

UNIVERSITY *of* WASHINGTON



Faculty Senate

UW Faculty 2050

**Compiled by
UW Faculty Senate leadership
and faculty
in collaboration with
Provost Baldasty and
the Board of Deans & Chancellors**

**Presented to
the UW Provost
Mark Richards**

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UW Faculty 2050

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Additionally faculty participated by:

- attending discussion groups (2 ½ day retreats and 3 open meetings)
- participating in focus groups (themed across three foci of the report)
- providing comments on drafts of reports (EFC chairs, Faculty Council Chairs, etc.)
- responding to faculty survey (945 respondents)

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Executive Summary

Implementation Proposal

Members of the UW Faculty have come together to consider the UW in 2050. We believe in the strength of a shared vision grounded in the values of a public university as a public good, the essential contributions of diversity, equity, and inclusion to our excellence, and the remarkable ways in which our careers are engaging new and alternative forms of scholarship, teaching, and service. This vision supports the UW's pursuit of excellence in research and teaching, our work on the Diversity Blueprint, the Race & Equity Initiative, and the Population Health Initiative. As President Cauce described her vision of the UW as a public good in her Spring 2018 talk, we too want a university that stewards such ideals in its cultures, both local and broadly, in its policies and practices, and its leadership and communities.

Together, as faculty and leaders, we can take our public university to the leading edge of institutions of higher education. By building on our strengths, we can magnify our public good through the best research, teaching, and service across disciplines and by promoting diversity, equity, and inclusion throughout our community.

Next Steps:

We present this document with the aspiration to partner with the Provost, BODC, and other university leadership to realize the greater potential of our faculty and community. We propose that:

- The UW launch a university-wide strategic planning process that builds from the Diversity Blueprint and the 2050 document;
- The Provost ask the BODC to review and report on how they will work with their faculty, in partnership with their Elected Faculty Councils (EFC), to address the 2050 recommendations and aspirations, including but not limited to the following:
 - to develop or refine tenure, promotion, and hiring guidelines to meet the goals of this report to recognize community-engaged, public, and other approaches to research, teaching, and service as appropriate to each unit;
 - to develop strategic plans that strive to realize the goals of the UW's Diversity Blueprint in hiring, retention, and development of the faculty community; and
 - to increase opportunities for faculty to engage in activities that promote the UW as a public good.
- The Faculty Senate develop a working plan based on the 2050 document and assign appropriate sections to Faculty Senate councils with clear metrics of success established and shared;
- Elected Faculty Councils review the 2050 document and determine how they will work with their respective Deans to engage in realizing the goals and strategies of the 2050 document; and
- To share the 2050 document with all Faculty Senators so that they will consider how best to contribute to the efforts here described and, more importantly, to the broad vision that emerges from this work.

High Priority Recommendations

A. PUBLIC UNIVERSITY AS A PUBLIC GOOD

Immediate action strategies:

- Support a rigorous review of general education requirements and areas of knowledge to ensure they robustly reflect the breadth and depth of the UW's educational mission; and
- Improve recognition of high-quality teaching as an essential contribution to the public good; and
- Foster faculty engagement in UW's External Affairs work with governmental (federal, state, and city), civic, and community leaders and advocates.

Next Steps:

- Establish robust financial and administrative support (including seed grants, ongoing grants, recognition...) for faculty-led community-engaged, interdisciplinary, and/or public scholarship, research, and teaching.

B. BUILDING AND STEWARDING AN INCLUSIVE, EQUITABLE, AND DIVERSE COMMUNITY

Immediate action strategies:

- Increase central advancement funding for diversity, equity, and inclusion efforts with incentives for successful units and programs;
- Support implementation of Diversity Blueprint recommendations for stewarding a diverse faculty:
 - Create, implement and report on faculty/staff climate survey across campuses
 - Support 100% participation in faculty search committee anti-bias training
- Appoint R&EI Steering Committee to create a robust and accessible dashboard on faculty diversity, retention, and excellence; and
- Improve faculty hiring process by requiring diversity statement for faculty application portfolios.

Next Steps:

- Support development in each unit of best practices in faculty diversity, equity, and inclusion;
- Develop a program similar to community-based Equity Advisors for faculty to support culture shifts towards increased equity and inclusion in all units;
- Develop and apply metrics to assess how UW leadership actively promotes diversity, equity, and inclusion, including how they are realizing the goals of the Diversity Blueprint; and
- Expand academic and financial resources to support diversity scholarship, teaching, and service (faculty and graduate students) including program of diversity seed grants for faculty.

C. FACULTY CAREERS

Immediate action strategies:

- Request Deans and Chancellors to identify and share how Tenure & Promotion guidelines address expanded forms of research and teaching, including collaborative, community-engaged, and/or interdisciplinary;
- Request Deans and Chancellors to address significant disparities of service, with attention to those correlated to gender, race, and rank; and
- Improve benefits, including parental leave, childcare services, & retirement resources.

Next Steps:

- Identify central funding for interdisciplinary, collaborative and/or community-engaged teaching and scholarship;
- Establish a university-wide resource or office for strengthening support of collaborative, community-engaged, and interdisciplinary research, teaching, and service; and
- Increase support for the development of pedagogy that more fully supports students from diverse backgrounds.

Summary of Goals and Strategies

As noted by A. Bartlett Giametti (former president at Yale University) it is essential that university faculty and administration seek to “reforge common aims, to establish again a common set of goals and values, to lay aside the mistrust that corrodes the capacity to educate the young and to discover and share new knowledge, and to speak to the public of the nature and purpose of an education (“The Academic Mission” 1987, in *A Free and Ordered Space*, p. 46). Drawing on the responses to a faculty survey (20% response rate), a series of focus groups, and several workshops with a variety of constituencies, this 2050 report reflects the efforts of the UW faculty in collaboration with our academic leadership to describe our common aims, reaffirm our shared values, and speak to the purpose of education. In so doing we lay out what we believe are emergent and aspirational strategies built on our aims and values so as to realize the potential of research, teaching and service to impact our communities and beyond.

A. THE PUBLIC UNIVERSITY AS A PUBLIC GOOD

As a public research and teaching university, the University of Washington is a remarkable institution in the breadth of our public outreach, mission, and impact. Through our roles in research, teaching and service, we address vital issues that touch lives, locally and internationally. Through these efforts, we serve the Puget Sound region, Washington State, the Pacific Northwest, and the nation, as well as global communities. We are a form of the public commons, serving multiple communities. We support our students and their families and engage with our local communities including business, non-profits, and governmental agencies among others. As a state university we serve our state and as a public institution we serve our nation and the world.

Goals:

- Strengthen the recognition of education in the public good and democracy;
- Strengthen the recognition of service to the institution, disciplines, and to our communities as valuable professional contributions of faculty;
- Value broad inquiries across political, economic, social, and cultural domains and boundaries;
- Expand recognition of the value of a deeply pluralistic institution and faculty community that reflects the perspectives of the city, region, state, and world.

Immediate action strategies:

- Support a thorough and rigorous review of general education requirements and areas of knowledge to ensure they robustly reflect the breadth and depth of the UW’s educational mission; and
- Improve recognition of high-quality teaching as an essential contribution to the public good; consider ideas such as providing a salary increase for winning a distinguished teaching award or the distinguished graduate mentor award/ or establish a new teaching award for community engaged pedagogy that is conducted in meaningful partnerships with community members; and
- Foster faculty engagement in activities of UW’s External Relations that intersect with civic, community, and governmental leaders and advocates.

Emergent Strategies (longer term):

- Establish robust financial and administrative support (including seed grants, ongoing grants, recognition...) for faculty-led community engaged, collaborative, interdisciplinary, and/ or public scholarship, research, and teaching; and
- Increase number of faculty to share their work as public scholars at events hosted by UW leadership; and
- Formally recognize, value, and reward commitment to community impact within research, scholarship, teaching, and service through an expansion of the Faculty Awards programs, and through new methods including possible Faculty Fellow programs

B. BUILDING AND STEWARDING AN INCLUSIVE, EQUITABLE, AND DIVERSE COMMUNITY

We believe the most important strategy for UW leaders and faculty is to establish a shared understanding of why diversity is essential for our success as a public university, for access and for excellence. We need shared narratives about the big D of Diversity - that is about race as well as gender and low-income or socio-economically disadvantaged populations. We need to talk about these issues in intersectional ways making it challenging in its complexity, as that is the only way we will change the structures that have fostered historical and current disparities based on differences. Diversity, equity, and inclusion are grounding values that determine whether we are successful as a public institution of higher education in the pursuit of truth and knowledge.

Goals:

- Build a more broadly shared understanding of why diversity, equity, and inclusion is critical to access and increased excellence;
- Establish, share, and apply metrics for assessing achievements in diversity, equity, and inclusion in assessments of academic leaders, faculty, and staff recognizing the importance of diversity leadership;
- Improve and expand transparency and access to data on diversity, equity, and inclusion
- Improve and expand access and fiscal and academic support for students from diverse backgrounds to include all manners of diversity (social, cultural, economic, abilities, and racial etc.); and

Immediate action strategies:

- Increase central advancement funding for diversity, equity, and inclusion efforts with incentives for successful units and programs;
- Support implementation of Diversity Blueprint recommendations for stewarding a more diverse faculty:
 - Create, implement and report on a climate survey across all three campuses
 - Support 100% participation of deans and unit leaders in search committee anti-bias training
- Appoint R&EI Steering Committee to create a robust, transparent, and accessible dashboard on faculty diversity, retention, and excellence that can be used by each unit; and
- Improve faculty hiring process by requiring diversity statement for faculty application portfolios.

Emergent Strategies (longer term):

- Support development in each unit of best practices in faculty diversity, equity, and inclusion;
- Develop a program similar to Equity Advisors for faculty to support culture shifts towards increased equity and inclusion in all units;
- Develop a “place for grace and reconciliation” for faculty, staff, and students;
- Identify and publicize UW research centers focused on issues of equity and social justice
- Develop and apply metrics to assess how UW leadership stewards diversity and inclusion (incl. deans & chairs) including how they are realizing the goals of the Diversity Blueprint;
- Expand academic and financial resources to support diversity scholarship, teaching, and service (for faculty and graduate students) including expanding the program of diversity seed grants for faculty;
- Develop structures to support accountability of faculty in support of diversity and inclusion (hiring, promotion, merit, and tenure decisions) including supporting the Diversity Blueprint;

C. FACULTY CAREERS

As a public university we face the challenges and opportunities of pursuing knowledge and truth through the robust practices of research, scholarship, and teaching including emerging approaches including but not limited to community engagement, public scholarship, and service learning for students. Faculty careers and how we do our work define the mission of discovery at the University of Washington.

