Minutes
Faculty Senate Meeting
Thursday, May 21, 2:30 p.m.
Savery Hall, Room 260

1. Call to Order and Approval of Agenda.

Chair O’Neill called the meeting to order at 2:33 p.m. The agenda was approved.

2. Report of the Chair – Professor Kate O’Neill. [Exhibit A]

Chair O’Neill welcomed members to the final Faculty Senate meeting of the year. O’Neill had two additions to her written report. Her first addition was a comment about the membership of the Presidential Search Advisory Committee. She indicated that the Regents did not follow the recommendations of Faculty Senate leadership for most of the positions but did appoint Vice Chair Norm Beauchamp. She asked members to write down the most important qualities of a new president for the search committee to consider during the search process.

Secondly, O’Neill invited members to a reception with President Cauce after the meeting.


a. Report of the Secretary of the Faculty. [Exhibit B]

b. Report of the Chair of the Senate Committee on Planning and Budgeting. [Exhibit C]

c. Report of the Faculty Legislative Representative. [Exhibit D]

Faculty Legislative Representative JoAnn Taricani provided a brief update. She pointed to her written report and asked members to pay particular attention to the bills of interest that passed others that did not make deadlines for passage out of a committee. Some notable bills that didn’t pass included counting computer science as a language requirement for college entrance and a bill regulating the costs of textbooks. She reported that the first special session was nearing the end and that it was likely that Governor Inslee would call a second special session to begin the day after the end of the first. Taricani was pleased that well over 30 faculty members testified in Olympia over the course of the year, providing valuable expertise. The most recent economic forecast was positive but didn’t significantly change the budget equation. Negotiators had a long way to go to compromise on revenue sources. Taricani hoped that higher education would not become a bargaining chip.

A member asked if a priority bill could be reintroduced if it didn’t pass out of committee. Taricani said the chance was very low but that it was possible given certain circumstances.

Katz (Public Health) spoke in favor of the UW supporting increasing revenue. Taricani responded that the UW supported the House budget, which included revenue.

There were no questions regarding written reports.


President Cauce turned the meeting over to Norm Beauchamp who presented a plaque of recognition to Senate Chair Kate O’Neill. In response, Kate thanked the Senate for their hard work and participation during the year.

Cauce added her thanks to Kate O’Neill and to Jack Lee for their collaboration during the past year. She announced that she added the Senate Chair to the President’s Cabinet. She emphasized that she believed it was important for the Senate Chair to be recognized as part of University leadership, not just faculty leadership. Cauce added that it was her intent to use faculty councils more actively in the future rather than creating separate administrative committees and task forces.

Cauce planned for faculty and staff raises in June, but since the legislature had not passed a budget, raises would likely be delayed to September.
As the year was winding down, President Cauce was happy to have time to engage with students. She attended the Undergraduate Research Symposium, which had record participation and included students from around the country. She also held meetings with GPSS, where they discussed graduate student issues around tuition subsidies and the possibility of a career center for graduate students. Cauce commented that requests for non-instructional services for students and faculty were increasing, and that all stakeholders should think about balancing priorities with our limited resources.

In other news, Cauce expressed pride that the UW divested from coal. She announced a new initiative, “Transforming Administration,” which would be aimed at cutting administrative costs throughout the university.

Storti asked about the status of Executive Order (EO) 50 (Regarding Historic Preservation) which was currently under review by the Faculty Senate. The leadership had received the EO and asked the Faculty Council on University Facilities and Services for input. President Cauce was unclear about the timeline of the EO and indicated that she would look into it. Chair O’Neill responded that given the timeline, the EO could be sent to the Senate membership electronically for review. She asked for members to send feedback about the EO or the review process to senate@uw.edu.

5. Requests for Information.
   Summary of Executive Committee Actions and Upcoming Issues of May 4, 2015.
   a. Approval of the April 6, 2015, Senate Executive Committee minutes.
   b. Approval of the April 23, 2015, Faculty Senate minutes.
   c. Faculty Council on Academic Standards report to the SEC. [Exhibit E]
   d. Faculty Council Activities. [Exhibit F]
   e. 2015-16 schedule of Faculty Senate and Executive Committee meetings. [Exhibit G]
   f. Sustainable academic business plan: mobilizing the senate. [Exhibit H]

There were no requests for information.

6. Presidential Search – Regent Joanne Harrell and Kenyon Chan, Chair, PSAC.

Regent Harrell was unable to attend. In attendance were Kenyon Chan, chair of the Presidential Search Advisory Committee, and Jan Greenwood and Julie Holley from Greenwood/Asher & Associates, the executive search firm hired by the UW to consult on the search. Chan discussed the selection of the search firm and the process being used. He commented that a series of meetings would be held with various constituents to identify the status of the university and the qualities needed in a new president.

Chan commented on the selection of the search committee. Compared to the previous search committee, Chan appointed six faculty instead of two and included student representatives from Bothell and Tacoma. Regarding the openness of the search, Chan indicated that the candidate pool would be confidential but the level of confidentiality at the final stages of the search was still open for discussion. Chan commented that the university was fortunate to have a strong internal candidate in Ana Mari Cauce, and that she deserved the confidentiality of all other candidates. He added that all candidates would benefit from a rigorous national search, and that this was a great opportunity to explore qualities of leadership the community needs in their next leader.

Questions and comments followed:

Q: Barsness (UW Tacoma, Business, vice chair elect) thanked Kenyon Chan for the opportunity to give feedback. Barsness asked if the criteria and profile of a desired candidate would be shared with the community.
A: Chan responded that the profile would be vetted by the search committee and the Board of Regents, and he was hopeful that the document would be shared on the web. He also viewed the profile as an opportunity to explain and highlight the campus in an overarching way.

C: Muren (Arts & Sciences) expressed a desire for the next president to fit with the liberal values of Seattle and the arts. Chan responded that the committee has heard a desire for a president who embraces the importance of social justice and the setting of the Seattle region. He indicated that the
committee would be seeking information not just through what candidates say in their statements, but what they have accomplished in previous roles.

Q: Katz (Public Health) asked about the rationale for proceeding with a confidential search and questioned if it served the university well.
A: Chan replied that it is difficult to have open searches for full professors, let alone presidents. Jan Greenwood added that many administrators are afraid of being fired, as has happened before. She conceded that there are positives to both practices and two very different pools of candidates are drawn depending on the openness of the search. Chan added that the last UW search had five outstanding candidates, none of whom would have been involved in an open search.

C: Hoffman (College of Education) expressed the need to clearly articulate the role of universities in their obligation to serve society, government, and business stakeholders. She quoted a colleague as saying that any outside candidate should be at least twice as good as any inside candidate. Chan commented that he would like to hear what qualities of an internal candidate are important.

Q: Searle (Arts & Sciences) asked if background checks would overlook simple characteristics that would otherwise be easy to find, such as if candidates really understood what faculty members do.
A: Chan responded that the search firm had a strong reputation for doing background checks including behavior toward faculty and students. He added that the Regents are committed to gathering information on candidates and emphasized the importance of expanding the number of faculty on the search committee.

C: Janes (Information School) commented about the complexity of the UW and the search process. He expressed that it was critical to publish the candidate profile previously mentioned by Kenyon Chan. Janes said that the previous ten years were exhausting and noted that the most recent two presidents left abruptly and did not finish their expected tenure. On top of that, state funding and support had rapidly declined. He argued that the university community was tired and wanted someone who they could trust and believe in, who would be committed to the job for the long haul, and who would be ready to hit the ground running. Chan indicated that the search committee heard that sentiment from other stakeholders and that the profile would be worked on in the fall.

C: Fong (Business) and her colleagues on the Faculty Senate polled the faculty in their school regarding the leadership traits they would like to see in a new president. The top four leadership traits identified were: traditional leadership skills, external outreach and community building, strong decision-making skills, and a champion for innovation and change.

C: Morrison (Social Work) stressed the value of diversity and the importance of having a candidate who exemplifies that.

C: Sundermann (UW Tacoma) pointed out that the UW employs a significant number of non-tenure track faculty but that none are on the search committee. She hoped the committee would consider the perspective and needs of lecturers and other non-tenure track faculty. Chan responded that he asked multiple lecturers to join the committee but none were able to commit due to workload.
C: Killien (Secretary of the Faculty) commented that it appears that all of the faculty members on the committee hold some administrative appointment in addition to their faculty role. The appearance may be that the perspective of the “rank and file” faculty member who spends their career in the trenches may not be heard. She also commented about apparent absence more than one professional or classified staff on the search committee.

7. **Memorial Resolution.**

Vice Chair Norm Beauchamp read 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:

- Associate Professor Emeritus William (Bill) Chalk of Mechanical Engineering who died in April, 2015, after having served the university since 1957;
- Professor Emeritus James Arthur Crutchfield Jr., of Economics who died on April 30, 2015, after having served the university since 1949;
- Professor Emeritus Patricia W. Hayden of Medicine who died on April 16, 2015, after having served the university since 1958;
- Professor Emeritus Paul Pascal of Classics who died on May 11, 2015, after having served the university since 1953;
- Professor Jack Vernon Haney of Slavic Language and Literature who died on April 17, 2015, after having served the university since 1980.

The faculty approved the resolution with a standing vote.

8. **Consent Agenda.**

   a. Approve nominees for 2015-16 faculty councils and committees. [Exhibit I]
   b. Approve nominations for 2015-16 Senate Executive Committee positions. [Exhibit J]

The consent agenda was approved.

9. **Announcements.**

There were no announcements.

10. **Invited Guests:** Annual Intercollegiate Athletics report – Scott Woodward, Director of Athletics and Frank Hodge, Faculty Athletic Representative.

Frank Hodge and Scott Woodward attended to provide the annual Intercollegiate Athletics report. This was Hodge’s first year as the Faculty Athletic Representative (FAR). Hodge described the role of the FAR, both internally within the university and externally with the Pac-12 and the NCAA. Hodge reported that the NCAA legislated on multiple current issues including concussions, loss of value due to injury, and providing for the full cost of attendance for student athletes. He also served on a task force for the Pac-12 looking into time demands of student hours beyond mandated hours. At the UW, Hodge is monitoring independent study and online courses, major concentration of student athletes, time demands, and graduate transfers. He invited contact from senators to his UW email account.

Scott Woodward thanked JoAnn Taricani, Frank Hodge, and Marcia Killien for their service on the Advisory Committee on Intercollegiate Athletics. Woodward voiced his pride in the success of Intercollegiate Athletics in three major areas: academics, performance, and reputation. He highlighted Danny Shelton, a former UW football player, for his contribution to the UW and success in being the only player in the country to be named to the “first team” in both athletics and academics. He mentioned the accomplishments of several other athletes and teams, including volleyball attendance records, Krista
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Vansant winning back-to-back Honda Sport Awards in volleyball, and men's crew repeating a win of the Pac-12 conference.

Woodward turned to discussing the future of athletics. He highlighted new initiatives to provide better food plans and a full cost of attendance to student athletes. He reported that nationally, UW athletics ranks 27th in revenue and 32nd in expenses and asked if that is where we want to be in the future. A plan to reduce the Title IX subsidy from the UW administration to Intercollegiate Athletics by half would soon make the UW the institution with the lowest athletics subsidy in the Pac-12.

Another ongoing concern was litigation at the national level. Woodward mentioned two major lawsuits. First, the O’Bannon v. NCAA case regarding names and likeness of players was decided but on appeal. Second, the Kessler vs. NCAA case alleging that player compensation is unlawfully capped and that the NCAA violates anti-trust laws in doing so.

Merz (School of Medicine) asked about gender parity in special admissions and if a disparity would have title IX implications. Hodge was unsure but offered to look into the numbers.

11. Discussion item: Faculty Senate and council agenda setting for 2015-16.

Chair O'Neill introduced the discussion. A major agenda item for the coming year would be to examine the structure and charge of faculty councils in order to maximize efficiency. Members briefly discussed the Faculty Council on Tri-Campus Policy, specifically if the current structure has enough authority to address issues across all three campuses.

A member suggested that the Special Committee on Intellectual Property and Commercialization and the President's Intellectual Property Management Advisory Committee could integrate to better address IP issues while reporting to the administration and the Faculty Senate.

Vice Chair Norm Beauchamp briefly mentioned the Strategic Academic Business Plan and asked for input on how to best integrate a review of those initiatives into Faculty Councils.


There was no unfinished business.


There was no new business.

14. Good of the Order.

O’Neill thanked Jack Lee for his contributions to the faculty. She also thanked the Faculty Senate & Governance staff (Marcia Killien, Nancy Bradshaw, Jed Bradley, and Joey Burgess). Faculty council chairs were asked to stand and receive applause. O’Neill also recognized Jerelyn Resnick and Nita McKinley, chairs of the UW Bothell and UW Tacoma faculty organizations respectively, Gautham Reddy and Lorna Hardin for their service as chairs of the Faculty Appeal Board, JoAnn Taricani as Faculty Legislative Representative, Frank Hodge as Faculty Athletic Representative, and Rob Wood as President of the AAUP-UW Chapter.

