



University of Washington
FACULTY SENATE
Box 351271

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GENERAL LEGISLATIVE ACTION

At its meeting on May 17, 2012, the Faculty Senate approved legislation that would make accomplishments related to enriching diversity in teaching, research and service considered, but not required, in faculty, appointments and promotions decisions. These changes, which would amend the Faculty Code, have been approved at every step of the legislative process. The Faculty Council on Multicultural Affairs has developed and approved this legislation.

PLEASE VOTE BY June 7, 2012, 5 p.m.

Rationale: Proposed changes make accomplishments related to enriching diversity in teaching, research and service considered, but not required, in faculty appointments and promotions decisions. [Faculty Code Chapter 24.32 and 24.54]

For several decades, the University of Washington has committed itself to increasing the diversity of its students, faculty, and staff. On the University's main website at www.washington.edu/diversity, it states, "At the University of Washington, diversity is integral to excellence. The University values and honors diverse experiences and perspectives, strives to create welcoming and respectful learning environments, and promotes access, opportunity, and justice for all. *Valuing and honoring diversity. It's the Washington way.*"

The proposed changes in the Faculty Code in Section 24-32, unanimously endorsed by the Faculty Council on Multicultural Affairs, are designed to allow that the work done by faculty in research, teaching, and service that enriches diversity at the UW be recognized in the processes of appointment and promotion. The Council recommended that language be added to the existing Faculty Code that will allow departments, review committees, chairs, deans, and the provost to consider this work in reviewing faculty. At least one set of peer institutions, the University of California system, has adopted language similar to that contained in this proposal.

Nothing in this proposed language requires that any member of the faculty demonstrate accomplishments in this area to be appointed or promoted. However, it does formally allow a faculty member's accomplishments in this area to be part of the file that is reviewed and evaluated at all appropriate levels of the University. As the University continues to build excellence for the 21st century, a continued focus on diversity integrates the changing demographics of the country with the expansion of intellectual boundaries in many disciplines. A faculty with more of its members committed to diversity in research, teaching, and service will make the University of Washington better positioned to meet its stated goals in the 21st century.

In reviewing Chapter 24 of the Faculty Code, it was determined that Section 24-32, Scholarly and Professional Qualifications of Faculty Members, should be amended to include language that allows faculty work that promotes diversity and equal opportunity to be recognized in appointments and promotion. All proposed language appears in the attachment to this statement.

The proposed amendment was unanimously approved by the Faculty Senate.

Counter Argument to Proposals

Discussion of the proposed changes included the opinions of some faculty that the existing language sufficiently allows consideration of accomplishments related to enriching diversity in teaching, research and service, and thus, specific additional statements are unnecessary.

Faculty Code, Chapter 24 Appointment and Promotion of Faculty Members

Section 24–32 Scholarly and Professional Qualifications of Faculty Members

The University faculty is committed to the full range of academic responsibilities: scholarship and research, teaching, and service. Individual faculty will, in the ordinary course of their development, determine the weight of these various commitments, and adjust them from time to time during their careers, in response to their individual, professional development and the changing needs of their profession, of their programs, departments, schools and colleges, and the University. Such versatility and flexibility are hallmarks of respected institutions of higher education because they are conducive to establishing and maintaining the excellence of a university and to fulfilling the educational and social role of the institution. In accord with the University's expressed commitment to excellence and equity, contributions in scholarship and research, teaching, and service that address diversity and equal opportunity may be included among the professional and scholarly qualifications for appointment and promotion outlined below.

- A. Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty. The scholarship of faculty members may be judged by the character of their advanced degrees and by their contribution to knowledge in the form of publication and instruction; it is reflected not only in their reputation among other scholars and professionals but in the performance of their students.
- B. The creative function of a university requires faculty devoted to inquiry and research, whose attainment may be in the realm of scholarly investigation, in constructive contributions in professional fields, or in the creative arts, such as musical composition, creative writing, or original design in engineering or architecture. While numbers (publications, grant dollars, students) provide some measure of such accomplishment, more important is the quality of the faculty member's published or other creative work.