Goals:

- Recognize Academic Freedom and Tenure as equally critical to and co-dependent within the University;
- Increase public understanding of how the pursuit of truth through research across disciplines, fields, and domains is an essential public good;
- Improve recognition of quality teaching as an essential contribution to the public good;
- Broadly value community engaged scholarship, public scholarship, and diversity scholarship and determine that such work shall be recognized and considered in hiring, merit, promotion, and tenure of all applicable faculty;
- Expand recognition of lecturers as essential to our teaching mission
- Improve recognition of research faculty as essential to our research mission
- Recognize institution building by faculty as an important contribution and one that should be recognized in promotion and tenure criteria; and
- Strengthen recognition of shared governance as an essential contribution and value as leadership development.

Immediate action strategies:

- Request Deans and Chancellors to identify and share how Tenure & Promotion guidelines address expanded forms of research and teaching, including collaborative, community-engaged, and/or interdisciplinary;
- Request Deans and Chancellors to address significant disparities of service, with attention to those correlated to gender, race, and rank; and
- Improve benefits including parental leave, childcare services, and retirement planning resources.

Emergent Strategies (longer term):

- Establish a university-wide resource or office for strengthening support of collaborative, community-engaged, and interdisciplinary research, teaching, and service.
- Identify central funding for interdisciplinary, collaborative and/or community engaged teaching and scholarship:
- Support recommendations of task force discussing improved assessments for teaching and learning;
- Improve recognition for roles faculty undertake in support of the institution to include faculty mentoring, pipeline development, shared governance, and leadership; and
- Increase support for the development of pedagogy that more fully supports students from diverse backgrounds to include all manners of diversity (social, cultural, economic, abilities, and racial etc.).

Next Steps:

We present this document with the aspiration to partner with the Provost, BODC, and leadership to realize the greater potential of our faculty, community, and university. Our next step would be to determine the highest priority strategies for attaining short-term and long-term objectives as outlined in the document. We will need to establish work groups and timelines as well as develop the capacity to accommodate uncertainties. It is important work. We look forward to the collaboration, and are excited by the potential outcomes of our partnership.

INTRODUCTION

Public research universities are drivers of discovery. They subsequently advance social and economic mobility, promote equity and create conditions for improved human and environmental health and wellbeing. University faculty provide key elements to the discovery process through their primary roles as teachers, core researchers and administrators. While the multidimensional role of a faculty member may never have been simple, today its complexity has risen in step with the greater complexity of the major challenges being addressed. Population health, the impact of climate change, environmental degradation, and social and economic inequities that span the globe are just a few examples. To realize the potential of a public research university to vigorously address these and other global challenges, stewardship of faculty from entrance into the academy through their entire academic career is necessary.

Over the past year, Faculty Senate leadership has sought to advance a framework for faculty careers, with an emphasis on younger faculty and their development as academic leaders. This report provides a foundation for aspirational strategies meant to guide faculty careers while building toward a more diverse and inclusive community across the academy that serves the public good.

Universities are higher education institutions that create and disseminate knowledge. American citizens have committed to higher education since before the founding of the United States, as ten colleges were established prior to the American Revolution. Public universities were realized under what is called the Morrill Act of 1862, which provided a land grant to establish a university in each state to “teach ...agriculture and the mechanic arts” making higher education accessible to a greater range of citizens on the socio-economic spectrum. Over the past century and a half, public universities have stewarded a greater diversity of faculty, staff and students and a much wider arena of research and teaching than ever before. In turn, the teachers, learners, and scholars, have generated many of the big ideas that shape our world today.

The University of Washington is a leading a public research university committed to student access and excellence in education and research. Known internationally as one of the top universities in the world, students and faculty originate from a large variety of cultures around the globe to study and pursue research here and consequently our community reach and our level of excellence is longer and higher. We are stronger and serve the public more fully because of our growth in diversity in alignment with our shared values.

University faculty help build society’s collective future. As teachers and researchers, faculty foster the growth of leaders, thinkers, and innovative problem solvers who seek to improve and strengthen society locally and around the world. Faculty nurture students as they engage with new ideas and develop the foundations of new knowledge in the sciences, humanities, arts, and professions. Faculty welcome students into laboratories and libraries, navigating for them the deep and long river of research that moves society forward. We support students as they develop the skills to be critical thinkers, writers, speakers and civically engaged people. The future of democracy is in the hands of our students and we are obligated to provide them with an excellent education as a foundation and catalyst for leadership.

To explore our future as a university and a faculty, faculty senate leadership partnered with the Provost and members of the Board of Deans and Chancellors to create the foundations for a vision of the UW in 2050. This vision offers a guide for planning, grounded in our shared values and commitment to public education. Our work focused on the role of faculty through the eyes of the faculty as faculty drive the academic vision and mission at the core of the institution. Our approach acknowledges that faculty we hire over the next decade will become university academic leaders by 2050. Our approach has been to identify trends that will likely shape their careers and leadership prowess. While we know that we will fail to imagine just how much change there might be or the directions it will take, our intention is to be strategic in our approach to the future to assure that we continue to build upon our core mission to engage in public education and the generation of knowledge for the public good.

The UW Faculty 2050 project is intended to be an ongoing effort to strengthen the UW as a public institution of higher education in its service of the public good for the region, state, nation and world. This summary report is provided to our new Provost, Mark Richards, by the Faculty Senate Leadership as a

means for him to learn more about University of Washington faculty views, how we describe ourselves as an academic community, and how we wish to steward the university into the future.

I. SHARED GOVERNANCE

Shared governance is important, mutually beneficial, and not always easy. The UW Faculty Senate is committed to strengthening shared governance by fostering partnerships based on integrity and respect as we work together with each other and with administration to solve problems even when facing disagreement and a need to compromise. In this way through shared governance we stand by all the expressed shared values of our university (<http://www.washington.edu/about/visionvalues/>).

Collaboration in shared governance is necessary and is essential to success. It allows us to innovate solutions to problems with university administrators in productive, dynamic and critical ways. For example, while faculty oversee academic issues, it is university administration that must develop clear and efficient policies and procedures. While university leadership is responsible for the fiscal health of the institution, faculty must consider the budgetary impacts of academic policies and practices. We have identified needs for a stronger stewardship of diversity, equity, and inclusion across our university community and an improved faculty disciplinary and dispute resolution system and policy. It is only through strong partnership and shared governance that we can productively address those issues and the fiscal challenges that lie immediately ahead. A partnership that extends beyond faculty senate to the elected faculty councils of our schools and colleges and forms of faculty contribution to governance and the department level.

II. PROCESS

This report began with the shared understanding that as faculty members of a public university with a local footprint, regional impact, and global reach, we serve society through our teaching, research, and public engagement. At a time when institutions of higher education are facing increased scrutiny, we reaffirmed our commitment to academic research and teaching as an essential public good that transcends politics and strengthens democracy. This re-affirmation catalyzed a rigorous review of our current framework for stewarding a robust faculty, building a more diverse and inclusive community, and strengthening our role as a public good.

The process of creating this document began with a “Letter of Shared Values”. In spring 2017 a small group of faculty members collectively wrote our “Letter of Shared Values”. This letter, signed by hundreds of faculty members and endorsed by the Faculty Senate, served as a catalyst for the UW Faculty 2050 initiative. This letter articulates our shared commitment as UW faculty to:

1. *Fostering a Democratic Tradition*
2. *Sustaining our role as a Public Good*
3. *Expanding Access and Excellence*
4. *Strengthening Critical Thinking and Inquiry*
5. *Expanding and Enhancing Inclusion and Engagement*
6. *Stewarding Academic Freedom*

However, we know that a commitment to lofty values is not enough to sustain our community nor to realize our collective potential. With the letter as a foundation, Faculty Senate leadership and the Provost explored a more robust process of establishing a guiding framework for faculty careers and their role in the institution over the coming decades. This effort grew out of three insights as follows:

First, there was the acknowledgement that faculty careers were changing as a broader range of modes of pursuing research, teaching, and service are engaged. Changing expectations for the role of impact, new technology, and changing demographics of our students and colleagues posed challenges and opportunities. It was noted that in 2018 we were hiring young faculty who would be our leadership in 2050 and that their careers would be significantly shaped by these changes.

Secondly, while the UW had written a number of strategic plans, the role of faculty had only been minimally addressed. It has been assumed apparently that faculty roles, duties, and successes would remain essentially constant while all else changed. However, we know that not only were faculty roles changing, but how we succeed as faculty meant tackling the challenges of diversity, technology, and the role of education in the public domain in alternative ways. Recent challenges to free speech, academic freedom, and decreasing investment in public education threaten the public research university. Nevertheless, we also know that these changes provide remarkable opportunities that can strengthen the university if we harness the right tools and avenues of focus.

Finally, with a new provost joining the leadership of the UW in Fall 2018, it is an ideal time to establish a set of shared values, primary trends, and aspirational strategies. This was an opportunity to see ourselves as a community of faculty who shared a set of values while each of us pursues our work as individuals within a diversity of disciplines, fields, and professions.

These discussions led to a year-long effort (2017-2018), to engage faculty as well as members of the Board of Deans and Chancellors in explorations of our core identity as a public institution of higher education. We then investigated the major trends we believe are shaping our teaching, research, and service. And finally we established a set of aspirational strategies that should guide our work in the future as faculty and as academic leaders.

To reflect the perspectives of faculty from across units including all of the schools, colleges, and campuses as well as all ranks including lecturers, research faculty, tenure and tenure track faculty, and academic leadership we approached the project through multiple venues:

- A steering committee was established comprised of four faculty members and four deans/chancellors. This committee oversaw the process and writing of the 2050 report.
- BODC members participated in a half day retreat focused in part on discussing the identity and trends they see as our leaders and mentors.
- Faculty from across ranks, units, and campuses were invited to gather in two ½ day retreats to build a collective identity as faculty and to identify the primary trends we believe are shaping the future of UW
- A survey of faculty was shared across schools, colleges, and campuses with 945 (Approx. 20%) respondents. A summary of this survey is included.
- Drafts of the report were provided for comment to the Faculty Senate Chair's Cabinet members, Chairs of Faculty Councils, and Chairs of the Elected Faculty Councils.