15. Adjournment.

The meeting was adjourned at 4:29 p.m.

Prepared by: Marcia Killien
Approved by: Kate O'Neill, Chair
Marcia Killien
Secretary of the Faculty
Faculty Senate
Report of the Faculty Senate Chair  
Kate O’Neill, Professor, Law

The academic year winds down, again! You are all invited, at the end of today’s meeting, to a reception in Parrington Hall. Thank you to interim President Cauce for hosting this event. I hope everyone will come and enjoy some refreshments and conversation before we set off for finals and our summer plans.

I want to take a moment to thank all the senators, council chairs, and members of the Executive committee, student representatives, and all other ex officio members for your attendance, your attention, and your active participation this year. You, and all the people you represent, make this job worth doing.

Thank you also to our interim President and Provost, whose collegiality and collaborative spirit have made my job much easier than it would otherwise be.

Finally, I want to thank and express affection for all my colleagues in the Senate leadership and in the Senate office: Jack Lee, Norm Beauchamp, JoAnn Taricani and Marcia Killien are dedicated, creative, experienced, and good-humored. Each is a font of wisdom. My biggest thanks go to the unflappable, indefatigable Nancy Bradshaw, Jed Bradley, and Joey Burgess. You are so knowledgeable, efficient – and fun.

Now to our business:

The most important issues facing us right now are the budget negotiations in Olympia and the search for a president for UW. You will have an opportunity to discuss the search with Regent Joanne Harrell and Presidential Search Advisory Committee Chair Kenyon Chan. In the meantime, you should know that I wrote to the Board after our last Senate meeting, reporting the consensus from the floor of the Senate that the faculty members of the search committee should be faculty who have been elected to senate leadership positions. The email was acknowledged but I have not yet heard who will be appointed.

We will hear about the budget from interim President Cauce and from Faculty Legislative Representative JoAnn Taricani. It’s important for all of us to stay engaged with our legislators at this time. Even more important, it’s important for us to be thinking long term about how we, as faculty, can build public support for the university. As we are all aware, the Senate cannot lobby for specific legislation or budget items, but there are two things that we can do, if not for this session, then for upcoming ones.

First, as I have said before, I think we could do a better job articulating goals – specifically what public goods we aim to and do generate at UW for our students and for our communities. Second, we need not only to engage with those varied communities, but we need to do a better job of ensuring that the public is more aware of that engagement and its value. I know that interim President and Provost are keenly interested in this kind of outreach, and I know that this is an issue near and dear to the heart of my successor, Norm Beauchamp.

One thing I have learned this year is that the Senate – and thus the faculty – may not have a mechanism for this kind of coordinated organizational effort. Our councils are, properly, mainly concerned with internal issues, and those are fundamental to the quality of the institution. We don’t always have good mechanisms for coordination and outreach. Next year, I hope that one of the issues on the Senate’s agenda will be whether we have the most effective structures to do the work we need to do. We will be working closely with the administration to coordinate efforts. Norm, Marcia, and I have also begun discussions with university council chairs and with the chairs of elected faculty councils to see what we can do to improve coordination and efficiency.

We had planned to have a report at this Senate meeting on faculty demographics. However, we have encountered some questions about the legality of public release of certain data, particularly data that might permit identification of individuals. Interim Provost Baldasty has been working with me to resolve these questions and he has asked the Attorney General for an opinion. Therefore, we will postpone the
report until next fall when we will have clarity about what data the UW may release, to whom, and in what format and when. I anticipate we will have access to current data in usable format.

I’ll end by devoting a few lines summarizing what the Senate has accomplished this year. You have demonstrated your commitment to progressive policies passing Class C resolutions in support of diversity training for hiring committees, for more access to childcare for faculty, staff and student parents, and for an open access policy and infrastructure support for faculty research. I feel very good about the precedent senators have established this year. You have been very effective at taking information out to your constituencies and then reporting back here. This has been our greatest accomplishment – and I hope you’ll keep it up – or your successors will.

We have failed to enact a new salary policy plan this year. I regret this for two reasons – first, because I do believe that the present policy has outlived its day and has some undesirable effects; and second, because I think the credibility of the Senate, as an institution, and the principle of shared governance may suffer when we cannot achieve needed change in a timely manner. It’s very important not to waste any one’s time. On the other hand, building consensus among such diverse units and faculties was destined to be challenging, the effort to build that consensus has educated us all. The good news is two-fold: we all understand a lot more than we used to about what diverse faculties want and need; and I think we have managed to maintain good will and dialogue despite very disparate views. Much credit goes to Jack Lee for maintaining the discourse at that level. All that education makes me confident that we will achieve salary reform before the next biennium passes.

As I reported at the last Senate, before this quarter ends, I intend to ask the Senate office to conduct a Catalyst poll of all faculties in each department about their preferences for different types of salary policy proposals. The questions in the poll have become somewhat more complicated in recent weeks because the Faculty Council on Faculty Affairs continues to debate requests to modify the original working group’s proposal. Nevertheless, I continue to feel that efficiency and democracy suggest that now is the time to poll each department’s faculty to tell us what kind of policy they would like, at least in general policy terms. We will report the results and, if there is a good response rate, we will use the information to direct a task force to work toward crafting a viable policy over the summer. The issue will return to the Faculty Council on Faculty Affairs in the autumn and, I hope, come back to the Senate for vote next year. In the meantime, I welcome senators’ feedback.

Next year, I think you can expect to see some new initiatives on faculty diversity, on teaching practices and on the evaluation of teaching. Please review the suggested teaching templates below that are part of the Sustainable Academic Business Plan. The Senate Executive Committee had a constructive discussion of them at the last meeting. I now encourage you to share them with your colleagues, especially the chairs of elected faculty councils, and encourage them to give us their feedback; there will be amendments to the student conduct code that the council on student affairs is now reviewing and modifications to the reorganization, consolidation and elimination procedures (RCEP) and adjudication process that this body will vote on; continued work on the status of lecturers/instructional faculty; there will likely be a new initiative regarding enrollment management, and perhaps new policies for the use of learning spaces. I very much hope that we will complete a comprehensive review and update of intellectual property policy. On that issue, I remind you that IPMAC is holding an open listening session on Friday, May 24 at 2:00 p.m. in Odegaard on intellectual property interests in course materials. SCIPC continues to work with IPMAC on these issues – and the effective coordination of those efforts remains high on my agenda for next year.

Thank you all for your efforts, collegiality, and time! It has been a pleasure and an honor to chair the senate this year.
TEMPLATES: LINKING ACADEMIC ASSIGNMENTS TO CAREER SKILLS IN THE CLASSROOM

UW students aren’t always aware of the full depth of what they know—or know how to explain what they know to others. Faculty and staff may think the relevance of classroom learning to life after the UW is obvious. However, employer feedback from national surveys such as NACE (See Further Reading, p. 14-15), as well as data from employers gathered at UW career fairs, show that UW students often join their peers across the nation in struggling to make the connection. Faculty and staff can help students see the connections by making more explicit the link between academic learning and careers.

Faculty are the front line in helping students connect the dots

Faculty are best poised to lead this effort for two reasons: they are the only people students are guaranteed to see on campus, and they know exactly what is taking place in the classroom. While advisors and career counselors are valuable resources, not all students take advantage of their services. Yet faculty can do a great deal to help make connections. As students understand the relevance of coursework to their lives after graduation, faculty may also see increased student motivation, engagement and learning in the classroom. Examples of faculty leading reflection are featured throughout this report, and are also available in Innovators Among Us: Preparing Students for Life after Graduation, May 2014 (p. 8-9).

How to make the career-relevant skills developed in class clearer to students

There are three basic ways faculty provide guidance to students so they better connect the dots between academics and careers and are able to articulate their skills after graduation.

Tell: Highlight the skills developed during an assignment—by mentioning them in class, including them in the assignment instructions or in the syllabus.

Ask: Prompt students to reflect on what career-relevant skills they learned during an assignment in addition to content knowledge. Then ask them to draft a few lines to add to their resume.

Support: Explicitly build in career-relevant skills to assignments. For example, introduce students to team dynamics as part of a group project. Follow up an academic assignment by asking students to present the same content in a professional format, such as writing an executive summary of a long research paper. Or, reframe an assignment as a real-life simulation.

Helping students better articulate their skills and knowledge on a resume

Without guidance, a student might answer the question, “What did you learn in your major?” with a focus on content. While content is key to some job opportunities, employer surveys indicate that they are primarily looking to hire graduates who are adaptable and able to solve problems, pick up new knowledge and skills quickly, and work both independently and in teams. A UW education is an excellent preparation for these skills—a preparation that goes unrecognized by employers unless students are able to articulate their strengths.

With an understanding of the skillsets developed in the classroom, in addition to deep knowledge from the discipline or degree, students feel more prepared for the future and more confident seeking employment.

"Students have a wide variety of goals for their lives, and the relationship between these goals and a class syllabus is not always clear to them — or to instructors and academic programs.

Creating this template has helped me better understand this issue, as an instructor and as an adviser. While a class will always generate a grade, we can now explain more clearly what else it can do for students, beyond the important but seemingly intangible benefits of understanding or critical thinking. Applicability does not have to be an afterthought."

Wolfram Latsh
director of Jackson School Academic Services
Templates point out career-relevant skills learned through academics

To help faculty talk to students about how academic assignments build professional skills, departments across the UW’s Seattle campus have begun to customize a template designed to show the connections between assignments and learning goals, and to give students practice in articulating their skills and learning. The template sample below shows how history majors might describe what they have learned to employers if left to their own devices compared to how they can articulate it with the benefit of guidance:

<table>
<thead>
<tr>
<th>What is the academic assignment?</th>
<th>What class goals relevant to careers are on the syllabus?</th>
<th>What are students likely to put on their resumes or say in an interview?</th>
<th>What SHOULD students put on their resume or say in an interview? (with guidance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 page research paper on the French Revolution</td>
<td>Research skills including Analysis, synthesis of Writing Responding to</td>
<td>History Studied the French Revolution Wrote papers</td>
<td>History Able to develop well-researched reports based on analysis Experience with database Seeks out constructive criticism and implements change based on feedback Meets</td>
</tr>
</tbody>
</table>

Faculty are customizing the templates

Customized templates are posted on the Career Center’s Faculty & Department Examples page. Participating departments, schools and program to date, include:

- Economics
- Environmental Studies
- History
- Linguistics
- Comparative History of Ideas
- (CHID)
- Dance
- International Studies
- Communication
- Law, Societies, & Justice
- Math
- Slavic Languages & Literature
- Spanish & Portuguese Studies

Faculty senate leadership, in partnership with the provost, are encouraging departments, schools and colleges across campus to customize the template and to use it to jumpstart classroom conversations and advising. To invite the provost or faculty leadership to come talk to your unit, or to get started creating your own template, please email Marisa Nickle at mnickle@uw.edu.
Report of the Secretary of the Faculty
Marcia Killien, Professor, Family and Child Nursing

1. Senate Executive Committee elections will begin after the May Faculty Senate meeting.

2. Nominations are being accepted for appointments to university faculty committees and councils for the academic year 2015-16. If you are interested in serving on a faculty council, or would like to nominate a colleague, please contact me at secfac@uw.edu.

3. Thanks to everyone who has participated in faculty governance activities during this past academic year. Your service is essential for the wellbeing of our university.
The Senate Committee on Planning and Budget meets weekly with the Provost, the Vice-Provost for Planning and Budgeting, and the head of the Board of Deans. SCPB is charged with consulting on all matters relating to the University budget and on a wide range of program and policy decisions.

This is my last SCPB report to the senate; my term as SCPB chair ends this summer. It has been an honor and a pleasure to serve in the senate leadership these past three years.

Here are the topics that SCPB has discussed since my last report to the Senate. Documents and data related to these discussions are posted on the SCPB website, www.washington.edu/faculty/senate/scpb.

Library Trends and Digital Initiatives

We received a report from Betsy Wilson, Vice Provost for Digital Initiatives and Dean of University Libraries, about the current state of the libraries and prospects for the future. We learned that usage of the libraries, in terms of both in-person visits and online access, has been steadily increasing. In a recent survey, users expressed an extraordinary level of satisfaction with the services provided by the libraries (95% “very satisfied”).

Most of our conversation focused on trends in academic publication, especially open-access textbooks and journals. Faculty and students alike appreciate open-access materials, but a number of concerns were expressed. With regard to journals, some concerns are the cost to authors of publishing in truly open-access journals, and the reluctance of researchers to move away from the established high-prestige commercial journals, even though the cost of access can be extremely high. With regard to textbooks, some concerns are quality control and how faculty authors can be compensated for the effort of writing textbooks if not through royalties. This is a rapidly changing landscape, and the UW Libraries organization seems to be doing a superb job of staying on top of new developments. Faculty will need to pay close attention to these developments.

