for diversity and inclusion initiatives
  o Fund diversity and inclusion proposals that focus on increasing the presence of faculty, staff and students from underrepresented groups.
  o Commit to making diversity and inclusion funding a priority in upcoming capital campaigns.
Glossary of Terms

**Affinity Groups:** Groups of faculty and staff at the university who are linked by a common identity. Affinity groups are supported by the UW as a way to advance recruitment and retention efforts.

**Availability Pool Data:** The number and demographics of eligible and qualified individuals across the country for a particular faculty position.

**Cluster Hiring:** Hiring faculty into the same or multiple departments or schools based on shared and sometimes interdisciplinary research topics.

**Cultural Responsiveness:** Recognizing the importance of including cultural references in all aspects of learning.

**Implicit Bias:** Negative associations people knowingly or unknowingly hold that are expressed automatically, without conscious awareness.

**Racial Equity:** The condition that would be achieved if one’s racial identity no longer predicted, in a statistical sense, how one fares.

**URM:** Underrepresented Minority