Our first meetings established shared values, persona, and trends as context while later discussions focused on how faculty might respond in ways that we would be both realistic and aspirational. As described in more detail below, the work was eventually framed by three primary questions:

- How do we pursue our work as a public institution in ways that promote the public good?
- How do we build a stronger and more inclusive and diverse community?
- How are the career paths of faculty changing and how do recognize the changes in the processes and policies of hiring / tenure / merit / promotion?

Faculty work groups were created for each of the question domains. The work groups tackled the question assigned within the context of the values and trends identified. Forward focused descriptions and strategies were described that were realistic, built on our strengths, and suggested aspirational goals. Drawing on the work group efforts, we generated a survey that was shared with all faculty and the responses were used to expand and refine the descriptions and aspirational strategies.

Additionally we understood that while the 2050 initiative was a distinct effort, we know that there were many others already at work on the same or similar issues. Such efforts are led by our deans, chancellors, and directors, as well as ground up efforts by faculty, staff, and students. By aligning our work with the aligned initiatives, we open the door to realize the potential of this public institution of higher education. Following are some of the initiatives at the UW that are directly relevant to our work in the three areas identified and are considered significant resources in moving forward on the 2050 aspirations.

Public Institution and Public Good

- Carnegie Community Engagement Designation application
- Tri-Campus Initiative - Connected "U"

Inclusion, Diversity, and Equity

- Race & Equity Initiative – trainings and resources
- Faculty Council of Multicultural Affairs / Women in Academia
- UW Diversity Committee, diversity leaders and councils

Career Paths and Hiring/ Tenure/ Merit/ Promotion:

- Faculty Council of Multicultural Affairs / Women in Academia
- Leadership Excellence Program (LEP) workgroup on Tenure/ Promotion/ Merit guidelines
- Elected Faculty Councils (EFC) working on TMP guidelines and processes
- Office of Faculty Advancement, Office of the Provost

While it is not possible to reflect the full diversity of opinions, experiences, and expertise of the 4800 plus faculty members, we believe we have captured the major trends, primary threads, and key values of our faculty while leaving room for future refinements, additions, and modifications.

Finally, as important as faculty are, it is essential to recognize the significant need to steward and strengthen the university as a public good and to build resilience and the ability to be nimble in response to uncertainties and opportunities. We wish to be known as an innovative and adaptable community that serves the public good, stewards a healthy democracy, and contributes to environmental and human health and wellbeing around the globe.

III. FRAMEWORK

This section describes the foundational work framing our work. We began with our “Letter of Shared Values” (Addendum #1) as we gathered small groups of faculty to develop core characteristics or qualities that identify our persona - who we believe we are as UW faculty. We believe that these identifying traits should be sustained over the coming decades, while recognizing that how we implement our work will need to adapt to changing constraints and opportunities. The primary qualities that identify us as the University of Washington include:

1. Stewards of a Public institution of Higher Education
2. Dedicated to human centered learning and teaching for all students
3. Stewards of Academic freedom
4. Leaders in Shared governance
5. Committed to building a Diverse, Equitable, and Inclusive Community
6. Curators of the ability to inspire and innovate

These qualities reflect our Shared Values while providing more specificity in how we engage in research, teaching, and service. These qualities and our shared values should be read as complimentary.

PERSONA, IDENTITY, AND CRITICAL TRENDS

As a next step we identified a list of primary trends shaping our research, teaching, and service as faculty as well as the uncertainties for which we can't plan, but need to be aware. Although each of the trends includes a certain level of uncertainty, each is already informing our university as a public institution of higher education. We note here that there are many other trends informing society, global politics, fiscal landscapes etc., but these were selected as the most important trends either for the challenges or the opportunities they pose.

This work is presented here in outline format without attention to priorities. They were not intended to determine or to limit our collective work but rather to offer choices and guidance based on the shared wisdom of current faculty and leaders.

- A. **University serves to catalyze three missions, drawing on the work of faculty across three campuses and multiple schools and colleges:**
 - Discovery (a full range of basic, applied, and engaged research and scholarship)
 - Teaching and knowledge dissemination
 - Service (contributing to the health of the institution, the disciplines/professions, etc., and our communities)
- B. **The Qualities that Identify us as the University of Washington**
 1. Public institution of Higher Education located in the Puget Sound serving Washington State, PNW, Nation, and global communities. To do this well we believe we
 - a. Are a public good (teaching, open access, public scholarship);
 - b. Are a university that values breadth and depth of knowledge and expertise;
 - c. Foster critical thinking and investigation in teaching, research, and service; and
 - d. Steward the environment intellectually, physically, culturally.
 2. Human-centered learning and teaching for all students (in person instruction) requiring us to
 - a. Address students as whole persons through holistic and experiential learning;
 - b. Value diversity of thought and debate - different bodies of knowledge and perspectives;
 - c. Value opportunities for reciprocal learning/ teaching/ sharing; and
 - d. Steward a breadth of disciplines and fields in order to engage the full range of an academic institution.

3. Academic freedom and the ability to pursue any line of inquiry, scholarship, or teaching, whether controversial or not, well-funded or not, well accepted or not, is essential to the full breadth of what we do and who we are. This is true because we know that the
 - a. Quest for truth/ knowledge is core to our research, teaching, and service;
 - b. Ability to engage critical thinking is key to teaching, research, and service;
 - c. Diversity of thought within the academy is our strength and obligation; and the
 - d. Pursuit of emerging, interdisciplinary, and/or cross sector inquiry is essential if we are to respond to the most pressing questions and challenges of our time.

4. Stewards of shared governance as a means to sustain our health as a public institution of higher education and thus
 - a. Faculty and administration share stewardship of institution;
 - b. Faculty are responsible for curriculum;
 - c. Faculty lead the process of hiring as well as reviews for tenure and promotion;
 - d. Faculty are increasingly responsible for advising on fiscal plans; and
 - e. Faculty leadership is a significant contribution to shared governance.

5. A Diverse, Equitable, and Inclusive Community is essential as an inclusive culture stewards the highest quality teaching, research, and service. We commit to stewarding this community and will
 - a. Recognize value of faculty diversity and efforts to create an inclusive community;
 - b. Increase access for students from diverse backgrounds to include all manners of diversity (social, cultural, economic, abilities, and racial etc.)
 - c. Support intersectional research, teaching, and service; and
 - d. Support significant cultural changes to increase diversity and equity, leading to broad and deep inclusion across our communities.

6. The ability to inspire and innovate are core to our mission and vision as we seek to
 - a. Inspire students:
 - b. Inspire the public (State of Washington and beyond):
 - c. Steward our campuses as places of aspiration: and
 - d. Be considered a productive and positive resource by communities as well as civic and industry leaders.

C. Predominant Trends impacting teaching, research, and service for faculty at UW identified in Fall 2017 and Winter 2018 include the following:

As a public institution of higher education we see:

1. A changing landscape for higher education evident in
 - Changing roles for faculty and staff in administering, and stewarding institution (including increased advising of students, increased role in university's fiscal stewardship, increased engagement with communities, etc.);
 - New technology with impacts on teaching, research, and day to day work;
 - Increasing focus by the public on job training needs as the % of jobs requiring a college degree has now reached 70%; and
 - Increasing calls for improved access and excellence for all students.

2. Increased call for transparency evident in
 - Increasing calls for the democratization of knowledge (public scholarship);
 - Increasing need for useful metrics on teaching, learning, and impact; and
 - Increased requirement for fiscal transparency and legibility.

3. Changing demographic composition of the university: student, staff, faculty, administrators.
 - Increasing numbers of international students and faculty;
 - Increasing number of first generation students (already over 34%);

- Increasing economic, racial, ethnic, and identity diversity of populations of students, staff and faculty;
 - Changes in the age of average students;
 - Increasing number of lecturers as a part of our teaching community; and
 - Increasing call for personalized education and training,
4. Changes in funding models including uncertainty in support as evident in
 - Significant disinvestment by state from university support:
 - Increasing cost of education (includes more student services and facilities);
 - Increasing uncertainty about federal support - grants and other forms (taxes);
 - Greater regulatory and accountability oversight; and
 - Increasing need for scholarship grants to assure access and excellence.
 5. Changing dynamics of the role of the university and the “state” in defining who our constituencies are and what obligations we have (metrics etc.) as evident in
 - Growing emphasis on the role of universities in workforce development;
 - Increasing debate on value of academic freedom; and
 - A broader community requesting a role in describing access and excellence (challenges to diversity efforts, concerns about value of liberal arts education, etc)

As teachers and research faculty we see

6. Technology, big data, data science, and digital tools having a greater impact on teaching, research and service as evident in:
 - Increased access to data and correlated focus on big data and data science in teaching and research across disciplines;
 - Increased automation of some forms of teaching, research, and assessment;
 - Calls for the use of big data and digital tools for student assessment and co-curricular activities;
 - New and alternative forms of Artificial Intelligence, Virtual Reality, etc. available for use in teaching and research; which
 - Requires the development of guides for ethical application of new technologies and big data;
 - Increased need for training for faculty in technology, tools, and resources; and
 - Leads to greater need to assess role of technology / digital tools in teaching, research, and service.
7. Growing emphasis on collaborative research and teaching that requires:
 - Increased efforts to retain integrity of individual disciplines as cross-disciplinary needs increase;
 - Expanded resources for facilitating productive teams and partnerships;
 - Improved methods to assess and reward collaborative research/ teaching/ service; and
 - Significant need to appropriately and ethically measure good collaborative teaching/ learning.
8. Growing emphasis on community engagement and use-inspired research and teaching as evident in
 - Increasing focus on ‘Research to Impact’ across disciplines;
 - Increasing engagement by many faculty in our communities through teaching, research, service;
 - Increasing expectations of students and faculty that they will engage in community work while at the UW;
 - Expanded call for community engagement in national and foundation grant applications; and
 - Increasing expectation by communities of co-creation of knowledge, understanding, and learning.