Unit Adjustments

SCPB reviewed data on departmental salary gaps between UW and AAUDE peers, and advised the provost on what to say to deans, chancellors, and college councils about applying for unit adjustments under Section 24-71, Subsection B.2 of the faculty code. Because unit adjustments are the primary vehicle for providing flexible salary adjustments above and beyond the uniform “regular merit” and “additional merit” categories, SCPB members urged the provost to allow schools, colleges, and campuses to apply for permission to give unit adjustments based on more flexible criteria than simply the gap between overall average salaries in the UW unit and those in peer departments. Provost Baldasty accepted our advice, and has sent out a letter to deans and chancellors inviting proposals for unit adjustments in units where there is at least a 9% salary gap with peers, even if that gap occurs only among faculty of a specific rank; and inviting deans or chancellors to propose a different adjustment threshold or comparison model for consideration if those guidelines don’t fit. The elected faculty councils in the schools, colleges, and campuses should be consulted about whether unit adjustments are justified.

One Capital Plan

We received a report from John Seidelmann (Director of Capital and Space Planning) and Rich Christie (Chair of the Faculty Council on University Facilities and Services) on the draft revision of the One Capital Plan. This is a unified list of all capital projects that are in process or contemplated, arranged into three tiers: Tier I is fundamental projects that must be funded if at all possible; Tier II is projects for which funding potential has been identified; and Tier III is projects that have been requested, but for which no funding source has yet been identified. The current version of the plan can be seen on the Capital Planning website: opb.washington.edu/oua/capital-planning.
University Advancement

We spoke with Connie Kravas, Mary Gresch, Greg Sheridan, Lisa Thomas, and Walt Dryfoos from University Advancement about the current campaign and about how return on investment is measured. The goal of the current campaign is to raise $4 billion by FY 2020, and to establish a new sustainable annual contribution total around $350 million. We learned that UW currently has the second-highest annual contribution total among public universities (second only to UCLA), and the fifth-highest alumni participation percentage. There was an extensive discussion about why there is not a big push to raise funds for annual operating expenses (including faculty, staff, and TA salaries) as is done at some private universities; the answer seems to be that most large donors are not inspired by that kind of request, and we expect to raise considerably more money overall by focusing on funds targeted to specific projects that donors want to support. One such project is financial aid, and any funds contributed to support student financial aid can free up some of the tuition funds that are currently returned to aid, resulting in more overall funds available for operating expenses.

We also discussed the current brand campaign (“Be Boundless”). The return on this investment is more intangible and harder to measure (it’s not simply a ratio of dollars donated to dollars spent), but the goals of the branding campaign are to attract and develop the most promising students, grow public and private support, be a destination for world-class faculty and staff, and grow internal passion for what the University stands for.

Parking Rates

Because of widespread questions about the justification for proposed new parking rates, we invited Josh Kavanagh, Director of Transportation Services, to discuss the proposed new rates before they are sent to the regents for approval. This is the first proposed parking rate increase since 2011, and the first proposed U-Pass rate increase since 2010. We learned that the primary driver of rate increases for the faculty/staff U-Pass program is increasing fare rates and increased services that are becoming available through the pass, as new bus and light rail options come to campus; and parking rate increases are being driven by increased maintenance costs and a shift from paying for these items through reserves to paying through debt financing.

We focused particularly on the balance between SOV parking rates and other rates that encourage fewer SOV trips such as the U-Pass. One limitation on how far SOV rates can be raised is that commercial parking areas in the U-District have not been raising rates as quickly as they did in the past, so raising UW parking rates any faster might drive more people to find parking off campus, thus resulting in no net increase in revenue or decrease in trips. Because of cost increases in the U-Pass program, we discussed the possibility of switching to a universal U-Pass charge for faculty and staff, like the universal charge now paid by students. An obstacle to making that switch is the number of different bargaining groups among classified staff; but Transportation Services is exploring the possibility of switching to a universal charge one group at a time.

Draft Regents Budget

We got a preview of the 2015-2016 operating and capital budget proposals that were to go to the Regents as an information item at its May 14 meeting. Because of the uncertainties of the state budget, the current version of the budget proposal is somewhat speculative, based primarily on the budget proposal passed by the House of Representatives. The budget proposals are now available on the SCPB website.

HR / Payroll Modernization

We received a report from Senior Vice President V’Ella Warren about the ongoing HR/Payroll modernization project. This is a major software project, replacing our 32-year-old mainframe payroll system with a modern cloud-based HR/Payroll system from Workday Inc. As most faculty members have heard, the original plan was to switch UW from semi-monthly paychecks to biweekly paychecks, to fit
better with the design of the Workday software; but recently, a decision was made to reverse that
decision and stay with our semi-monthly paychecks. The main reasons for the latest change was that
there was no good way to even out paychecks for quarterly employees, and the new version of the
Workday software to be released later this year will include support for semi-monthly paychecks. As a
result of this change, the go-live date for the new system has been moved from January 2016 to July
2016. Members of SCPB were interested and surprised to learn that this delay will not cause the project
to go over budget, because it can be paid for out of a 10% contingency fund that was included in the
original budget. We also discussed the need for support of units converting their HR/Payroll systems to
Workday: There will be a need for significant training and support during the first months after the system
goes live, which will be provided by a team including IT and business specialists. It is not clear yet
whether this team will be part of IT or part of Finance & Facilities.

Research Funding

We invited Mary Lidstrom, Vice Provost for Research, to report on the health of the UW’s research
enterprise and the Royalty Research Fund. We learned that our overall research funding spiked
dramatically during the recession due to the American Recovery and Reinvestment Act of 2009 (ARRA).
Once ARRA funds were discontinued, our funding stabilized at a higher level than where it had been
before the recession, but Vice Provost Lidstrom believes it is likely to be relatively flat (after adjusting for
inflation) for the foreseeable future.

We also asked about the future of the Royalty Research Fund (RRF) and Bridge Fund programs. These
used to be funded by income from the Ben Hall patent, but that patent expired last year. We learned that
the funding for these programs is safe for the next year or two, based on reserves, residual income from
the Hall patent, and income from UW patents other than the Hall patent; but we will need to revisit this
issue in the next year or two and decide what other funds, if any, to allocate to these programs.

Transportation Services Review

The Office of Planning and Management has begun a systematic review of services provided by
administrative units in the university. Associate Vice President Gary Quarfoth and Josh Kavanagh,
Director of Transportation Services, spoke with us about the first subject of this review, Transportation
Services. We learned that Transportation Services is governed by a number of policies set by the Board
of Regents, the State of Washington, and agreements with the City of Seattle. The review will be
addressing such questions as to what extent surface parking spaces lost to new construction should be
replaced by more expensive parking garages; whether we have a viable long-term funding strategy for
the U-Pass program; whether we should formalize the funding model for campus shuttle services; how
parking facilities fit into the campus Master Plan; and the right balance for funding various modes of
transportation to campus.

Legislative Updates

We continue to receive regular legislative updates from Assistant Vice Provost Sarah Hall and Faculty
Legislative Representative JoAnn Taricani. For information about the legislative session, see the
Legislative Representative’s blog (catalyst.uw.edu/workspace/taricani/45456/328307, UW NetID required)
and the OPB issue briefs (opb.washington.edu/content/opb-issue-briefs).

Here are some topics we plan to discuss in the remaining meetings this spring. For agendas, see
uw.edu/faculty/senate/scpb/agendas.

• EO & online degrees
• Sustainable Academic Business Plan
• Learning Spaces Project
Report of the Faculty Legislative Representative  
JoAnn Taricani, Associate Professor and Chair, Music History Program  
olympia@uw.edu

This is the penultimate legislative report, provided for the final Faculty Senate meeting of the year. I will send a final legislative report when the operating and capital budgets have been approved and the 2015 session has ended, and will note in more detail our appreciation of the work of our Interim President Cauce, Regents, and the administrative State Relations team of Genesee Adkins and Patrick Bell.

If you have time to write to a legislator, please write (from a non-UW email account) to one of the chairs of the higher education committees, who were significant in developing the budget proposals in the chart below – the chair of the House Higher Education Committee is Representative Drew Hansen (drew.hansen@leg.wa.gov), or, his counterpart in the Senate is Senator Barbara Bailey (Barbara.Bailey@leg.wa.gov). I know faculty tend to write long and well-documented statements when we write anything, but a very brief note to thank either of them for any elements in the budget you prefer will be noticed and appreciated by them. You can also find any current legislator’s direct email address at http://leg.wa.gov/LIC/Documents/Rosters/2015_Member_Pictorial_Directory.pdf

At the time of writing this report, the Legislature is in the middle of its first special session, which started on April 29; budget leaders are meeting to discuss possible compromises for a final budget. (If a second special session is needed, it will be called by the Governor sometime after the first one ends in late May.) An update on budget negotiations will be provided at the Faculty Senate meeting. Below, for reference, is the chart I displayed at the April Senate meeting, comparing some key elements of the House and Senate budgets as passed by each chamber. The final budget is being negotiated between the two chambers, and will be a balanced budget, with all needed revenue agreed to by House and Senate. The main points of negotiation are the proposals that suggest various sources of new funding for the 2015-17 operating budget. The Senate majority is exploring a property tax that would provide revenue allowing adjustments in local school levies, one aspect of K-12 funding that needs attention. Two other plans are under discussion in the House majority: the capital gains tax offered along with the House proposed 2015-17 budget, and the carbon emissions tax that had initially been proposed by the Governor, and has recently been revived by the House majority.

I am also providing a list of the policy bills that have passed and will become law, along with some bills that did not pass, but which presented topics that are likely to return in a future session. Some issues are the subject of perennial discussion, such as financial aid, the cost of textbooks, open courseware, comparable institutions for benchmarking (particularly for per-student funding and faculty salaries), and high-demand fields. I have appreciated the information and help I have received from our faculty members and administrators on topics that sometimes emerged quickly and required a great deal of institutional perspective and knowledge. I plan to follow up on some of these perennial topics outside of session, and will ask faculty to join me in discussing these matters with legislators.

We had over thirty faculty members testifying in Olympia on bills related to higher education, health care, early childhood learning, technology issues, and the environment. Many more came to Olympia to speak with legislators, and I think in every instance that our colleagues were warmly thanked for providing their expertise to the legislative process. By making these efforts, you help the university build stronger relationships in Olympia and cultivate a well-deserved appreciation for the value of a leading public research institution when you provide your expertise to the proceedings. Thank you for either testifying or for writing to legislators during the session; we will be calling on you to continue these various communications between now and the next session in January 2016.
Comparison of the House and Senate proposed 2015-17 operating budgets:

<table>
<thead>
<tr>
<th></th>
<th>HOUSE</th>
<th>SENATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carryforward</td>
<td>$518,962,000</td>
<td>$518,962,000</td>
</tr>
<tr>
<td>Tuition (resident undergraduate), per academic year</td>
<td>$10,740 (2012-13 level)</td>
<td>$9474 for 2015-16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$7561 for 2016-17</td>
</tr>
<tr>
<td>Investment (new funding)</td>
<td>$76,642,000</td>
<td>$155,435,000</td>
</tr>
<tr>
<td>Salary increases, faculty/staff</td>
<td>3.0% (2015-16); 1.8% (2016-17); full funding for ratified SEIU/WFSE contracts</td>
<td>$1,000 per FTE per year</td>
</tr>
<tr>
<td>New enrollments; high-demand</td>
<td>$4,250,000 in CSE</td>
<td>$4,000,000 in STEM</td>
</tr>
<tr>
<td>WWAMI Spokane reallocation</td>
<td>$9,360,000</td>
<td>$2,500,000</td>
</tr>
<tr>
<td>Medical residencies</td>
<td>$4,900,000 to create 69 additional residency slots</td>
<td>-------</td>
</tr>
<tr>
<td>State Need Grant</td>
<td>$53,000,000</td>
<td>Subtracts $17,527,000</td>
</tr>
<tr>
<td>College Bound</td>
<td>$1,650,000</td>
<td>Probable reduction, unclear</td>
</tr>
</tbody>
</table>
I. **Policy bills of interest to the UW that passed** (ordinal by bill number):

1052 – Requiring institutions of higher education to make an early registration process available to spouses and domestic partners of active members of the military.

1138 – Creating a task force on mental health and suicide prevention in higher education; testimony provided by UW faculty, staff, and students who work with Forefront, an interdisciplinary organization founded and based in the University of Washington’s School of Social Work. This bill creates a task force on mental health and suicide prevention to determine what policies, resources, and technical assistance are needed to support institutions in improving access to mental health services, and improving suicide prevention responses. This law provides that Forefront at the UW will convene the task force.