Important elements in evaluating the scholarly ability and attainments of faculty members include the range and variety of their intellectual interests; the receipt of grants, awards, and fellowships; the professional and/or public impact of their work; and their success in directing productive work by advanced students and in training graduate and professional students in scholarly methods. Other important elements of scholarly achievement include involvement in and contributions to interdisciplinary research and teaching; participation and leadership in professional associations and in the editing of professional journals; the judgment of professional colleagues; and membership on boards and committees. In all these, contributions that address diversity and equal opportunity may be included.

- C. The scope of faculty teaching is broader than conventional classroom instruction; it comprises a variety of teaching formats and media, including undergraduate and graduate instruction for matriculated students, and special training or educational outreach. The educational function of a university requires faculty who can teach effectively. Instruction must be judged according to its essential purposes and the conditions which they impose. Some elements in assessing effective teaching include the ability to organize and conduct a course of study appropriate to the level of instruction and the nature of the subject matter; the consistency with which the teacher brings to the students the latest research findings and professional debates within the discipline; the ability to stimulate intellectual inquiry so that students develop the skills to examine and evaluate ideas and arguments; the extent to which the teacher encourages discussion and debate which enables the students to articulate the ideas they are exploring; the degree to which teaching strategies that encourage the educational advancement of students from all backgrounds and life experiences are utilized; the availability of the teacher to the student beyond the classroom environment; and the regularity with which the teacher examines or reexamines the organization and readings for a course of study and explores new approaches to effective educational methods. A major activity related to teaching is the instructor's participation in academic advising and counseling, whether this takes the form of assisting students to select courses or discussing the students' long-range goals. The assessment of teaching effectiveness shall include student and faculty evaluation. Where possible, measures of student achievements in terms of their academic and professional careers, life skills, and citizenship should be considered.
- D. Contributions to a profession through published discussion of methods or through public demonstration of an achieved skill should be recognized as furthering the University's educational function. Included among these

contributions are professional service activities that address the professional advancement of individuals from underrepresented groups from the faculty member's field.

- E. The University encourages faculty participation in public service. Such professional and scholarly service to schools, business and industry, and local, state, national, and international organizations is an integral part of the University's mission. Of similar importance to the University is faculty participation in University committee work and other administrative tasks and clinical duties, including the faculty member's involvement in the recruitment, retention, and mentoring of scholars and students in an effort to promote diversity and equal opportunity. Both types of service make an important contribution and should be included in the individual faculty profile.
- F. Competence in professional service to the University and the public should be considered in judging a faculty member's qualifications, but except in unusual circumstances skill in instruction and research should be deemed of greater importance.

Section 13–31, April 16, 1956; S–A 58, May 16, 1978; S–A 64, May 29, 1981; S–A 71, February 5, 1985; S–A 75, April 6, 1987; S–A 86, December 8, 1992; S–A 99, July 9, 1999: all with Presidential approval.

Section 24–54 Procedure for Promotions

Annually, all eligible members of the faculty shall be informed of the opportunity to be considered for promotion by their department chair (or chair's designee or the dean of an undepartmentalized school or college, or the dean's designee). At the request of the faculty member, or if the promotion decision is mandatory, a promotion review shall be conducted following the procedure below.

- A. The voting members of the appropriate department (or undepartmentalized college or school) who are superior in academic rank or title to the person under consideration shall decide whether to recommend the promotion. Research faculty shall be considered by voting members of the appropriate department, or undepartmentalized college or school, who are superior in academic rank to the person under consideration. Faculty with instructional titles outlined in Section 24-34 Subsection B shall be considered by voting members of the appropriate department or undepartmentalized college or school who hold an eligible professorial appointment or an instructional title superior to that of the candidate being considered. In this decision they shall take into account the qualifications prescribed in Sections 24–32, 24–33, 24–34, and 24–35 for the various academic ranks and titles. Promotion shall be based upon the attainment of these qualifications and not upon length of service. In arriving at recommendations for promotion, faculty, chairs, and deans ~~are directed to study~~ shall consider the whole record of candidates' qualifications described in Section 24–32

Submitted by:
Faculty Council on Multicultural Affairs
January 9, 2012

Approved by:
Senate Executive Committee
January 9, 2012

Referred by:
Faculty Senate to Special Committee
January 26, 2012

Approved by:
Faculty Senate
March 1, 2012

Approved by:
Senate Executive Committee
April 30, 2012

Approved by:
Faculty Senate
May 17, 2012