9. Emerging emphasis on and development of public scholarship as evident in
 - Greater access to technology that supports some forms of public scholarship (open access, blogs, data repositories etc.);
 - Increasing emphasis on research/scholarship and teaching in the realm of evidence based policy, public discourse, etc.;
 - Expanding role of faculty as public scholars in the community, near and far; and
 - More undergraduate and graduate students engaging in public scholarship as part of their research and/or teaching.

10. Increasing global environmental, social, and public health challenges for which the public is turning to the Academy to lead in response (climate change/ poverty...) as evident in
 - Growing expectations that teaching and research reflect core values of stewarding environmental and human health and wellbeing;
 - Increased calls for a sustainable and resilient campus and university as a model for communities;
 - Expanding call for evidence based knowledge to inform policy and practice;
 - Escalating call for deep collaborations with communities/ agencies/ industry to move academic research into practice in ways that improve human and environmental health and wellbeing; as well as
 - Increased need to recognize and support the essential contributions of basic research that leads to an expanded understanding of the world around us.

D. Uncertainties: the things we just don't know about

- Funding models for tuition and for public education
- Funding and federal support - grants and other forms (taxes)
- Digital tools and technology - what it will allow and what it will impact
- Competition - local and global in education and research
- Role of online education/ training
- Future perceived value of education
- Definition and metrics of success as a university
- Credentialing and accreditation models
- Cost of living in Seattle and region/ transportation options, etc.

IV. FACULTY SURVEY SUMMARY

In addition to the focus groups, steering committee, and reviews by Faculty Councils, we compiled a faculty survey in Spring 2018. This was shared by Faculty Senate with all voting faculty (currently defined as all tenure track faculty and all full time lecturers and WOT faculty). A copy of the Survey, a summary of findings, and a description of the demographics of respondents is included as Addendum #2.

There are important findings from the survey. First the words used to describe the UW and its core values highlighted innovative, research, collaborative, excellence, and education. The descriptors also noted that the UW is bureaucratic, underfunded, and big. Most respondents strongly believe that our role as a public institution of higher education, the ability to inspire and innovate, and academic freedom capture UW core values. Questions about shared governance, student-centered learning, and building a diverse, equitable, and inclusive environment also revealed strong support with opportunities for strengthening efforts and impacts.

Respondents included a range of research and teaching domains with a lower response by underrepresented minority (URM) faculty members in relation to the percentage of URM in the faculty as a whole. This is noted as an area of concern. Faculty across all ranks responded with a higher percentage responding at the rank of full professor. Faculty from all three campuses responded as did those across all broader domains of the sciences, humanities, professional schools, and arts.

Following are the areas of attention we have identified from the survey responses. These have been used to confirm or question our previous work and are reflected in the proposed strategies.

MERIT/ TENURE/ PROMOTION: Asked about the criteria for merit, promotion, and/or tenure, most thought that the current criteria reflect at least somewhat the ways in which they engage research and scholarship (it should be noted that while a “NO” response was less often recorded, if added to the “somewhat” responses, these collectively outnumbered the “Yes” responses). Additionally, there was significant concern that current criteria did not address the value of collaborative research, community engaged scholarship, teaching research, and public scholarship. Almost 25% of the respondents, 227 faculty, identified as pursuing forms of engaged scholarship and 134 actively pursue public scholarship. Of these, more women faculty engaged community-engaged scholarship than men (~27% vs. ~18%) as did URM faculty (~40%) vs. non-URM (~20%).

The majority of respondents believe the current criteria for merit, promotion, and/or tenure reflects their teaching at least somewhat. Nevertheless, many found current evaluation criteria and expectations unclear and believe that teaching remains undervalued by the university. The challenges of interdisciplinary teaching was noted and a number of respondents suggested providing further support for such efforts. Greater recognition for quality teaching in multiple forms is a goal of many of the faculty respondents.

Most faculty noted significant service and the majority believed that current criteria reflected their service at least somewhat. However, they also acknowledged serious inequities in service labor, recognition, and reward as well as a general sense that non-UW community service was less valued. There were also inequities noted correlated to race, gender, and rank as well as campus and department. This was highlighted in the percentage of women and men engaged in mentoring students (89.7 vs. 81.5) with an higher number of URM faculty engaged in mentoring students (91.5 vs. 85.3). Somewhat surprisingly, there was no clear difference between URM faculty and well represented faculty in their service to their colleagues, although anecdotally under-represented faculty speak of doing more mentoring of URM colleagues. This response may be reflective of the low number of URM faculty who responded to the survey. This merits follow up.

DIVERSITY/ EQUITY/ INCLUSION: On diversity, equity, and inclusion, most strongly believed this was an important value, however there were significant challenges and questions about how this is realized. For some the focus has been to the detriment of merit while for others it has not been taken seriously enough. It would seem apparent that work could be done to broaden a shared commitment to diversity, equity, and inclusion that will include developing an argument for why these values truly benefit the university and our public communities. There was significant support for a more concerted effort to invest in diversity in ways that would better steward our faculty, staff, and students.

LOOKING AHEAD: In looking ahead to the careers of future faculty, the faculty respondents thought they would be more diverse, more collaborative, and more open-minded as well as better able to navigate the technological and digital worlds. They also believed future faculty would have to tackle a more competitive funding environment, be asked to teach classes with a greater number of students as well as online courses, and face greater cost-of-living challenges, although they would also likely be better paid.

Of policies that the UW faculty respondents would most like to change, the focus was on the criteria of merit, promotion, and tenure as well as the hiring process. Thus although most believe the current criteria reflects their work, they believed the criteria could be improved by acknowledgment of alternative and new forms of scholarship, teaching, and service. Improved salaries, especially for lecturers, and support for faculty in terms of parental leave and other forms of non-salaried benefits were suggested.

Of additional ideas and comments, faculty suggested implicit bias training for all faculty and facilitation of hard discussions including across political spectrums. A significant number asked that high quality teaching be further supported and rewarded.

As a whole respondents believed academic freedom is essential and we have an important role as a public good. Faculty suggested that MPT criteria are adequate but could be significantly improved, and diversity, equity, and inclusion efforts should be strengthened. In summary the survey revealed shared values across the academic community, grounded in a commitment to the public, to education, and to research that generates new knowledge and when possible, can be applied to improving human and

environmental health and wellbeing. This is a remarkable community whose contributions to the public good have only just begun to be realized.

V. EMERGENT & ASPIRATIONAL STRATEGIES

With shared values, persona, and trends established, we considered how to respond in ways both realistic and aspirational. These discussions included BODC members, lecturers, tenure-track, and tenured faculty, as well as research and clinical faculty. After much discussion, we chose to focus our aspirational strategies with three questions:

- How do we pursue our work as a public institution in ways that promote the public good?
- How do we build a stronger and more inclusive and diverse community?
- How are the career paths of faculty changing and how do recognize the changes in the processes and policies of hiring / tenure / merit / promotion?

We invited faculty participants to meet as work groups under each of the questions. This work was tackled through the lens of our collective identity (persona) and in response to the trends identified. It was clear that participants believed the University is a public good that will realize excellence through diversity and inclusion and by means of stewarding productive and meaningful faculty careers. We summarized our discussions into aspirational descriptions each followed by a set of emergent and aspirational strategies.

Drawing on the work group efforts, we generated a survey that was shared with all faculty. The survey was intended to determine whether our aspirations were shared more broadly with faculty and what issues we were missing. The survey results were used to expand and refine the domain descriptions and their emergent and aspirational strategies. The culmination of this work is presented below and should actively guide the UW in the future, with an eye towards 2050.

A. THE PUBLIC UNIVERSITY AS A PUBLIC GOOD

“Public research universities support America’s technological innovation, its democratic vitality, and the promise of opportunity for the next generation” (*The Lincoln Project: Excellence and Access in Public Higher Education*, National Academy of Arts & Sciences). They are centers of discovery, driving economic development and social wellbeing and as such serve an essential public good.

As a public research and teaching university the University of Washington is a remarkable institution in the breadth of our public outreach, mission, and impact. Through our roles in research, teaching and service, we address vital issues that touch lives, locally and internationally. Through these efforts, we serve the Puget Sound region, Washington State, the Pacific Northwest, and the nation, as well as global communities. We are a form of the public commons, serving multiple communities. We support our students and their families and engage with our local communities including business, non-profits, and governmental agencies among others. As a state university we serve our state and as a public institution we serve our nation and the world.

We believe it is a critical time to reaffirm our commitment to the public and to advocate for increased recognition as a public good. To do this well, we must engage with communities to co-create knowledge and scholarship, to share discoveries and inspire curiosity. We must serve as stewards of the environment, intellectually and physically, and culturally.

Nevertheless, we recognize that the UW’s role as a public good is sometimes questioned by our communities. Evidence of this includes calls for an increased focus on job training, often at the expense of a broad education, demands for increased access and excellence that are not supported by adequate funding, the privatization of education, and questions about the role of tenure. While the value of STEM education is perceived to be useful for job-training, the humanities and the arts as well as a more general liberal arts degree is not considered as useful as an investment by many. And yet we know that a college education is more than job-training, STEM is about critical thinking as are the humanities and the arts. Each is about inquiry and the pursuit of truth. We maintain that a liberal arts education that engages the sciences, humanities, and arts is a necessary contribution to the public good and a healthy democracy. In this work we realize the need to review and refine our general curriculum to reflect an excellent education that engages inquiry across traditional disciplines as well as those emerging as we teach. Believing as such, the UW, as noted by President Cauce, seeks to strengthen how we describe what we do and why it matters to democracy and the good of the world. We believe that our academic values foster democratic values with a focus on civil discourse and deliberation; pluralism; and diversity, equity, and inclusion evident in our teaching, research, and service.

Creating and Disseminating Knowledge as a Public Good is a core value of the university. Our scholarship, teaching, and service across broad domains of knowledge are intended to contribute to a stronger economy, society and ultimately, democracy. As faculty at a public institution of higher education, we seek to expand knowledge and improve human and environmental health at home and around the world. Because of our positions in a public university we are able to tackle issues that others cannot, and because of tenure and academic freedom, we are able to address some of the most wicked and high-risk challenges and opportunities in our communities. Our goal is that our research, scholarship, and practice provide enormous social and economic benefits to our state, our country, and the world.