1485 – Concerning family medicine residencies in health professional shortage areas. This bill expands the network of medical schools in the Family Medicine Residency Network; changes the name and membership of the former Family Practice Education Advisory Board (which had been eliminated in 2010) to the Family Medicine Education Advisory Board and expands the membership of the board.

1546 – Concerning dual credit opportunities provided by public institutions of higher education. This legislation will draw clearer lines between “College in the High School” and “Running Start” programs beginning in fiscal year 2017 (both programs allows high school students to take college courses for credit), and it will also expand the programs to tenth grade students.

1559 – This bill allows Washington State University to establish a school of medicine and to “teach forestry as a major line.”

5518 – Creating procedures to address campus sexual violence. Institutions must develop and distribute sexual violence policies and procedures that include information about Title IX compliance. Colleges will conduct campus climate assessments to gauge the prevalence of sexual assault on their campuses.

II. **Policy bills of special interest to the UW that did not pass, although they did pass out of their committee of origin:** (note: there were over 100 bills of interest to higher education beyond the budget bills)

1147 – Requiring a study of the transition to a three-track or four-track admission system; would have required a study of the transition to a three-track or four-track admission system for public institutions of higher education, thereby allowing regular admissions in every term.

1445 – Using computer sciences to satisfy world language college admission requirements; this bill proposed a study to count high school computer science coursework as a world language for high school graduation (but would not have changed the UW entrance requirement for two years of a world language; there was strong advocacy in favor of the value of studying world languages from the public and the technology sector. See [http://codeorg.tumblr.com/post/75129943201/language](http://codeorg.tumblr.com/post/75129943201/language))

1958 – Limiting the cost of assigned textbooks; this bill would have limited the cost of student-purchased textbooks and instructional materials to $100 total for any one course. (Note: the UW already is in compliance with a law requiring several vendors to be listed for any required textbook: [http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.10.592](http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.10.592) -- and the Faculty Senate passed a resolution in 2010 to suggest ways to contain rising costs: [http://www.washington.edu/faculty/files/2014/05/class_c_491.pdf](http://www.washington.edu/faculty/files/2014/05/class_c_491.pdf))

1696 – Modifying provisions related to tuition setting authority; this bill would have eliminated all remaining local tuition setting authority from 2011 and returned tuition setting authority to the legislature, and would have eliminated benchmarking to peer universities in the Global Challenge states.

5954 – Reducing tuition; this legislation would eliminate all remaining local tuition setting authority and reduce tuition levels for public baccalaureates by 25-30%, with the foregone revenue backfilled by additional state resources by the legislature. Tuition for the UW would have been
limited to 14% of the state average wage, and like HB 1696, this bill would have eliminated benchmarking to peer universities in the Global Challenge states.

III. **Other bills of interest to higher education that did not survive the process; any bill can be looked up at [http://leg.wa.gov](http://leg.wa.gov):**

1081 – Expanding participation in the college in the high school programs.
1238 – Concerning affordable tuition planning.
1303 – Creating the degree production incentive program.
1344 – Creating the nurse educator pay it forward program.
1400 – Increasing transparency in higher education by requiring budgeting information to be available online.
1482 – Requiring an analysis of regional higher education capacity to meet educational attainment goals.
1492 – Addressing technology literacy.
1500 – Concerning a study of higher education cost drivers.
1556 – Strengthening the Washington advanced college tuition payment program
1812 – Creating an informational program to increase applications from high-achieving low-income high school students.
1813 – Expanding computer science education.
1814 – Creating a CPA scholarship program.
1834 – Making higher education facilities available for use by public high school programs.
1880 – Including Everett Community College as an aerospace training or educational program
1973 – Funding to create open courseware as a pilot project at EWU.
1977 – Creating a tuition and fees exemption for children and surviving spouses of certain highway workers.
1982 – Enhancing student completion through advising, mentoring, recapture initiatives, remedial programs.
1988 – Freezing resident undergraduate tuition at four-year public institutions.
1949 – Protecting higher education students from unfair business practices.
2041 – Creating a pilot project on performance-based scholarships in the state need grant program.
5065 – Improving educational outcomes for homeless students.
5133 – Concerning a review of higher education costs.
5229 – Addressing technology literacy.
5295 – Concerning campus information on the public four-year dashboard
5303 – Creating an academic, innovation, and mentoring program
5318 – Creating the wildlife college student loan (WCSL) program.
5328 – Disseminating financial aid information.
5349 – Requiring in-person financial literacy seminars for college students.
5484 – Modifying provisions related to tuition setting authority at public institutions of higher education.
5534 – Creating the certified public accounting scholarship program.
5547 – Requiring a minimum grade point average or equivalent to renew a state need grant.
5637 – Creating a peer mentoring program.
5638 – Changing state need grant eligibility provisions. (and more bills…)
Report to the Senate Executive Committee (SEC) regarding recently adopted policies by the Faculty Council on Academic Standards (FCAS)
Patricia Kramer, Chair, Faculty Council on Academic Standards

The Faculty Council on Academic Standards (FCAS) recently adopted 2 new policies that the Council feels should be brought to the attention of the Senate Executive Committee (SEC): a change to the distance-learning (DL) designation and establishment of procedures for the evaluation of new course creations and course modifications.

**DL designation:** the Student Regulations requires that DL courses be reviewed differently than, and internally designated and tracked separate from, non-DL courses. DL courses do not count for residency. Despite these substantive consequences of the designation of DL, the Student Regulations do not define DL. UW policy has been to require the DL designation for any course with greater than 50% of its instructional content delivered online. This policy is based in wording from a document of the Higher Education Coordinating Board (HECB) that dates from greater than a decade ago and uses such phrases as "predominately online" to define distance-learning. The Council, recognizing that this 50% policy is difficult to operationalize and that the learning environment has changed in many ways since the early 2000's, created an ad hoc subcommittee to review the current DL policies. The principal charge was to determine if the DL designation should continue, and if so, should any changes be made to it.

The subcommittee recommended that the designation be maintained for courses that are truly or essentially online. After much discussion among members of the subcommittee and the Council at-large, we developed some language that detailed in the attached policy. Essentially, only those courses that have no required campus presence are deemed DL. Courses that use online learning as part of a traditional, campus course are not DL. This is a substantive change to policy, but one that the Council feels is necessary.

This guideline applies only to the Seattle campus, but the chair of FCAS has discussed this with representatives of the Bothell and Tacoma campuses. The representatives of both campuses expressed interest in this change and will be looking at their policies in light of this change on the Seattle campus.

Of note: this change in curricular policy will require some administrative changes to meet state reporting requirements. The Council has consulted with the Office of the University Registrar regarding this.

*Requested action by the Senate Executive Committee:* FCAS requests that the SEC investigate the use of the $350 DL fee imposed on (some) DL courses offered to generally admitted UW students.

**Course approvals:** in recent years the number of questions/conflicts over courses between Colleges/Schools has risen. Many of these conflicts involve questions regarding course content – both who should teach certain content and how that content should be taught. The college curriculum committees are unable to mediate these questions/conflicts, so they come to the University Curriculum Committee (UWCC). The UWCC is not, however, equipped to mediate curricular issues. FCAS is charged with this task, but no transparent process or procedures exist. Consequently, in consultation with UWCC, FCAS produced the attached policy.

Essentially, the policy strongly recommends that units engage in civil and collegial conversations and produce course creation or modification forms that reflect this conversation. If units cannot agree on curricular goals, FCAS, in consultation with the Provost, will decide whether or not the course creation or modification under discussion will be approved.
Faculty Council on Academic Standards Policy on DL (distance learning) designation for UW Seattle courses

A course or section of a course in which students can participate fully without being physically present on campus must be designated as a “DL” course or section. This includes courses in which some, but not necessarily all, offerings of the course are online, such as courses that are offered with different technologies in different quarters (i.e., one quarter on campus and another quarter online) and courses where, in a quarter, one section of the course is on-campus and another section is online. A DL course may have occasional meetings on campus for the purposes of organization, evaluation, or group presentations.

However, courses that make extensive use of online teaching tools but also have regular recurring meetings (i.e., weekly), such as labs, discussion sections, studios or other on campus offerings, do not typically require the DL designation, even if these meetings are for shorter duration than those traditionally encountered in on-campus courses.

The DL designation is obtained via the course creation/change process. Courses designated DL do not count for residency and must be re-approved after 3 years, in accordance with Student Regulations Chapter 115.1.I.

Approved by the Faculty Council on Academic Standards March 20, 2015
Faculty Council on Academic Standards Policy on Oversight of Courses

In order to make the process of course approval transparent, this set of guidelines and principles was created by the Faculty Council on Academic Standards (FCAS) in consultation with the Office of the University Registrar. The aim is to document current practice, place that practice within the existing faculty governance structure, and provide a pathway toward course approval upon which University units (which include departments, programs, and any other group of faculty that offers courses for University credit) can depend.

The University of Washington Curriculum Committee (UWCC) is a semi-independent committee composed of individuals whose primary missions are to represent the Seattle, Tacoma and Bothell faculties; the Graduate School; Undergraduate Affairs; FCAS, and the Office of the University Registrar. In terms of faculty governance, UWCC reports to FCAS, as FCAS is charged with “…inter-institutional academic standards.” In terms of administrative oversight, it is housed within the Office of the Provost. It is (semi----) independent in that most of the business of UWCC can be conducted without consultation with either the Provost’s office or FCAS. These matters include routine approvals for course creations and changes. It is only semi-independent in that the FCAS members of UWCC (with support from the Office of the University Registrar) will provide a monthly summary to FCAS for notification purposes and will bring any courses about which questions arise to FCAS for review. This semi-independence allows the committee to maintain its largely administrative function, but also clearly to establish faculty governance over curricular matters. As with all issues of concern to academic standards, FCAS will consult other councils, committees, offices and units on an as needed basis.

Guiding principles:
1. Curricular content—what is included in a course and how that course is taught—is best established by the unit that “owns” the course (i.e., “owns” the prefix, course number, and title). Ownership here refers to the unit that originally proposed the course and can usually be established by the prefix, e.g., ANTH belongs to the Department of Anthropology and ENGL belongs to the Department of English (but see below for more information). The Faculty in a unit are the subject matter experts and are best able to assess the appropriateness of the materials and methods associated with the course, especially given that pedagogy and content need to be aligned with trends particular to disciplines.

2. Just as departmental Faculty members are knowledgeable about course content and pedagogical concerns, so too are the Registrars subject matter experts on curriculum management (e.g. registration, transcripts, etc.). While a Faculty member’s relationship with a course often ends when the course grade is submitted, the Office of the University Registrar maintains records indefinitely. The office interacts with students, some of whom are currently enrolled while others were enrolled decades ago. Transcripts are the record of a student’s University work and are often read and assessed by agencies with no affiliation to the University of Washington, such as potential employers or graduate schools. Frequently, course prefixes, numbers and titles are the only information available to these outside entities when attempting to establish the educational attainment of our students, because the instructor of record is not available or no longer can provide a relevant syllabus. Consequently, course prefixes, numbers and titles are critical curriculum management elements and the Registrar’s perspective is, of necessity, long-term with an emphasis on stability and clarity. While faculty may have insight into transcript elements, it must be recognized that transcript/student record elements are not inherently pedagogical and thus the Registrar’s long-term perspective is of great benefit and is not an attempt to influence pedagogical content.

3. In the past, disciplinary boundaries were more easily defined, but more recent trends have focused on the value of inter/transdisciplinarity in approaching academic content. While offering much insight into the academic content and delivery side of the University, such intersection can cause questions of ownership to arise among units on the curriculum management side. For instance, does the Department of Statistics “own” all introductory course(s) in statistical analysis?

Ownership: the unit that initially proposes a course and obtains approval owns the course. Ownership implies rights to change all aspects of it, including credit hours, course description, and
delivery methods, via the course change process. Owners can also eliminate courses. With the
rights of ownership come the responsibility of notifying units that depend on the course for such
things as prerequisites and requirements of admission to, and graduation from, the major. In some
cases, these dependent units may be obvious, while in other cases, the course might be so broadly
utilized that a general announcement to the University is appropriate. The Office of the University
Registrar can be of help in determining which other units should be contacted.

4. Beyond ownership of courses, other issues have arisen more recently among the campuses that
can be sorted into two basic issues: equivalency and overlap.

a. Equivalency: University of Washington courses are deemed “equivalent” when the content is
sufficiently alike that one course can substitute for another in all instances (e.g., as
prerequisites, as transfer articulated courses, or as major/degree requirements). Equivalency is
established at the discretion of the units that own the courses. A unit is not required to accept
an equivalency proposal from another unit. If one course is changed, equivalency is broken,
although it can be restored if all affected units agree. Equivalency needs to be established in the
curriculum management system, but is encoded into the Degree Audit (DARS) and, therefore,
equivalent courses automatically count as prerequisites and admission or graduation
requirements throughout the University. Units that use, but do not own, courses cannot refuse to
accept the judgment of equivalency made by the courses’ owners. Equivalency is not applicable
to courses offered by units on the same campus; in these cases, joint-listing is appropriate.

b. Overlap: courses that share some content, but are not sufficiently alike to be equivalent, can
have overlap. Like equivalency, overlap is determined by the units that own the courses.
Courses with overlap are established so that students do not receive “double—credit” for the
same content. Overlap acknowledges that courses can be substantially similar without being
equivalent.

While FCAS and the Office of the University Registrar can facilitate conversations among
affected units regarding equivalency or overlap, the decision rests with units. In the situation
where units cannot agree on equivalency or overlap, the courses are deemed to be different (not
equivalent and with no overlap) and coded appropriately. These different courses, then, do not
automatically count as prerequisites or for admission or graduation requirements. Even if
courses are deemed non-equivalent by the units which own them, other units can establish
courses as satisfying their own prerequisites and requirements.

5. Courses offered by different units on the UWS campus should not overlap in content to the extent
that the units determine that students should not get credit for both courses, with acknowledgement
that the extent of the overlap is often not fixed for courses, but rather variable and specific to each
offering of the courses. If multiple UWS units want to collaborate to offer courses that use
interdisciplinary methods or examples, joint-listing is appropriate. Generally, UWS units should not
offer the same content under a different course number and name, but rather should seek joint
status.

6. Courses are approved for units to offer, not for individual faculty to teach. Thus, a UWS unit
proposing a new course should provide to the UW Curriculum Committee a complete new course
application including detailed analysis of a) how the new course fits into the pedagogical mission of
the unit, b) how the new course is similar to, and different from, other courses within the unit and
across the Seattle campus, and c) how the unit has interacted with other potentially affected units
with regard to course development. Signatures from the chairs/directors of all affected units and,
when affected units are in different Colleges or Schools, the appropriate deans are required and
indicate concurrence of all affected units. The Office of the University Registrar, because it is
experienced in managing the curriculum of the University, can be an invaluable source of advice
about potential other units with similar curricular interests. The responsibility for contact and
negotiation rests, however, with the initiating unit. When there is substantial course content overlap,
or use of words/phrases that might imply content ownership by a different unit, the proposing unit
is required to share course development ideas with the potentially impacted unit and to seek
agreement from the potentially affected unit and Dean’s office about the new course. Submission of
course creation paperwork without evidence of collaboration with other affected units in the form of
signatures will be returned to the initiating unit.
7. In cases where an agreement among affected units cannot be made, the UW Curriculum Committee will refer the application to FCAS, which will make a binding ruling. FCAS looks unfavorably on units which do not fully participate in pedagogical discussions centered on student learning. Defending historical turf or perceived ownership of words is not adequate reason to deny creation of new courses, nor should a unit propose creation of a course for non---pedagogical reasons.

8. In order to facilitate communication among units regarding courses, the Office of the University Registrar will maintain a database of courses that are currently in the approval pipeline. The initiating unit will enter the course into the database after approval by the unit and other units will be able to review the proposed courses. If a unit encounters a newly proposed course with which they believe an existing course overlaps substantially, then the overlapped unit should contact the initiating unit. If conflict over ownership and/or overlap cannot be worked out among affected units, as a last resort, FCAS, in consultation with the Office of the Provost, will make a binding decision.

9. In addition to the elements of approval described above, the University has established basic standards for courses for which the UWCC checks as part of its review. These are generally University level requirements and so are germane to all units on all campuses. These include:

a. **Required credits** (also called General Education requirements): Established by the University in the Student Regulations (Chapter 114.2.B), the requirement to earn credits in these courses is applicable to all UW students seeking baccalaureate degrees. Consequently, maintaining accurate designations is a critical function of the Registrar’s office.

b. **Course numbering:** Because course numbers may be the only indication of the level of academic content of a course long after it is taught and because some units have admission and graduation requirements that specify the number of credits students may or must have at certain levels, consistency across the University is necessary. In other words, a 100---level course (1xx) indicates introductory material described in the course title, while a 400---level designation with the same title indicates advanced undergraduate content. What content is characterized by “introductory” or “advanced” is often discipline specific, but general consistency across the university is important.

c. **Learning goals and learning assessments:** University policy requires learning goals and learning assessments to be clear, appropriate to the course level, and provided to students who are registered for the course.

d. **Attendance/participation:** Unless required for accreditation purposes, University policy does not allow attendance to count toward or against the final grade. Participation may count in the calculation of the course grade, but if faculty intend for it to contribute >15% of the total course grade, the method of assessing participation needs to be clearly delineated.

e. **Interaction:** Although how instructors interact with students and students with other students may vary substantively among disciplines, interaction among students and between instructors and students is an essential component of course design. Originally raised in the context of distance learning, the issue of assuring that the framework for appropriate interactions exists has become a relevant University requirement for all courses.

10. The questions and wording on the forms used for course creation and change are managed by UWCC in consultation with FCAS, FCTL, and the Office of the University Registrar. Changes to those forms must be approved by FCAS.

*Approved by the Faculty Council on Academic Standards on March 20, 2015*
Report of Faculty Council Activities

Faculty Council on Academic Standards

In addition to normal business reviewing curriculum changes, major topics that FCAS is undertaking are:

Recently adopting 2 new policies that the Council feels should be brought to the attention of the Senate Executive Committee (SEC): a change to the distance-learning (DL) designation and establishment of procedures for the evaluation of new course creations and course modifications.

Faculty Council on Benefits and Retirement

1. Advocate changing increased faculty contributions at age 50 from “opt-in” to “opt-out.”
2. Provide through the faculty senate process information to faculty regarding benefits and retirement.

Faculty Council on Multicultural Affairs

FCMA is holding joint meetings with the Faculty Council on Women in Academia to address specific issues that impact faculty demographics, including:

- Tenure demographics
- Lecturers
- Mentoring
- Data
- Faculty salary policy

Faculty Council on Faculty Affairs

FCFA has continued to work on language to revise the Faculty Code regarding the proposed faculty salary policy, with a goal to send to the Senate and the faculty in Autumn Quarter 2015. We have also been examining revisions to Code chapter 26 on Reorganization, Consolidation, and Elimination of Programs, also for 2015-16 Senate consideration.

Faculty Council on Research

The primary focus of the FCR during winter quarter was drafting a Class C Resolution on developing a world class open access repository for peer reviewed scholarly works from the UW faculty staff and students. The FCR worked jointly with the Faculty Council on University Libraries and the Senate Committee on Intellectual Property and Commercialization to put together a resolution that was passed by the Faculty Senate on April 23, 2015. The FCR also discussed with David Eaton, Dean of the UW Graduate School, the problems that small departments and programs are having with continuation of their PhD degree programs. The potential for joint alignment of these departments and programs for mutual admissions and interdisciplinary teaching and research and what financial investments would be needed was considered. The FCR also discussed and voted on waivers on restricted publication for contracts to the APL that have security concerns and for an additional contract from the Medical School for an Alzheimers drug trial. In the future, the FCR will be discussing the barriers to interdisciplinary research imposed by ABB and working on helping the UW research community access the resources that are available to investigators for dealing with compliance with federal, state, and local regulations required for conducting research at the UW.
Faculty Council on Student Affairs

The Faculty Council on Student Affairs (FCSA) is "responsible for all matters of policy relating to non-academic student affairs such as financial aid, housing, regulation of social affairs, eligibility rules, intercollegiate athletics, and general student welfare." (Faculty Code, Sec 42-38.)

The FCSA continues to conduct discussions on issues pertinent to students. The major issues that have come before the Council so far this year are:

- Student Mental Health;
- Diversity;
- Enrollment Management;
- Quality of Student Life;
- Student Athletes;
- Student Financing & Debt.

29 April: The council is currently in the process of reviewing proposed changes to the Student Conduct Code.

Faculty Council on Teaching and Learning

1. Update on FCTL Report on Hybrid Online Learning: On April 4, 2013, former FCTL chair Jan Carlile transmitted to President Young the council’s report on hybrid online learning. At its January 9, 2014, the council hosted Jim Gregory, co-chair of the UW Task Force on Online Learning, to learn the scope of its work and its relevance to FCTL’s mission. On February 25, 2014, President Young responded to the 2013 FCTL letter (a copy of the letter was forwarded to the Senate leadership and Faculty Secretary). The president thanked FCTL for efforts, then went on to cite several UW teaching-with-technology success stories. At the same time, the president indicated that he shares FCTL’s concerns about maintaining quality and monitoring faculty effort with regard to online teaching and recognized there “is considerably more work to do.” In response to FCTL’s recommendation for supplemental faculty funding for support of hybrid courses, he indicated that he and the provost are giving it “serious consideration,” indicating that such support is central to their vision in the 2Y/2D initiative and in the Center for Teaching and Learning. During winter quarter 2015, council members including chair Jeffrey Wilkes worked collaboratively with members of FCAS to alter the Distance Learning designation and FCAS policy.

2. FCTL continues to address faculty concerns over access to student course evaluations outside UW. In 2012, Nana Lowell (UW-OEA) learned that students from the Information School had provided public access to results of student evaluations of courses they obtained from a web site accessible only to those with a UW NetID. The practice of giving access to these evaluations only to individuals with NetIDs had been put in place based on discussions in the former Faculty Council on Instructional Quality, after consulting the Attorney General's office. This was done because of two concerns, the first being potentially inappropriate use of faculty evaluations by individuals not affiliated with the university, and the second being restrictions on the publication of evaluations of teaching assistants included in the bargaining agreements with their union. An inquiry about this matter was referred to the Attorney General's office for advice, but the AG's office has ignored the request. At its February 2014 members of the FCTL supported adding a disclaimer to the web site for faculty teaching evaluations warning that the information is intended solely for the use of individuals within the University of Washington community and that redistribution to anyone who does not have a current UW NetID is prohibited.

3. FCTL provided advice on a number of teaching and technology issues this year, including the move to paperless online course evaluations (and its possible effect on response rates), use of anti-plagiarism software, transition to the Canvas learning system, possible transition from Tegrity
Exhibit F

Faculty Council on Tri-Campus Policy

1. Embarking on a massive effort to review the Tri-campus system and define a vision for how the campuses relate to each other
2. Conducting a review of tri-campus information dissemination and faculty member representation between the three faculty governance structures.
3. Reviewing issues related to student conduct code violations and how they are disseminated and treated if/when student seeks cross-campus enrollment.
4. Examination of processes related to cross-campus degrees/minors and role of UW Curriculum Committee.
5. Coordinated Faculty Senate communication of tri-campus awareness regarding governance, policies, new issues, budget, etc.
6. Budget and legislative representation related to tri-campus strategic planning.
7. Discussion of potential issues related to “UWS/B/T” self-sustaining and distance learning degree programs and cross-campus implications.
8. Examination of variations/changes to faculty handbook that affect UWT/UWB faculty.
9. Cross-campus faculty research activities/opportunities – and an examination of selection processes related to limited submission research applications from the University of Washington.

Faculty Council on University Facilities and Services

Classrooms: In general there are enough classrooms, although some are not well located. New classroom space will be active learning classrooms. Several are likely to be built. Existing classrooms are being renovated at a rate of 80 per biennium. We could really use a very large (ca 1000 seat) lecture hall.

Learning Assessment report: FCUFS reviewed this report. We agreed with reducing the number of unique classroom schedule patterns, but were skeptical about changing to 15 minutes between classes.

South Campus Study: A planning study is underway for the South Campus area (Health Sciences).

Child Care: FCUFS has been actively advocating for increased child care services for the past two years. This effort, in conjunction with other Councils and other stakeholders on campus (students, staff) has generated significant movement on the issue within the administration, in particular an increase in the priority of child care in capital planning. As part of this effort, FCUFS passed a resolution encouraging continued effort in this area. The resolution was joined by FCWA and FCSA, and was recently passed by the Senate after minor modifications.

Classroom Security: FCUFS heard suggestions for increasing classroom security by providing relatively inexpensive wedges and door restraints (straps) for classrooms, for use in, for example, the horrific event of a campus shooter. This issue has been discussed with Classroom services.

Transportation: FCUFS conducted its annual review of Transportation services including parking. We reviewed the proposed rate increases closely, and ended up generally concluding they were adequately justified. We also noted the continuing funding issue with the faculty/staff UPASS program.

Capital Planning: FCUFS reviewed the One Capital Plan and provided input on project priorities, notably child care. Through FCUFS the SCPB has learned about the One Capital Plan and started its own oversight activity with a primary focus on the financial aspects, where FCUFS looks more at the projects.

Sound Transit: FCUFS heard a report on Sound Transit plans. Tunneling under the campus (from the north) will begin in the next one or two years.