Furthermore, a strong democracy is built on the foundations of an informed public that engages in robust and civil deliberation. Public higher education supports the development of an informed public while modeling rigorous dialogue and deliberation in the context of the value of pluralism that builds on the commitment to diversity, equity, and inclusion. Academic freedom is essential to this role of the university as a steward of democracy as it fosters a community of inquiry and critique that is grounded in a search for knowledge rather than profit or popularity. Academic Freedom in conjunction with tenure allows the high risk/ high-reward research and critique that is essential to a healthy democracy and a thriving public. Furthermore, as the public university remains a vital institution with a commitment to the pursuit of truth, we assert that faculty directly contribute to the development of a healthy democracy.

How do we pursue our work as a public institution in ways that promote the public good? To achieve our potential we must preserve our role as a public institution of higher education, both serving

our public and supported by our public. This will require that we learn to more clearly and in a more compelling manner describe our role as a public good and the contributions we make as an institutional community. The principal narrative that drives our work is Access and Excellence as evident in our teaching, in our scholarship and research, and in our service. Furthermore, we believe Access and Excellence is only attained if we steward more diverse, inclusive, and equitable communities inside the academy and beyond.

To build Access and Excellence, we contribute to the stewardship of the public commons as a place for inquiry, a world of questions and ideas, and a leader in the generation of knowledge. We believe in the importance of all fields of investigation and inquiry, scholarship, practice and teaching, from the natural sciences to the arts, from policy and governance to urban design, from engineering to social work, from the environment to foreign languages, from the humanities to the medical professions. We are all better for being at a comprehensive research university.

Ongoing projects and initiatives already engaged in the work includes the Carnegie Community Engagement Designation application and the Tri-Campus Connected “U” Initiative, as well as in the work of multiple faculty initiatives that recognize the impact of our teaching and steward community-engaged scholarship and public scholarship. These initiatives expand efforts to reach public audiences to increase the understanding of the broad impacts of both basic and applied research generated in a research and teaching institution. Such efforts recognize the essential role of producing knowledge as a contribution to local, national, and global communities. Few of the strategies below are new, however, they are each essential to our success as a public good and thus should be robustly and rigorously fostered and supported.

Emergent and Aspirational Strategies:

- Expand and strengthen recognition of education in the public good and democracy, drawing on faculty as public scholars;
- Foster faculty engagement with those in public higher education across the state to build a more robust community of public educators;
- Strengthen recognition of service to the institution, disciplines, and to our communities as valuable professional contributions of faculty;
- Implement the Connected-U plan to recognize the contributions of each of the three campuses;
- Strengthen recognition and sharing of distinct perspectives to co-exist within the academy, specifically among faculty and students;
- Facilitate and value broad inquiries across political, economic, social, and cultural domains and boundaries;
- Review general curriculum requirements to ensure they robustly reflect the breadth and depth of the UW's educational mission;
- Establish robust support for faculty-led community engaged, collaborative, interdisciplinary, and/or public scholarship, research, and teaching;
- Formally recognize, value and reward commitment to community impact within research, scholarship, teaching, and service; and
- Expand recognition of the value of a deeply pluralistic institution and faculty community that reflects the perspectives of the city, region, state, and world.

B. BUILDING AND STEWARDING AN INCLUSIVE, EQUITABLE, AND DIVERSE COMMUNITY

The UW Faculty Letter of Shared Values states that “Creating and dispersing knowledge that serves the public good is only possible in an environment in which a broad range of perspectives can be voiced and explored. Diversity is essential to our success in innovation and creativity as researchers, teachers, and faculty members. Inclusion and full engagement are crucial to our mission as a public institution.” We hold true that the University can only succeed as a public institution of access and excellence if we fully embrace and steward a more diverse and inclusive community across all schools, colleges, and campuses as well as populations and constituencies.

Furthermore, “As educators and learners we are dedicated to fostering bold inquiry and fearless debate based on strong foundations of critical thinking and analysis. We are responsible for creating learning environments that demand challenging explorations of ideas, concepts, and domains of knowledge. We are responsible for maintaining respectful communities. The value of honest, critical, and probing inquiry is essential in both our research and teaching, as we prepare the next generation of thoughtful leaders and lifelong learners. We embrace the formidable challenge of creating an environment that supports free and critical inquiry, recognizing that such inquiry is not always comfortable or easy for any of us.”

While the majority of faculty concur, we acknowledge that this value is not universally held as reflected in survey comments that suggested that “the UW has gone overboard in its diversity, equity, and inclusivity...”. We also know that there are those for whom our progress on building an inclusive community has been far too slow and incremental, even glacial as noted by Dean Graumlich (Dean’s letter, College of the Environment, May 30, 2018). Thus we believe the first and foremost strategy for both UW leaders and faculty is to establish a shared understanding of why diversity is essential for our success as a public university, for access and for excellence. While it will be impossible to bring every individual equally on board, we need a more commonly shared description of diversity and inclusivity and why it matters to our collective success. We need shared narratives about the big D of Diversity - that is about race as well as gender and low-income or socio-economically disadvantaged populations. We need to talk about these issues in intersectional ways making it challenging in its complexity, as that is the only way we will change the structures that have fostered historical and current disparities based on differences

We recognize that diversity is about disparities and differences and thus it is a complex challenge to fully tackle. While, the UW values the impact of both disparities and differences, however, disparities require more attention and are harder to address as a community. Disparities require both acknowledgement and addressing of historic structures and narratives that must be broken down and rebuilt in new ways. This is as true in the classroom as it is in the faculty meeting and the leadership community.

This work of stewarding equity and diversity is already engaged by the OMAD staff who are addressing intersectional issues across URM, lower socio-economic, and first generation populations; the Race & Equity Initiative that is building programs for trainings and discussions that cut across issues and questions; the work of the Diversity Blueprint and Diversity Committee as well as EOAA among others. Furthermore, drawing on the work of our Office of Faculty Advancement, we believe that building diversity in areas of the university that already do this well helps those who don’t do it well - i.e. having diverse faculty in sociology or social work is good when recruiting for the School of Medicine and STEM fields. Nonetheless, this does not get those fields off the hook for hiring, but rather is a reason they want to support diversity both in their programs and across the university. Likewise students are looking to us to lead on diversity and inclusion. They are asking hard questions and we need to respond with a clear commitment and willingness to take risk. We need to co-create the necessary outcomes and goals. We call upon the UW leadership to build on this work to more rigorously tackle this challenge with a deep commitment to radical change.

Support by leadership could take many forms. As noted by the faculty survey, faculty believe that we must commit “Serious funds directed to diversify hiring...” and create a more robust infrastructure for hiring, mentoring, stewarding, and promoting diverse faculty, staff, and students. We could build doctoral student / faculty mentoring programs as well as mentors across faculty ranks and positions. The UW is currently a sponsor organization with the NCFDD, however, we could provide more investments in this

program for faculty from diverse backgrounds to help with hiring and retention. This includes improved resources for graduate students, engaging undergraduate students, more support for faculty of color as faculty of color, as well as the need for specific programs, funds, trainings, etc. Until there is the belief that leadership is held accountable for articulating the need for diversity, supporting the resources required for diversity and inclusion, and stewarding inclusive communities across the academy, we will not be successful as a public institution.

As we move towards the year 2050, it is critical that we recognize “Community Building” and “Stewardship” as important institutional service contributions if we are to recruit and retain a diverse faculty and sustain and strengthen shared governance. A key part of this process is recognizing the need for faculty from diverse backgrounds to mentor one another, both colleagues and students, as these activities are essential to stewarding equity and diversity and faculty leadership and career development. However, an important first step we must take as an institution is to explore and decide how we define and value “service” in the tenure and promotion process, and how we judge tenure candidates’, especially those from diverse backgrounds, contributions to “community building” and “stewardship” in comparison to their contributions in teaching and research and scholarship.

In support of diversity, many faculty believe the UW needs to support both individual faculty members as well as collective efforts and initiatives. This may include new programs/ centers/ initiatives/ spaces that focus on groups who have historically been underserved/ disparities focused. Such initiatives are inherently interdisciplinary and thus build on UW’s support for interdisciplinary research and teaching. Such programs, it should be noted, attract diverse faculty across the university, regardless of their disciplinary focus.

Moreover, we need to build on our current best practices including our existing assets and strengths. This requires recognizing and valuing those individuals, units, and communities that are already successful in building a more diverse and inclusive community. We need to identify ways to recognize and reward those programs and let them serve as models. (ABB might acknowledge diversity efforts). This may include the possibility of affinity groups that can be recognized without being co-opted as stand-ins for the hard work that must occur across the academy.

Furthermore, we need to build on the diversity and equity scholarship and teaching that is the focus of a significant community of faculty at the UW. As noted in the section on Career Paths, diversity scholarship and teaching forms an essential core for many of our faculty members as well as interests of our undergraduate and graduate students. Moreover, this scholarship contributes to our communities in critical ways as it addresses difference, equity, and justice. The contributions of scholarship and teaching on the complexities of diversity and difference needs to be better recognized and valued by the UW as a whole as well as by our leaders. Collectively it contributes not only to the pursuit of knowledge but to how we improve in our efforts to be a more diverse and inclusive community.

Emergent and Aspirational Strategies:

- Describe diversity and inclusion in ways that lead to a more widely-shared understanding of the challenges and opportunities across academic communities, particularly among faculty;
- Develop a space/ place for grace and reconciliation for faculty, staff, and students;
- Develop a community of Equity Advisors for faculty;
- Increase advancement funds for stewarding diversity (hiring, retention, and support),
- Develop metrics to assess how leadership stewards diversity and inclusion (incl. deans & chairs);
- Develop metrics and structures to support accountability of faculty in support of diversity and inclusion (hiring, promotion, merit, and tenure decisions);
- Expand our technology / digital toolboxes for recruitment of faculty, students, staff;
- Expand resources to support diversity scholarship, teaching, and service (for faculty and graduate students);
- Increase access and support for students from diverse backgrounds to include all manners of diversity (social, cultural, economic, abilities, and racial etc.);
- Expand program of diversity seed grants for faculty;
- Develop places for fostering inclusive community activities and engagements for faculty, staff, and students;

- Consider recognition of faculty affiliations and how the university can support alternative and diverse communities within the academy;
- Review and improve support for families, parents, and other non-salaried benefits for faculty as a means to support a broad range of faculty needs; and
- Develop measures of success and best practices in faculty diversity, equity, and inclusion to include a Diversity Dashboard.