Northeast Campus Housing: FCUFS reviewed the initial phase of the Northeast Campus housing project, in which three new buildings will be built around Denny Field (tennis courts) and McCarty and Haggett demolished and McMahon evacuated. Plans for the new dorms have been modified to have some areas with lower room rates after prior input from FCUFS, among others. Future use of McMahon is undecided.
Future Issues:
We will hear about the Burke Museum replacement before the end of the quarter. Next year important issues will be: Continuing the momentum on child care and classroom security, monitoring new construction including the NE campus dorms and the new CSE building, and our annual reviews of transportation, classrooms, Sound Transit and the One Capital Plan.

Faculty Council on University Libraries

The FCUL met in January, February, March, and April 2015. A major agenda topic for discussion has been the faculty-driven Open Access resolution, which was passed at the April 2015 Faculty Senate meeting. A presentation from Dr. Ben Marwick, Faculty Council on Research was given at the January meeting. In the intervening meetings, updates from the Chair regarding discussions of the Resolution as it worked its way to the Senate Executive Committee and then the Faculty Senate at large were provided. Dr. Jevin West, a member of the FCUL and of the UW Information School has been providing both ‘faculty-perspective’ and ‘information-science’ perspective. Tim Jewell will present an update of Libraries’ work on the realization of Open Access at the May 2015 meeting. The FCUL is thus being kept well-informed and well-positioned to advise the libraries and other leaders involved in the Open Access repository work that has now received Faculty Senate resolution status.

The FCUL continues to observe and advise, as requested, on infrastructural work by UW Libraries. The FCUL met in, and were provided with a tour of, the newly-opened Data Science Studio in the former Physics/Astronomy library space at its January 2015 meeting, and visited the recently refurbished Odegaard Library at its April 2015 meeting. The new Director of the Odegaard Library, John Danneker, and Amanda Hornby (Teaching and Learning Program Librarian), provided a brief overview presentation of activities planned and ongoing in the new spaces, followed by a walk-through tour.

The FCUL anticipates discussion of Open Access issues around the availability of other teaching/learning materials (video and movies for example) in an upcoming meeting, either during this academic year or in the fall of 2016.

Faculty Council on Women in Academia

FCWA is meeting jointly with FCMA; please see updates under FCMA.

Approved council minutes are available online at http://www.washington.edu/faculty/councils/.
### 2015-2016

**Schedule of Senate and Executive Committee Meetings**

<table>
<thead>
<tr>
<th><strong>Autumn Quarter, 2015</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Committee Agenda Deadline</td>
<td>September 25</td>
</tr>
<tr>
<td>Executive Committee Meeting</td>
<td>October 5</td>
</tr>
<tr>
<td>Faculty Senate Meeting</td>
<td>October 22</td>
</tr>
<tr>
<td>Executive Committee Agenda Deadline</td>
<td>November 6</td>
</tr>
<tr>
<td>Executive Committee Meeting</td>
<td>November 16</td>
</tr>
<tr>
<td>Faculty Senate Meeting</td>
<td>December 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Winter Quarter, 2016</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Committee Agenda Deadline</td>
<td>January 4</td>
</tr>
<tr>
<td>Executive Committee Meeting</td>
<td>January 11</td>
</tr>
<tr>
<td>Faculty Senate Meeting</td>
<td>January 28</td>
</tr>
<tr>
<td>Executive Committee Agenda Deadline</td>
<td>February 12</td>
</tr>
<tr>
<td>Executive Committee Meeting</td>
<td>February 22</td>
</tr>
<tr>
<td>Faculty Senate Meeting</td>
<td>March 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Spring Quarter, 2016</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Committee Agenda Deadline</td>
<td>March 28</td>
</tr>
<tr>
<td>Executive Committee Meeting</td>
<td>April 4</td>
</tr>
<tr>
<td>Faculty Senate Meeting</td>
<td>April 21</td>
</tr>
<tr>
<td>Executive Committee Agenda Deadline</td>
<td>April 22</td>
</tr>
<tr>
<td>Executive Committee Meeting</td>
<td>May 2</td>
</tr>
<tr>
<td>Faculty Senate Meeting</td>
<td>May 19</td>
</tr>
</tbody>
</table>

- **Senate** meetings will be held at 2:30 p.m. in Savery 260.
- **Executive Committee** meetings will be held at 2:30 p.m. in 142 Gerberding Hall.
- **Special Meetings** will occur if necessary to conduct unfinished business or special business of the SEC or Senate.
The Sustainable Academic Business Plan

The Sustainable Academic Business Plan is the result of the 2y2d initiative and serves as the UW’s Strategic Framework. It was developed with input from members of the UW community, including 444 faculty members, 65 of whom were faculty senators or council members. It’s represented in graphic form and outlines the goals and related activities that will keep the UW strong and well-positioned for the future. More details are available at: http://www.washington.edu/2y2d/plan/
Faculty participation continues to be key to UW strategic planning & initiatives. Faculty perspectives were essential in the development of the Sustainable Academic Business Plan and each of the initiative committees includes at least one Faculty Senator or Faculty Councilmember along with Deans, Vice Provosts and Vice Presidents. These faculty bring valuable contributions to the initiatives and serve as liaisons between the initiative work and faculty leadership, sharing updates, vetting proposals, and eliciting council feedback.

Faculty Senate leadership is partnering with the Office of the Provost to increase awareness of these efforts and to help advance efforts where faculty are essential to shaping and driving initiative success.

The Husky Experience

The Husky Experience is a key Sustainable Academic Business Plan initiative. The Husky Experience began as a number of small grassroots efforts and has since added support from the top (led by Jerry Baldasty) to gather together and encourage even more activity. It’s a big tent with room for local actions and creativity with great work taking place in academic departments and student support units.

The goal is to better prepare students for life after graduation because...
- There’s a gap between what students know (or know they know), and the skills they need to succeed—in life, in work, and in their communities.
- We have a responsibility as a public institution to close the gap and ensure ALL students succeed.

We asked employers, community leaders, alumni, faculty and others what our graduates need to succeed. We heard back: Graduates need a degree and more.
- A degree: deep, curricular learning in a field, major, or degree (including interdisciplinary work)
- And more: capacity to adapt, think in multiple ways, analytical problem-solving—broad skills that will serve grads in life, community, careers...AND the ability to articulate skills and knowledge to employers

Faculty are the front line to help students see the connections between what they’re learning in class and how it applies to life after graduation. One important effort coming out of the Husky Experience Initiative is the Student Success Template project.

Student Success Templates

Recent efforts around student success have enlisted faculty and advisers to customize templates that show students the rich foundation that academic work provides for careers. The goal is for students to be able to recognize and articulate the value of their coursework and course activities to employers. Eight departments, to date, have customized the template, with more coming soon: http://careers.uw.edu/Faculty/Faculty-Department-Examples

Together with the provost, faculty senate leadership is leading this effort, to better ensure student success and to demonstrate the value of a UW education to the community. An example of a customized template for History, as well as a sample resume that a student might draft as a result, are on the following pages along with a blank template.
## What the Husky Experience means in the classroom: Take History, for example

<table>
<thead>
<tr>
<th>Academic assignment</th>
<th>Career- relevant skills learned while doing the assignment</th>
<th>What students put on their resume without guidance</th>
<th>Faculty guidance: How faculty can make the career relevant skills developed within the major clearer to students and help them prepare for life after graduation</th>
<th>What students put on their resume with guidance / How it could translate to careers in or out of History</th>
</tr>
</thead>
</table>
| 10 page research paper on the French Revolution | Research skills, including database search  
Analysis, synthesis of sources, perspectives  
Writing  
Responding to feedback (draft) | History major  
Studied the French Revolution  
Wrote papers | **TELL THEM**  
1. Point out the skills behind the assignment—in class, in the assignment instructions, on the syllabus. Explain how they’re useful in professional settings (e.g. businesses use teams all the time)  
2. Tell students what skills they could put on their resumes as a result of the assignment.  
3. Invite the Career Center and/or alumni to visit to discuss the link between their education and professional lives. | History major  
Able to develop well-researched reports based on analysis and synthesis of a variety of sources  
Experience with database search  
Seeks out constructive criticism and implements change based on feedback  
Meets deadlines |
| Group project with in-class presentation on China in the 20th Century | Working in a team  
Time management  
Presentation skills  
Public speaking | History major  
Studied modern China  
Delivered presentations | **ASK THEM**  
1. Ask students to reflect on the assignment (5 min or so) and what non-History, professional skills they learned.  
2. Ask students to draft a few lines they could add to their resumes based on the skills they learned from the assignment. | History major  
Experience working successfully in teams on complex, extended projects  
Time-management skills in individual and teamwork settings  
Experience developing presentations and speaking publicly to large groups  
Meets deadlines |

*For departments: Consider building in to the curriculum reflection through portfolios, internships, experiential learning, or career relevant skills-building in partnership with the Career Center.*
My UW experience has prepared me to be a nimble, productive and conscientious individual. I have built skills in and out of the classroom preparing for work in a complex and culturally diverse professional environment. I am equipped with critical thinking and problem-solving skills, possess a deep curiosity and interest in continuous learning, and seek the opportunity to be an effective member of an industrious team.

Education

**B.A., History and French, University of Washington** Seattle, Washington, June 2014
- UW Honors Program and full academic scholarship
- Consistently on the Dean’s list (GPA above 3.5)

**Skills Enhanced through Academic Majors and Co-curricular Activity**
- Able to write well-researched reports based on analysis and synthesis of a variety of sources derived from database search results and to produce effective persuasive writing
- Seeks out constructive criticism and implements change based on feedback
- Sees situations from multiple perspectives
- Experience working successfully in teams on complex, extended projects
- Time-management skills in individual and teamwork settings, including meeting all deadlines
- Experience developing presentations and speaking publicly to large groups
- Fluent in English, French

**Travel Abroad**
Study in Paris, summer 2013, Immersion Language Program

**Husky Leadership Initiative**
Completed Leadership Certificate – requiring demonstration of skills and abilities as a leader

Community Service & Internship Experience

**Community Outreach Intern**, Northwest Non-Profit Foundation, Seattle, WA 6/12-9/12
- Assisted in organizing major annual fundraising events; raised $50,000
- Organized and coordinated volunteers for 3 Seattle community events
- Gathered data, interviewed stakeholders, and wrote reports
- Revised and maintained organization’s web pages

Research Experience

**University of Washington, Alcohol and Drug Abuse Institute**, Seattle, WA
Research Assistant, Measurement and Assessment of Risk on the Street (MARS), 10/13-present
- Interview homeless youth and young adults in three Seattle drop-in centers
- Co-manage data collection coordination
- Support the Downtown Emergency Service Center and the UW Addictive Behaviors Center

Work Experience

Ian’s Domain, barista/cashier, September 2010 – May 2011
Operated cash register, prepared and served food and beverages, customer service

O.D. & Associates, technician, July 2011 – August 2011
Responsible for scheduling appointments, answering phones, filing, faxing
What the Husky Experience means in the classroom **TEMPLATE: (your department here)**

<table>
<thead>
<tr>
<th>Academic assignment</th>
<th>Career-relevant skills learned while doing the assignment</th>
<th>What students put on their resume without guidance</th>
<th>Faculty guidance: How faculty can make the career relevant skills developed within the major clearer to students and help them prepare for life after graduation</th>
<th>What students put on their resume with guidance / How it could translate to careers in or out of History</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>TELL THEM</td>
<td>ASK THEM</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SUPPORT THEM*</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Two Year to Two Decades (2y2d) Focus Group Participation as of 4/7/11

Who Was Asked?

<table>
<thead>
<tr>
<th>2009-10 2y2d Focus Groups</th>
<th>Faculty</th>
<th>Staff</th>
<th>Students</th>
<th>External</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery</td>
<td>82</td>
<td>24</td>
<td>2</td>
<td>0</td>
<td>108</td>
</tr>
<tr>
<td>Interdisciplinary Research &amp; Education</td>
<td>79</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>89</td>
</tr>
<tr>
<td>Engagement</td>
<td>27</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>Technology (*33 of 75 total participant details captured)</td>
<td>20</td>
<td>10</td>
<td>3</td>
<td>0</td>
<td>75*</td>
</tr>
<tr>
<td>Learning</td>
<td>50</td>
<td>17</td>
<td>3</td>
<td>0</td>
<td>70</td>
</tr>
<tr>
<td>Diversity</td>
<td>10</td>
<td>66</td>
<td>8</td>
<td>0</td>
<td>84</td>
</tr>
<tr>
<td>Globalization</td>
<td>48</td>
<td>56</td>
<td>0</td>
<td>2</td>
<td>106</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>316</td>
<td>192</td>
<td>16</td>
<td>2</td>
<td>568</td>
</tr>
</tbody>
</table>

Faculty 2010-11 2d Focus Groups

<table>
<thead>
<tr>
<th>Faculty 2010-11 2d Focus Groups</th>
<th># invited</th>
<th># attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s Faculty Lunch, October 2010</td>
<td>67</td>
<td>30</td>
</tr>
<tr>
<td>President’s Faculty Lunch, November 2010</td>
<td>58</td>
<td>17</td>
</tr>
<tr>
<td>President’s Faculty Lunch, December 2010</td>
<td>70</td>
<td>24</td>
</tr>
<tr>
<td>President’s Faculty Lunch for Faculty Senators, January 2011</td>
<td>48</td>
<td>25</td>
</tr>
<tr>
<td>President’s Faculty Lunch for Chairs &amp; Assoc. Deans, February 2011</td>
<td>45</td>
<td>32</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>288</td>
<td>128</td>
</tr>
</tbody>
</table>

Student 2010-11 2d Focus Groups

<table>
<thead>
<tr>
<th>Student 2010-11 2d Focus Groups</th>
<th># attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASUW Senate, November 2010</td>
<td>≈40</td>
</tr>
<tr>
<td>Residence Hall Student Association, November 2010</td>
<td>≈50</td>
</tr>
<tr>
<td>GPSS Senate, December 2010</td>
<td>≈30</td>
</tr>
<tr>
<td>UWTacoma Executive Council, January 2011</td>
<td>≈10</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>≈130</td>
</tr>
</tbody>
</table>

External Stakeholders 2010-11 2d Focus Groups

<table>
<thead>
<tr>
<th>External Stakeholders 2010-11 2d Focus Groups</th>
<th># attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW Foundation Board &amp; UW Alumni Association Board, September 2010</td>
<td>≈100</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences Advisory Board, November 2010</td>
<td>≈20</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>≈120</td>
</tr>
</tbody>
</table>

UW Staff Survey

<table>
<thead>
<tr>
<th>UW Staff Survey</th>
<th># responded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalyst survey to all UW staff, February 2011</td>
<td>2690</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3068</td>
</tr>
</tbody>
</table>

**TOTAL PARTICIPATION = 3594**

**TOTAL PARTICIPATION BY GROUP**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Staff</th>
<th>Students</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td>444</td>
<td>2882</td>
<td>146</td>
<td>122</td>
</tr>
</tbody>
</table>

Total Faculty Senate & Council Participation (including anticipated Jan-Feb 11 figures & not including repeat participation in initial focus groups)

| Initial focus group participation: | =30 |
| Participation in President Faculty Lunches: | ≈35 |

Invited to President Faculty Lunches: ≈64
2015 – 2016 Appointments to University and Senate Committees

Faculty Council on Academic Standards (Meets Fridays at 1:30)

- Patricia Kramer, College of Arts and Sciences, Anthropology, as chair for a term beginning September 16, 2015 and ending September 15, 2016.
- Patricia Kramer, College of Arts and Sciences, Anthropology, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Don Janssen, College of Engineering, Civil and Environmental Engineering, as a retired member for a term beginning September 16, 2015 and ending September 15, 2016.
- Champak Chatterjee, College of Arts and Sciences, Chemistry, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Daniel Enquobahrie, School of Public Health, Epidemiology, as a member for a term beginning September 16, 2015 and ending September 15, 2018.

Faculty Council on Benefits and Retirement (Meets Mondays at 2:30)

- Stephan Siegel, Foster School of Business, Finance and Business Economics, as chair for a term beginning September 16, 2015 and ending September 15, 2016.
- John Mittler, School of Medicine, Microbiology, as a member for a term beginning September 16, 2015 and ending September 15, 2018.

Faculty Council on Faculty Affairs (Meets Tuesdays at 9:30)

- Gordon Watts, College of Arts and Sciences, Physics, as chair for a term beginning September 16, 2015 and ending September 15, 2016.
- Gordon Watts, College of Arts and Sciences, Physics, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Kurt Johnson, School of Medicine, Rehabilitation Medicine, as a member for a term beginning September 16, 2015 and ending September 15, 2018.

Faculty Council on Multicultural Affairs (Meets Mondays at 12:30)

- Rachel Chapman, College of Arts and Sciences, Anthropology, as chair for a term beginning September 16, 2015 and ending September 15, 2016.
- Brett Rubio, Army ROTC, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Sadaf Bhutta, School of Medicine, Radiology, as a member for a term beginning September 16, 2015 and ending September 15, 2018.

Faculty Council on Research (Meets Wednesdays at 9:00)

- Michael Rosenfeld, School of Public Health, Environmental and Occupational Health, as chair for a term beginning September 16, 2015 and ending September 15, 2016.
- Cecilia Aragon, College of Engineering, Human Centered Design and Engineering, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Donald Chi, School of Dentistry, Oral Health Sciences, as a member for a term beginning September 16, 2015 and ending September 15, 2018.

Faculty Council on Student Affairs (Meets Tuesdays at 1:30)

- Chuck Treser, School of Public Health, Environmental and Occupational Health, as chair for a term beginning September 16, 2015 and ending September 15, 2016.
- Chuck Treser, School of Public Health, Environmental and Occupational Health, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Mabel Ezeonwu, UW Bothell, Nursing, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
Christopher Laws, College of Arts and Sciences, Astronomy, as a member for a term beginning September 16, 2015 and ending September 15, 2018.

Faculty Council on Teaching and Learning (Meets Thursdays at 10:30)

- Richard Jeffrey Wilkes, College of Arts and Sciences, Physics, as chair for a term beginning September 16, 2015 and ending September 15, 2016.
- Kimberlee Gillis-Bridges, College of Arts and Sciences, English, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Daniel Turner, Foster School of Business, Marketing and International Business, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Brenda Zierler, School of Nursing, Biobehavioral Nursing and Health Systems, as a member for a term beginning September 16, 2015 and ending September 15, 2018.

Faculty Council on Tri-Campus Policy (Meets Thursdays at 9:00)

- Bill Erdly, UW Bothell, Computing and Software Systems, as chair for a term beginning September 16, 2015, and ending September 15, 2016.
- Kyle Crowder, College of Arts and Sciences, Sociology, as a member for a term beginning September 16, 2015 and ending September 15, 2018.

Faculty Council on University Facilities and Services (Meets Thursdays at 10:00)

- Rich Christie, College of Engineering, Electrical Engineering, as a member for a term beginning September 16, 2015, and ending September 15, 2018.
- Bruce Balick, College of Arts and Sciences, Astronomy, as a retired member for a term beginning September 16, 2015 and ending September 15, 2016.

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

- Dianne Lattemann, School of Medicine, Psychiatry and Behavioral Sciences, as chair for a term beginning September 16, 2015, and ending September 15, 2016.
- Dianne Lattemann, School of Medicine, Psychiatry and Behavioral Sciences, as a member for a term beginning September 16, 2015, and ending September 15, 2018.
- Carole Lee, College of Arts and Sciences, Philosophy, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Trent Hill, Information School, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Randall Leveque, College of Arts and Sciences, Applied Mathematics, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Julie Nicoletta, UW Tacoma, Interdisciplinary Arts and Sciences, as a member for a term beginning September 16, 2015 and ending September 15, 2018.

Faculty Council on Women in Academia (Meets Mondays at 12:30)

- Susan Astley, School of Public Health, Epidemiology, as chair for a term beginning September 16, 2015, and ending September 15, 2016.
- Susan Astley, School of Public Health, Epidemiology, as a member for a term beginning September 16, 2015, and ending September 15, 2018.
- Michael Fialkow, School of Medicine, OBGYN, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Geethapriya Thamilarasu, UW Bothell, Computing and Software Systems, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Jessica Robles, College of Arts and Sciences, Communication, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
Adjudication Panel

- Susan Herring, School of Dentistry, Orthodontics, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Joseph Janes, Information School, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Edward Lin, School of Medicine, Department of Medicine, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Russell McDuff, College of the Environment, Oceanography, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Ronald Stenkamp, School of Medicine, Biological Structure, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Thaisa Way, College of Built Environments, Landscape Architecture, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Sara Jane Webb, School of Medicine, Psychiatry, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Sarah Shannon, School of Nursing, Biobehavioral Nursing and Health Systems, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Jeffrey Edelman, School of Medicine, Department of Medicine, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
- Christoph Giebel, College of Arts and Sciences, International Studies, as a member for a term beginning September 16, 2015 and ending September 15, 2018.
Nominations for 2015-16 Senate Executive Committee Positions

Open Seat Nominations

<table>
<thead>
<tr>
<th>Positions</th>
<th>Nominees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Medicine – 2 positions</strong></td>
<td></td>
</tr>
<tr>
<td>Position 1</td>
<td>Mark Phillips</td>
</tr>
<tr>
<td></td>
<td>Gautham Reddy</td>
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<tr>
<td>Positions 2</td>
<td>Kelly Edwards</td>
</tr>
<tr>
<td></td>
<td>Tueng Shen</td>
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<tr>
<td><strong>Arts and Sciences – 2 positions</strong></td>
<td></td>
</tr>
<tr>
<td>Position 1</td>
<td>Fred Bookstein</td>
</tr>
<tr>
<td></td>
<td>Linda Martin-Morris</td>
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<td>Position 2</td>
<td>Gail Stygall</td>
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<tr>
<td></td>
<td>Janelle Taylor</td>
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<tr>
<td><strong>Engineering – 1 position</strong></td>
<td></td>
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<tr>
<td></td>
<td>Brad Holt</td>
</tr>
<tr>
<td></td>
<td>Duane Storti</td>
</tr>
<tr>
<td><strong>Other health science colleges¹ – 1 position</strong></td>
<td>Susan Astley</td>
</tr>
<tr>
<td><strong>Environment and Built Environments – 1 position</strong></td>
<td>Carrie Dossick</td>
</tr>
<tr>
<td></td>
<td>Richard Keil</td>
</tr>
<tr>
<td><strong>Professional Schools² – 1 position</strong></td>
<td>Ming Fan</td>
</tr>
<tr>
<td></td>
<td>Brett Rubio</td>
</tr>
<tr>
<td></td>
<td>Mike Townsend</td>
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</tbody>
</table>

Faculty Council Nominations
1. Faculty Council on Faculty Affairs
2. Faculty Council on Teaching and Learning
3. Faculty Council on Student Affairs

Nominating Committee:
Leah Ceccarelli, Arts and Sciences
Mark Haselkorn, Engineering
Carol Landis, Nursing
Brett Rubio, ROTC.

¹ Public Health, Dentistry, Pharmacy, Nursing, Social Work
² Business, Education, Evans, Information, Law, ROTC
Charge

Nominate at least one candidate for each of the eight Executive Committee positions and the three Faculty Council Chairs.

Section 22-63 of the Faculty Code provides guidance: “The Chair and immediate past Chair of the Faculty Senate shall appoint a nominating committee that shall nominate at least one candidate for each Executive Committee position. Nominations of Faculty Council Chairs shall consider the relationship of the Council’s work to the Senate’s upcoming agenda. The nominations as a whole shall provide broad representation across academic disciplines, such as Health Sciences, Arts and Sciences, and other schools and colleges, and shall endeavor to balance continuity and turnover of representation.”

How Nominees were selected

Executive Committee seats were allocated on the basis of academic geography. The eight elected SEC positions were allocated as follows:

- School of Medicine – 2 positions
- College of Arts and Sciences – 2 positions
- College Engineering – 1 position
- Other health science colleges (Public Health, Dentistry, Pharmacy, Nursing, Social Work) – 1 position
- College of the Environment and College of Built Environment – 1 position
- Professional schools (Law, Business, Education, Evans, Information, ROTC) – 1 position

The Nominating Committee sent a request for nominations to all current and incoming Senators, listing the eight contested positions; self-nominations were received, all were placed in their corresponding positions. The Committee then added to the list as needed.