C. FACULTY CAREERS: Research, Scholarship, Teaching and Service in the 21st century

The career paths of faculty at institutions of higher education have been in flux throughout the history of the academy. With tenure established in the early 20th century and the role of shared governance emerging most strongly at mid-century, faculty success has changed in both subtle and more dramatic ways. In the 21st century, we face the challenges and opportunities of the pursuit of knowledge and truth through the robust and proven approaches of basic research, scholarship, and teaching as well as alternative forms currently emerging including but not limited to community engagement, public scholarship, and service learning for students. Such changes, whether they are opportunities or challenges, shape our mission of discovery.

This section of the 2050 report begins with an emphasis on the role of academic freedom in teaching and research and the importance of tenure as well the critical contributions of those who do not have tenure. We consider the varied and changing roles of faculty within the institution and externally including the role of the faculty as a public scholar.

The second part focuses on the content and methods of pursuing teaching, service, and research. This addresses the increased call for collaborative and interdisciplinary scholarship and teaching, the critical contributions of scholarship and teaching focused on diversity, and the emerging focus of the UW on recognizing and supporting community engaged scholarship and teaching. It is noted that addressing the challenges of community engaged scholarship and teaching is a primary aspiration of this document as the UW seeks to become the #1 University for Impact and to be viewed as a true and enduring partner with our communities. Nevertheless, it is essential to note that such scholarship is the focus of many but not all of our faculty. It is our role as a public research institution to support all forms of research that is focused on generating knowledge and the pursuit of truth, whatever form that might take. Best Practices are included in Addendum #3.

MISSION OF DISCOVERY: TEACHING, RESEARCH, AND SERVICE

The public institution of higher education embodies three specific missions of discovery: that of teaching, of research and scholarship, and of service. As noted by the UW “The primary mission of the University of Washington is the preservation, advancement, and dissemination of knowledge” (UW Mission). As stewards of this mission, faculty as a body value serving the public good through their research, teaching, and service (UW Faculty Letter of Shared Values). Within this work, we sustain the belief that to pursue knowledge we must engage in the tensions and paradoxes of a unique institution, the academy. This is the only way we know to preserve the foundations and frameworks required for the high risk work we do in research, teaching, and service

Our letter of shared values states the essential role of Academic Freedom in our institution, an element that is indispensable to the success of the institution.

ACADEMIC FREEDOM AND TENURE

Academic Freedom is at the core of our ability to create the university as a place for all forms of research and scholarship from basic to applied research, from low to high risk scholarship, from traditional to radical forms of teaching. Academic freedom grounds our collective belief in the value of knowledge in multiple and diverse forms of critical thinking and inquiry. We insist that our university is strongest when we engage in disciplines, domains, and professions across the full spectrum from medicine to the humanities, from social work to the social sciences, from the natural sciences to the arts. We recognize the significant contributions of diverse and divergent perspectives, approaches, and knowledge. All of this is fostered through our commitment to Academic Freedom.

“As scholars, teachers, and members of the faculty community, we are committed to academic freedom as defined in “A Statement of Principle: Academic Freedom and Responsibility” (UW Faculty Code Section 24-33, 2014). We reaffirm “the freedom to discuss all relevant matters in teaching, to explore all avenues of scholarship, research, and creative expression, and to speak or write without institutional discipline or restraint on matters of public concern as well as on matters related to shared governance

and the general welfare of the University.” We support every one of our colleagues and students who face harassment of any form in their pursuit of knowledge and understanding.

We recognize that the privilege of academic freedom creates important responsibilities. As teachers, mentors, and scholars, our collective power to generate and share knowledge is formidable, and we pledge to hold ourselves to the highest standards of truth and justice.” Furthermore “As educators and learners we are dedicated to fostering bold inquiry and fearless debate based on strong foundations of critical thinking and analysis. We are responsible for creating learning environments that demand challenging explorations of ideas, concepts, and domains of knowledge. We are responsible for maintaining respectful communities. The value of honest, critical, and probing inquiry is essential in both our research and teaching, as we prepare the next generation of thoughtful leaders and lifelong learners. We embrace the formidable challenge of creating an environment that supports free and critical inquiry, recognizing that such inquiry is not always comfortable or easy for any of us.” We understand that we must steward and strengthen our commitment to Academic Freedom in all that we do, whether teaching, researching, or serving our communities.

We recognize that Academic Freedom is only truly possible if we have a strong tenure and promotion framework. It is only with Tenure that faculty have the ability to truly pursue knowledge and truth despite the realities of funding, political perspectives, or popular assessments.

It is equally critical that we support the pursuit of truth and excellence among our untenured and non-tenure track faculty. Specifically our lecturers are critical to our mission of education. Their excellence as teachers and scholars of pedagogy contribute to our excellence as an institution. Research faculty also fall into the non-tenure track faculty and they too must be supported in their pursuit of knowledge. While WOT faculty (without tenure, most often research faculty) are most vulnerable to changes in grant funding, we must find ways to support their work and better acknowledge their contributions to the institution as a generator of knowledge.

Emergent and Aspirational Strategies (Faculty Careers):

- Strengthen stewardship of Academic Freedom and Tenure as equally important to the University as an academic and educational institution;
- Strengthen acknowledgment of contributions of lecturers to our teaching mission through appropriate policies, practices and procedures;
- More robustly steward the professional growth of lecturers through improved policies, practices and procedures;
- Improve stewardship of professional growth of research faculty through appropriate policies, practices and procedures;
- Establish more robust policies to support hybrid careers for faculty as they choose different roles throughout their careers;
- Improve recognition for roles faculty undertake in support of the institution to include faculty mentoring, pipeline development, shared governance, and leadership; and
- Improve non-salaried benefits including parental leave, childcare services, and retirement planning resources for all faculty, staff, and students.

TEACHING

Teaching is a core mission of the public university. All faculty are expected to engage in some form of teaching, whether in the classroom, the laboratory, or the field. The UW has built excellent resources and initiatives in this arena from the three campus-focused teaching and learning centers, the new faculty teaching orientation, and the University’s Distinguished Teaching Award. Nevertheless, as noted in the Faculty Survey, many believe that teaching at a research intensive focus is not as highly valued as it should be. There is a call to seriously consider how we strengthen our recognition of excellent teaching as evident in innovative approaches, student success, and the stewardship of lifelong learning skills.

Research indicates that traditional ways of evaluating and assessing teaching and learning no longer suffice and are not stewarding the improvements we need, in particular around issues of diversity and equity (for example see Basow, S.A. & Martin, J. (2012). Bias in Student Evaluations. In M.E. Kite (Ed.), [Effective evaluation of teaching: A guide for faculty and administrators](#). The Society for the Teaching of Psychology). Each of the three campuses is host to a Center for Teaching & Learning that provides extensive resources on teaching assessments and tools as well as tools for improvement. We need to improve the tools used to evaluate teaching and student learning. We need to identify appropriate technology and tools that will reliably improve learning and the dissemination of knowledge. We need to improve recognition for alternative forms of teaching that may include collaborative, interdisciplinary, and community-engaged approaches. Furthermore, we know that with increasing diversity in our student population as well as in our faculty and staff communities, teaching will need to engage new and alternative approaches and resources. We will need to find ways to inspire students to build on the opportunities of an education to improve the world, locally, regionally, and globally.

Emergent and Aspirational Strategies (Teaching):

- Continue to build our focus on high quality teaching including strengthening the value we place on teaching at all levels and in all forms
- Develop more productive and accurate assessments for teaching building on peer / colleague evaluations (noting implicit biases and other questions of current evaluations);
- Improve access and use to technological tools for teaching, learning, and disseminating of knowledge;
- More fully describe the value of diversity focused teaching and determine that such work shall be recognized and considered in hiring, merit, promotion, and tenure of all applicable faculty;
- Improve recognition and rewards for alternative forms of teaching including collaborative, interdisciplinary, and community engaged; and
- Increase pedagogy that more fully supports students from diverse backgrounds to include all manners of diversity (social, cultural, economic, abilities, and racial etc.).

SERVICE

As an academic institution, faculty are responsible for research, teaching, and service. Teaching includes not only what happens in the classroom, but a myriad of activities from mentoring and advising students, to serving as role models and mentoring junior faculty and colleagues. Those faculty from diverse backgrounds have also been increasingly asked to mentor diverse pipelines and new faculty members.

Shared governance is an increasing role for faculty whether serving at in the department, colleges, school, campus, or centrally. To sustain shared governance, the UW needs to enhance the recognition of institutional service as essential part of faculty leadership and career development. Consequently, there is a need for a greater focus on faculty leadership development and skill building throughout the ranks. Reward and recognition of shared governance leadership service should be formally articulated in the criteria for faculty promotion and as an alternative eligibility to administrative leadership positions. Such expanded roles suggest that the UW should consider how to better recognize both the visible and invisible work of serving as a faculty member, with an emphasis on the roles that senior faculty take often without any formal or acknowledge recognition.

Finally, it should be noted that the Faculty code “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” (Faculty Code). Executive Order V makes mention of the public in the section on service: “The University recognizes the value of its faculty in rendering these internal services as well as extramural professional services to schools, to industry, and to local, state, national, and international organizations” (Executive Order V).

Emergent and Aspirational Strategies (Service):

- Increase recognition of institution building as valid contribution and recognize in promotion and tenure criteria;

- Recognize shared governance as an essential contribution and value as leadership development;
- Address serious disparities of service, with particular attention to disparities that correlate to gender, race, and rank; and
- Clarify service expectations and recognition of a broad range of activities that might be service, in addition to contributing to teaching and/ or scholarship.

RESEARCH

While many members of the faculty pursue what is traditionally recognized as research, either leading a laboratory in the natural sciences or writing books in the humanities, many also pursue alternative forms of research and scholarship. It is the collective knowledge that is generated by the multiple forms, methods, and venues of research that comprises the full impact of our public university. We must assure that while we have sustain appropriate measures of traditional research, we are developing new measures and criteria that recognize the new and alternative modes. While there are clearly developing forms of scholarship that are important to recognize, we also note that community- engaged scholarship is emerging as a significant domain and thus we have focused on this arena. This work is essential if we are to be a public university that serves as a model of access and excellence and furthermore, if we are to be the #1 university for impact.

Public Scholarship and the Public Scholar

Faculty across ranks are taking on different roles in communities local, regional, and international. Serving as a public scholar or public intellectual is an increasingly essential role for faculty. The public scholar takes many forms, from translating research into practice, application, and/ or policy, to writing opinion pieces in popular media, to the lecture circuit in public venues, to the role of consultant and advisor for public media (films, TV,, etc.) among others. This work is in response to the need to more fully and broadly share the knowledge and discovery that is achieved in the university and to strengthen the public's understanding of what the UW offers as a public good. Furthermore, given steep declines in government appropriations for public universities, it is critical that public universities steward the public trust (AAAS, *Lincoln report*). An important way of building and stewarding trust is through the role of the public scholar. A question that challenges us is whether public scholarship in the form of translations should be considered scholarly contributions or service and if the latter, then how do we strengthen the value we give such service in our evaluation of faculty contributions.

Interdisciplinary and Collaborative Scholarship

It is the capacity for interdisciplinarity and collaboration, as well as the depth that can be engaged in a research university that fosters our ability to contribute to the greatest challenges of our time and in our future. In the last five decades, faculty have increasingly sought to build collaborative and interdisciplinary teaching and scholarship to tackle our most pressing challenges and greatest opportunities. As such our scholarship requires adaptation and understanding of a variety of research methods, tools and information sharing strategies, and funding opportunities. We also understand the need to balance disciplinary depth and interdisciplinarity in our research and teaching. It is our challenge to consider how disciplinary identity fits with interdisciplinary approaches to questions.

Diversity Scholarship and Teaching

Diversity and an inclusive community is critical to the success of faculty as individuals and as a community. Members of our faculty pursue diversity scholarship, teaching and service. This work is core to that of the Center for Communication, Difference, and Equity in the Department of Communication, the missions of the College of Education, the School of Social Work, and the School of Public Health, the work of those in the Indigenous Wellness Research Institute, the Department of American Indian Studies, as well as to the Brotherhood Initiative, the Ethnic Cultural Center, OMAD, and the Intellectual House and the UW's Race & Equity Initiative among many others. The contributions of faculty to these initiatives and projects needs to be better recognized and valued by the UW as a whole as well as by our leaders. Collectively it contributes not only to the pursuit of knowledge but to how we improve in our efforts to be a more diverse and inclusive community.

Community Engaged Scholarship (CES)

As stated in the 1997 report *Building Washington's Future*, faculty made a clear statement of “support for interdisciplinary scholarly engagement in public service and outreach from the University's leadership as well as mechanisms and resources to foster such activity across disciplines.” Similarly, across academia, scholars, institutions of higher education, and non-profit organizations committed to higher education (including, but not limited to, Imagining America, the Carnegie Foundation, and the Global University Network) recognize and value the scholarly, pedagogical, and public importance of community engaged research, scholarship, and teaching (Imagining America; Guni report). In recognition of the importance of community engagement in research, teaching, and service, the Carnegie Foundation created an Elective Community Engagement Classification for institutions of higher education – a classification requiring “evidence-based documentation of institutional practice”. The UW is currently applying for the 2020 *Elective Community Engagement Classification* under the leadership of President Cauce. When successful, we will join the 240 institutions already classified, including 9 Research Universities, also identified as R1: Highest Research Activity (Carnegie classification). As the UW prepares the Carnegie Community Engagement Designation application, we highlight our collective, engaged public scholarship that impacts the local, national and global community context.

Defining CES. Community-engaged scholarship brings skills, knowledge, and dialogue between the University and the public into a more intimate form of conversation. In this style of research, academics and community members draw from their collective knowledge and skills to co-create knowledge aimed at understanding and addressing matters of public concern. It is through reciprocal partnerships with community partners and the co-creation of goals of outcomes that community engaged scholars create work of lasting impact.

CES in Promotion & Tenure. While we have become an institution that focuses heavily on the impact of our research on the world, our internal institutional practices have not necessarily evolved to be inclusive in acknowledging community engaged work. Faculty report that community engaged work has historically been misunderstood or misidentified as “service” when there have not been clear definitions for evaluating impact and public dissemination of the work. With our new designation, it will be essential for all units across the three campuses to define metrics that are most appropriate within their discipline to appropriately document and reward achievements in the Community Engagement domain.

The *Carnegie Elective Community Engagement Classification* application ([Swearer Center, 2018](#)) offers examples of the scholarship of engagement. Activities, when also disseminated through public and scholarly venues, may include action research conducted within courses, policy development, evaluation of community based courses, or assessment of student learning in the community. These are just a few examples of scholarship of engagement in the community context. Suggested products or “outputs,” according to the Carnegie application, may be research studies of partnerships, community responses to outreach programs, evaluation studies of impact on the profession, as well as presentations, publications in public outlets as well as scholarly journals. The distinguishing characteristic of community engaged work is the emphasis on community inclusion and practices *with* the community rather than *on* the community.

In preparation for the Carnegie Community Engaged Designation, a team of faculty reviewed the Promotion and Tenure standards at the UW and the varying metrics used to evaluate promotion and tenure cases. We found clear examples of how some units have attended to the rigor, impact, and dissemination of Community Engaged work. For example, the UW School of Public Health, outlines four domains for evaluation: research, teaching, service, and practice. Within each of these domains, they have identified metrics for evaluating rigor, impact, dissemination, and leadership and personal contribution. Similarly, the College of Education has metrics for quality, impact, and productivity with specific indicators in the domains of teaching, research, and service. In both of these examples, *Quality and Rigor* are to address the intensity of the research methodology as well as contribution to the scholarly literature and the public discourse on the area of research. *Impact* is defined by each unit as the ways in which the research has improved standards of practice, policy, relevance to pressing concerns of the public, and reach to key audiences or users. *Dissemination* is another key indicator identified by units that

have a strong community engaged presence. These units recognize wide-circulation in practice focused outlets, solo and/or lead authorship, evidence that the work is used by practitioners and policymakers as well as receipt of funding for applied and engaged scholarship. For additional information about the internal review of promotion and tenure standards and the findings, please see Addendum #3.

Although the term “community engaged scholarship” implies that the work is conducted on the local level, the impact of the work is rarely limited to the local context. When the community engaged scholarship results in high impact, the work translates well into recognition at the national and international level. For example, faculty producing national conference presentations, delivering keynotes for a national or international convening that address problems of practice, and/or when research results cause a change in policy at the state, regional, and federal level.

Responses to the Faculty Survey suggest that more work must be done to frame and interpret promotion and tenure criteria in ways that recognize exemplary community engaged scholarship. These challenges are not unique to us. The Carnegie Foundation notes that “even among the most effective applications” for the Community Engagement classification, there is continued need for “more examples of campuses that provide evidence of clear policies for recognizing community engagement in teaching and learning, and in research and creative activity” (Carnegie). We hope that the exemplars described above will inform a broader, University-wide conversation on these issues.

Emergent and Aspirational Strategies (Research):

- Improve how we describe and promote the pursuit of truth through research across disciplines, fields, and domains in ways that are legible to our public communities
- Better define, assess, and value community engaged scholarship and determine that such work shall be recognized and considered in hiring, merit, promotion, and tenure of all applicable faculty;
- Better define, assess, and value collaborative and interdisciplinary scholarship and determine that such work shall be recognized and considered in hiring, merit, promotion, and tenure of all applicable faculty;
- Better define, assess, and value public scholarship and determine that such work shall be recognized and considered in hiring, merit, promotion, and tenure of all applicable faculty;
- Strengthen recognition and value of diversity scholarship and determine that such work shall be recognized and considered in hiring, merit, promotion, and tenure of all applicable faculty; and
- Establish a university-wide resource or office for strengthening support of collaborative, community-engaged, and interdisciplinary research, teaching, and service.

SUMMARY

From the earliest days of the founding of the United States, education of the people in schools and colleges has been an essential element of democracy. George Washington noted in his Farewell Address in 1796 that “as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.” The Northwest Ordinance of 1787 stated that as knowledge was necessary to good government and the “happiness of mankind, schools and the means of education shall forever be encouraged.” The Morrill Act of 1862 built on this tradition that is now represented by public universities and colleges across the nation. In the following century the contributions of academic research became increasingly important and the role of graduate education expanded. By the mid-20th century, universities had established the faculty position that we recognize today as one who is responsible for the pursuit and sharing of knowledge through research and teaching. Today the University of Washington continues this tradition of public education and research on its three campuses and among its multiple colleges and schools. As faculty we steward the shared mission of “preservation, advancement, and dissemination of knowledge.”

The UW as a public research university serves as a center for discoveries that are essential to human and environmental health and wellbeing, while advancing social and economic mobility and promoting equity. Faculty are at the core of the pursuit of discoveries. Thus to sustain this role, faculty must be in positions that are secure and engender confidence in their future. The stewardship of faculty needs to begin with their initial entrance into the academy through their productive careers and finally as they retire into the larger community.

UW’s Faculty Senate leadership has partnered with the Provost, the BODC, and faculty across schools, colleges, and campuses to create a framework for how the university and its faculty might be stewarded and fostered in the near and far futures. This report is the summary of that work as a means to build a foundation for aspirational strategies to guide the university and faculty careers while building a more diverse and inclusive community across the academy that serves the public good.

The UW Faculty 2050 project is intended to be an ongoing effort to strengthen the UW as a public institution of higher education and a public good that serves the region, the state, the nation and the world. This summary report is provided to incoming Provost, Mark Richards, on July 23, 2018 by the Faculty Senate Leadership. We present it to Provost Richards so that he might learn more about how we as faculty describe our community and its aspirations and as a catalyst for important efforts to steward the UW into the future. We hope to partner with the Provost, BODC, and leadership to realize the greater potential of our faculty, community, and university. In pursuing this partnership we would meet as a core faculty and the Provost to review the framework and aspirations of this document and the work that it reflects. We would then seek to determine the highest priority goals strategies for attaining short-term and long-term objectives. We would need to establish work groups and timelines as well as develop the capacity to accommodate uncertainties. All of this will take time, energy, and appropriate resources. That is all to be determined together. This is important work and will need to be carried out thoughtfully and respectfully but we have high aspirations as we believe the UW community is a remarkable gathering of brilliant, generous, and committed individuals- the faculty, staff, and students.

ADDENDUM #1: A Letter of the UW Faculty Affirming Our Shared Values

As faculty members of a public university with a local footprint, a regional impact, and a global reach, we serve society through our teaching, research, and public engagement. At a time when institutions of higher education are facing increased scrutiny, we re-affirm our commitment to academic research and teaching as an essential public good that transcends politics and strengthens democracy.