The faculty council chairs were selected based on a list of upcoming issues that were given to us by the faculty senate vice chair.
### 2015-2016 Elected Faculty Senators

#### Arts and Sciences (23) Two year term: September 16, 2015 - September 15, 2017

<table>
<thead>
<tr>
<th>Name</th>
<th>Department(s)</th>
<th>Email</th>
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<tbody>
<tr>
<td>Reddy, Chandan</td>
<td>AES, AIS, GWSS, LSJ</td>
<td><a href="mailto:ccreddy@uw.edu">ccreddy@uw.edu</a></td>
</tr>
<tr>
<td>Taylor, Janelle</td>
<td>Anthropology, Geography</td>
<td><a href="mailto:jstaylor@uw.edu">jstaylor@uw.edu</a></td>
</tr>
<tr>
<td>Bookstein, Fred</td>
<td>Applied Mathematics, Statistics</td>
<td><a href="mailto:fbookst@u.washington.edu">fbookst@u.washington.edu</a></td>
</tr>
<tr>
<td>Muren, Dominic</td>
<td>Art</td>
<td><a href="mailto:dmuren@uw.edu">dmuren@uw.edu</a></td>
</tr>
<tr>
<td>Evans, Betsy</td>
<td>Asian LL, Romance LL, Linguistics</td>
<td><a href="mailto:evansbe@uw.edu">evansbe@uw.edu</a></td>
</tr>
<tr>
<td>Bhomik, Davinder</td>
<td>Asian LL, Romance LL, Linguistics</td>
<td><a href="mailto:dbhowmik@uw.edu">dbhowmik@uw.edu</a></td>
</tr>
<tr>
<td>Beane, Silas</td>
<td>Astronomy, Physics</td>
<td><a href="mailto:silas@uw.edu">silas@uw.edu</a></td>
</tr>
<tr>
<td>Laws, Christopher</td>
<td>Astronomy, Physics</td>
<td><a href="mailto:laws@astro.washington.edu">laws@astro.washington.edu</a></td>
</tr>
<tr>
<td>Martin-Morris, Linda</td>
<td>Biology</td>
<td><a href="mailto:lmorris@uw.edu">lmorris@uw.edu</a></td>
</tr>
<tr>
<td>Hopkins, Paul</td>
<td>Chemistry</td>
<td><a href="mailto:phopkins@uw.edu">phopkins@uw.edu</a></td>
</tr>
<tr>
<td>Smidchens, Guntis</td>
<td>Classics, German, Scand., Near East, Slavics</td>
<td><a href="mailto:guntiss@uw.edu">guntiss@uw.edu</a></td>
</tr>
<tr>
<td>Mayo-Wilson, Connor</td>
<td>Communication, Philosophy</td>
<td><a href="mailto:conormw@uw.edu">conormw@uw.edu</a></td>
</tr>
<tr>
<td>Stygall, Gail</td>
<td>Comparative Lit, English</td>
<td><a href="mailto:stygall@uw.edu">stygall@uw.edu</a></td>
</tr>
<tr>
<td>Braester, Yomi</td>
<td>Comparative Lit, English</td>
<td><a href="mailto:yomi@uw.edu">yomi@uw.edu</a></td>
</tr>
<tr>
<td>Jenkins, Mark</td>
<td>Dance, Drama</td>
<td><a href="mailto:markcaro@uw.edu">markcaro@uw.edu</a></td>
</tr>
<tr>
<td>Salehi-Esfahani, Haideh</td>
<td>Economics</td>
<td><a href="mailto:haideh@uw.edu">haideh@uw.edu</a></td>
</tr>
<tr>
<td>Rorabaugh, William</td>
<td>History</td>
<td><a href="mailto:rorabaug@uw.edu">rorabaug@uw.edu</a></td>
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<tr>
<td>Peikkanen, Robert</td>
<td>International Studies</td>
<td><a href="mailto:peikkanen@uw.edu">peikkanen@uw.edu</a></td>
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<tr>
<td>Lieblitch, Max</td>
<td>Mathematics</td>
<td><a href="mailto:lieblitch@uw.edu">lieblitch@uw.edu</a></td>
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<tr>
<td>Hodge, Huck</td>
<td>Music</td>
<td><a href="mailto:hhodge@uw.edu">hhodge@uw.edu</a></td>
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<tr>
<td>Buck, Steven</td>
<td>Psychology</td>
<td><a href="mailto:sbuck@uw.edu">sbuck@uw.edu</a></td>
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<tr>
<td>Crowder, Kyle</td>
<td>Political Science, Sociology</td>
<td><a href="mailto:kylecrow@uw.edu">kylecrow@uw.edu</a></td>
</tr>
<tr>
<td>Bierer, Julie</td>
<td>Speech &amp; Hearing Sciences</td>
<td><a href="mailto:jbierer@uw.edu">jbierer@uw.edu</a></td>
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#### Built Environment (2) Two year term: September 16, 2014 - September 15, 2016

<table>
<thead>
<tr>
<th>Name</th>
<th>Department(s)</th>
<th>Email</th>
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<tbody>
<tr>
<td>Dossick, Carrie</td>
<td>At Large</td>
<td><a href="mailto:cdossick@uw.edu">cdossick@uw.edu</a></td>
</tr>
<tr>
<td>Way, Thaisa</td>
<td></td>
<td><a href="mailto:tway@uw.edu">tway@uw.edu</a></td>
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#### Business (3) Two year term: September 16, 2015 - September 15, 2017

<table>
<thead>
<tr>
<th>Name</th>
<th>Department(s)</th>
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<tbody>
<tr>
<td>Siegel, Stephan</td>
<td>At Large</td>
<td><a href="mailto:ss1110@uw.edu">ss1110@uw.edu</a></td>
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<tr>
<td>Fan, Ming</td>
<td></td>
<td><a href="mailto:mfan@uw.edu">mfan@uw.edu</a></td>
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<tr>
<td>Fong, Christina</td>
<td></td>
<td><a href="mailto:cfong@uw.edu">cfong@uw.edu</a></td>
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#### Dentistry (2) Two year term: September 16, 2015 - September 15, 2017

<table>
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<tr>
<th>Name</th>
<th>Department(s)</th>
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<tbody>
<tr>
<td>Beirne, O. Ross</td>
<td>At Large</td>
<td><a href="mailto:slsb@uw.edu">slsb@uw.edu</a></td>
</tr>
<tr>
<td>Gordon, Sara</td>
<td></td>
<td><a href="mailto:gordons@uw.edu">gordons@uw.edu</a></td>
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#### Education (2) Two year term: September 16, 2014 - September 15, 2016

<table>
<thead>
<tr>
<th>Name</th>
<th>Department(s)</th>
<th>Email</th>
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<tbody>
<tr>
<td>Hoffmann, Jennifer</td>
<td>At Large</td>
<td><a href="mailto:jennilee@uw.edu">jennilee@uw.edu</a></td>
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<tr>
<td>Schindler, Holly</td>
<td></td>
<td><a href="mailto:hschindl@uw.edu">hschindl@uw.edu</a></td>
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#### Engineering (8) Two year term: September 16, 2015 - September 15, 2017

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<tr>
<th>Name</th>
<th>Department(s)</th>
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</thead>
<tbody>
<tr>
<td>Kim, Deok-Ho</td>
<td>Bioengineering</td>
<td><a href="mailto:deokho@uw.edu">deokho@uw.edu</a></td>
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<tr>
<td></td>
<td>Civil &amp; Environmental</td>
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<tr>
<td></td>
<td>Computer Science</td>
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<td>Electrical</td>
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</table>
# 2015-2016 Elected Faculty Senators

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Ghate, Archis</td>
<td>Aero/Astronautics, Industrial and Systems</td>
<td><a href="mailto:archis@uw.edu">archis@uw.edu</a></td>
</tr>
<tr>
<td>Turns, Jennifer</td>
<td>Material Science, Human Centered Design</td>
<td><a href="mailto:jturns@uw.edu">jturns@uw.edu</a></td>
</tr>
<tr>
<td>Holt, Brad</td>
<td>Chemical</td>
<td><a href="mailto:bradholt@uw.edu">bradholt@uw.edu</a></td>
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<tr>
<td>Storti, Duane</td>
<td>Mechanical</td>
<td><a href="mailto:storti@uw.edu">storti@uw.edu</a></td>
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<tr>
<td></td>
<td><strong>Environment (5)</strong> Two year term: September 16, 2015 - September 15, 2017</td>
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<tr>
<td>Hartmann, Dennis</td>
<td>Atmospheric Science</td>
<td><a href="mailto:dhartm@uw.edu">dhartm@uw.edu</a></td>
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<tr>
<td>Stone, John</td>
<td>Earth &amp; Space Sciences</td>
<td><a href="mailto:stone@ess.washington.edu">stone@ess.washington.edu</a></td>
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<tr>
<td>Hauser, Lorenz</td>
<td>Marine &amp; Environmental, Aquatic &amp; Fishery</td>
<td><a href="mailto:lhauser@uw.edu">lhauser@uw.edu</a></td>
</tr>
<tr>
<td>Keil, Richard</td>
<td>Oceanography</td>
<td><a href="mailto:rickkeil@uw.edu">rickkeil@uw.edu</a></td>
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<tr>
<td>Bura, Renata</td>
<td>Environmental &amp; Forestry Sciences</td>
<td><a href="mailto:renatab@uw.edu">renatab@uw.edu</a></td>
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<td>Carlyle, Allyson</td>
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<td>Jones, William</td>
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<td>Townsend, Michael</td>
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<tr>
<td>Ramaiah, Ramesh</td>
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<tr>
<td>Merz, Alex</td>
<td>Biochemistry</td>
<td><a href="mailto:merza@u.washington.edu">merza@u.washington.edu</a></td>
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<tr>
<td>Regnier, Michael</td>
<td>Bioengineering</td>
<td><a href="mailto:mregnier@uw.edu">mregnier@uw.edu</a></td>
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<tr>
<td>Edwards, Kelly</td>
<td>Bioethics &amp; Humanities</td>
<td><a href="mailto:edwards@u.washington.edu">edwards@u.washington.edu</a></td>
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<tr>
<td>Dacey, Dennis</td>
<td>Biological Structure</td>
<td><a href="mailto:dmd@u.washington.edu">dmd@u.washington.edu</a></td>
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<tr>
<td>Schaad, Doug</td>
<td>Biomedical Informatics &amp; Medical Education</td>
<td><a href="mailto:schaad@u.washington.edu">schaad@u.washington.edu</a></td>
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<tr>
<td>Colby, Lesley</td>
<td>Comparative Medicine</td>
<td><a href="mailto:locolby@uw.edu">locolby@uw.edu</a></td>
</tr>
<tr>
<td>Siegel, Malinda</td>
<td>Family Medicine</td>
<td><a href="mailto:mss25@uw.edu">mss25@uw.edu</a></td>
</tr>
<tr>
<td>Manoil, Colin</td>
<td>Genome Sciences</td>
<td><a href="mailto:manoil@u.washington.edu">manoil@u.washington.edu</a></td>
</tr>
<tr>
<td>Lingappa, Jairam</td>
<td>Global Health</td>
<td><a href="mailto:lingappa@uw.edu">lingappa@uw.edu</a></td>
</tr>
<tr>
<td>Savan, Ram</td>
<td>Immunology</td>
<td><a href="mailto:savanram@uw.edu">savanram@uw.edu</a></td>
</tr>
<tr>
<td>Zimring, James</td>
<td>Laboratory Medicine</td>
<td><a href="mailto:jzimring@psbc.org">jzimring@psbc.org</a></td>
</tr>
<tr>
<td>Wurfel, Mark</td>
<td>Medicine</td>
<td><a href="mailto:mwurfel@u.washington.edu">mwurfel@u.washington.edu</a></td>
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<tr>
<td>Knight, Chris</td>
<td>Medicine</td>
<td><a href="mailto:cknight@uw.edu">cknight@uw.edu</a></td>
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<td>Martin, Daniel</td>
<td>Medicine</td>
<td><a href="mailto:dbmartin@uw.edu">dbmartin@uw.edu</a></td>
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<tr>
<td>Goldberger, Zachary</td>
<td></td>
<td><a href="mailto:zgolzberger@cardiology.washington.edu">zgolzberger@cardiology.washington.edu</a></td>
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<tr>
<td>Gharib, Sina</td>
<td>Medicine</td>
<td><a href="mailto:sagharib@u.washington.edu">sagharib@u.washington.edu</a></td>
</tr>
<tr>
<td>Edelman, Jeff</td>
<td>Medicine</td>
<td><a href="mailto:jeffrey.edelman@va.gov">jeffrey.edelman@va.gov</a></td>
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<tr>
<td>Lynch, John</td>
<td>Medicine</td>
<td><a href="mailto:jbllych@u.washington.edu">jbllych@u.washington.edu</a></td>
</tr>
<tr>
<td>Sutton, Paul</td>
<td>Medicine</td>
<td><a href="mailto:plsutton@uw.edu">plsutton@uw.edu</a></td>
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<tr>
<td>Chaudhary, Anu</td>
<td>Microbiology</td>
<td><a href="mailto:anuc@uw.edu">anuc@uw.edu</a></td>
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<tr>
<td>D'Ambrosio, Rai</td>
<td>Neurological Surgery</td>
<td><a href="mailto:raid@u.washington.edu">raid@u.washington.edu</a></td>
</tr>
<tr>
<td>Steinman, Kyle</td>
<td>Neurology</td>
<td><a href="mailto:kylejs@uw.edu">kylejs@uw.edu</a></td>
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<tr>
<td>Patton, Dorothy</td>
<td>Obstetrics &amp; Gynecology</td>
<td><a href="mailto:dpatton@u.washington.edu">dpatton@u.washington.edu</a></td>
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<tr>
<td>Shen, Tueng</td>
<td>Ophthalmology</td>
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<td>Allan, Chris</td>
<td>Orthopaedics &amp; Sports Medicine</td>
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<tr>
<td>2015-2016 Elected Faculty Senators</td>
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