Democratic Tradition: Historically, universities exist as institutions for the creation and dispersion of knowledge. The US has been committed to higher education since its founding, with nine colleges established before the American Revolution. The emergence of the public university also has a long history beginning with the Morrill Act of 1862, which provided for a land grant university in every state. Public universities have made higher education more accessible and the recognition that higher education brings with it enormous benefits has led to an increased diversity of faculty, staff, and students, as well as broader areas of research and teaching. Today, students and faculty come from all backgrounds and from around the globe to study and pursue research at our university. We are stronger and we serve the public more fully because of that diversity and growth.

Public Good: As faculty at a public institution of higher education, we teach and do research to expand knowledge and improve human and environmental health around the world. As teachers and scholars, we are a valuable public source of knowledge, expertise, and innovation. University-led research and scholarship provide enormous social and economic benefits to our state, our country, and the world. Going forward, we commit to strengthening the presence and impact of public universities in our state and across the nation.

Access and Excellence: Universities help build the future and this is nowhere more evident than in our work with students, both inside and outside the classroom. As teachers and researchers, we foster the growth of leaders, thinkers, and innovative problem solvers who seek to improve and strengthen communities here in the Puget Sound region and around the world. We nurture students as they engage with new ideas and develop the foundations of new knowledge in the sciences, humanities, arts, and professions. We welcome students into our laboratories and libraries, guiding them along the deep river of research that moves the world forward. The future of democracy is in the hands of our students and we have the obligation of providing them with an excellent education.

Critical Thinking and Inquiry: As educators and learners we are dedicated to fostering bold inquiry and fearless debate based on strong foundations of critical thinking and analysis. We are responsible for creating learning environments that demand challenging explorations of ideas, concepts, and domains of knowledge. We are responsible for maintaining respectful communities. The value of honest, critical, and probing inquiry is essential in both our research and teaching, as we prepare the next generation of thoughtful leaders and lifelong learners. We embrace the formidable challenge of creating an environment that supports free and critical inquiry, recognizing that such inquiry is not always comfortable or easy for any of us.

Inclusion and Engagement: Creating and dispersing knowledge that serves the public good is only possible in an environment in which a broad range of perspectives can be voiced and explored. Diversity is essential to our success in innovation and creativity as researchers, teachers, and faculty members. Inclusion and full engagement are crucial to our mission as a public institution. Generating new knowledge to address the great challenges facing us all relies on a breadth and depth of engagement that reaches across all boundaries, including but not limited to those of geography, race, gender, class, sexual orientations, politics, disabilities, and religions.

Academic Freedom: As scholars, teachers, and members of the faculty community, we are committed to academic freedom as defined in "A Statement of Principle: Academic Freedom and Responsibility" (UW Faculty Code Section 24-33, 2014). We reaffirm "the freedom to discuss all relevant matters in teaching, to explore all avenues of scholarship, research, and creative expression, and to speak or write without institutional discipline or restraint on matters of public concern as well as on matters related to shared governance and the general welfare of the University." We support every one of our colleagues and students who face harassment of any form in their pursuit of knowledge and understanding. We also recognize that the privilege of academic freedom creates important responsibilities. As teachers, mentors, and scholars, our collective power to generate and share knowledge is formidable, and we pledge to hold ourselves to the highest standards of truth and justice.

Endorsed by the UW Faculty Senate on April 18, 2017

ADDENDUM #2: Faculty Survey

The following UW Faculty Survey was open for responses in March and again in May, 2018. In the first opening 598 individuals responded and in the second opening another 347 responded (all unique individuals). The second opening was completed after members of the BODC questioned whether the first set of responses was representative enough to draw conclusions. It should be noted that while the second opening did garner more responses there was no significant changes in the responses.

We received 945 responses (a rate of almost 20% of total voting faculty), with the vast majority from the Seattle campus (807 Seattle, 53 Tacoma, 36 Bothell). Faculty rank reflected 346 Professors, 230 Associate Professors, 128 Assistant Professors, 98 lecturers, 50 or less in all other categories. Of respondents, 117 identified themselves as underrepresented in their discipline, with 16 self-identified LGBTQIA+ and 10 self-identified racial/ethnic minorities. Furthermore given that a smaller percentage of respondents identified as under-represented as we know are in the campus community, the question is raised as to whether such faculty feel included and/ or safe in responding to the survey.

Summary of Survey Format: The ten closed responses asked about UW Core Values; Types of Teaching, Service, Research; Influences of MPT Criteria on Teaching, Service, Research; Demographics (Rank, Campus included). The nine open response questions asked about views on the UW including How to Improve merit, promotion, and tenure criteria for Teaching, Service, Research; Ways to Strengthen diversity, equity, and inclusion,; UW's Contributions to the Public; Faculty Policies: and how the careers of new faculty might be changing.

The PowerPoint [attached here](#) provides a full summary of the survey responses as gathered and analyzed by Savannah Larimore, PhD Candidate, Sociology, CAS, UW under the guidance of Dr. Sara Curran and Dr. Thaisa Way.

SURVEY:

This survey is intended for members of the faculty at the University of Washington to gather insights and feedback on our shared values and visions for our academic careers and those of our colleagues in the future. It asks questions about your own career and your aspirations for our academic community and our public institution of higher education.

All responses to this survey will be kept confidential. We invite you to answer any or all of the questions as you are comfortable. We will share a summary of responses with faculty along with UW Faculty 2050 report by July 1, 2018.

Thank you in advance for your time, effort, and thought.

Thaisa Way, Zoe Barsness, Carole Lee, Alexes Harris, faculty members of the UW 2050 Steering Committee

Question 1.

List three words that capture UW from your perspective as a member of the faculty:

Question 2.

From your perspective and experience as a faculty member at the UW, please indicate the degree to which each of the following statements currently captures a core UW value

	Not at all	Not very much	Neutral	Well	Very well
Our role as a public institution of higher education is key to our research, teaching, and service	<input type="radio"/> Our role as a public institution of higher education is key to our research, teaching, and service: Not at all	<input type="radio"/> Our role as a public institution of higher education is key to our research, teaching, and service: Not very much	<input type="radio"/> Our role as a public institution of higher education is key to our research, teaching, and service: Neutral	<input type="radio"/> Our role as a public institution of higher education is key to our research, teaching, and service: Well	<input type="radio"/> Our role as a public institution of higher education is key to our research, teaching, and service: Very well
Academic Freedom in our research, teaching, and service	<input type="radio"/> Academic Freedom in our research, teaching, and service: Not at all	<input type="radio"/> Academic Freedom in our research, teaching, and service: Not very much	<input type="radio"/> Academic Freedom in our research, teaching, and service: Neutral	<input type="radio"/> Academic Freedom in our research, teaching, and service: Well	<input type="radio"/> Academic Freedom in our research, teaching, and service: Very well

	Not at all	Not very much	Neutral	Well	Very well
Human centered (holistic, personal...) learning and teaching for all students	<input type="radio"/> Human centered (holistic, personal...) learning and teaching for all students: Not at all	<input type="radio"/> Human centered (holistic, personal...) learning and teaching for all students: Not very much	<input type="radio"/> Human centered (holistic, personal...) learning and teaching for all students: Neutral	<input type="radio"/> Human centered (holistic, personal...) learning and teaching for all students: Well	<input type="radio"/> Human centered (holistic, personal...) learning and teaching for all students: Very well
Diversity, equity, and building an inclusive community is essential for our success	<input type="radio"/> Diversity, equity, and building an inclusive community is essential for our success: Not at all	<input type="radio"/> Diversity, equity, and building an inclusive community is essential for our success: Not very much	<input type="radio"/> Diversity, equity, and building an inclusive community is essential for our success: Neutral	<input type="radio"/> Diversity, equity, and building an inclusive community is essential for our success: Well	<input type="radio"/> Diversity, equity, and building an inclusive community is essential for our success: Very well
Strong and sustained shared governance is essential for our success	<input type="radio"/> Strong and sustained shared governance is essential for our success: Not at all	<input type="radio"/> Strong and sustained shared governance is essential for our success: Not very much	<input type="radio"/> Strong and sustained shared governance is essential for our success: Neutral	<input type="radio"/> Strong and sustained shared governance is essential for our success: Well	<input type="radio"/> Strong and sustained shared governance is essential for our success: Very well
The ability to inspire and innovate are core to our mission and vision	<input type="radio"/> The ability to inspire and innovate are core to our mission and vision: Not at all	<input type="radio"/> The ability to inspire and innovate are core to our mission and vision: Not very much	<input type="radio"/> The ability to inspire and innovate are core to our mission and vision: Neutral	<input type="radio"/> The ability to inspire and innovate are core to our mission and vision: Well	<input type="radio"/> The ability to inspire and innovate are core to our mission and vision: Very well

We would also appreciate if you can answer any of the following questions, knowing that we have done our best to try to label different approaches and left space for you to add labels more appropriate to your approach:

Question 3.

What types of teaching do you do? Please check all that apply:

- Large lecture class
- Small lecture class
- Seminars
- Studios
- Online
- Hybrid (online and in person instruction)
- Laboratories
- Service Learning
- Collaborative teaching
- Interdisciplinary teaching
- Community Engaged teaching
- Clinical
- Other:

Question 4.

What types of research and/or scholarship do you do? We have listed a variety of ways of thinking about this question, so please check any that apply to your work:

- Single PI / head of lab

- Collaborative
- Engaged Scholarship
- Community Engagement
- Public Scholarship
- Interdisciplinary
- Health/ Clinical
- Basic Science
- Applied Research
- Technology development/ patents
- Social Sciences
- Physical/ Natural Sciences
- Humanities
- Arts
- Professions
- Other:

Question 5.

What types of service do you do? Please check any that apply:

- Department/ Program level
- College/ School level
- Campus or University level (Faculty Senate, University Councils, task forces...)
- Leadership

- Mentoring of faculty colleagues
- Mentoring of students
- Community Engagement / Outreach
- Public Scholarship
- Other:

Question 6.

Do current criteria for merit, promotion, and/or tenure reflect the ways in which you engage in teaching?

- Yes
- Somewhat
- No

Question 7.

If not, how would you improve or expand the criteria?

Question 8.

Do current criteria for merit, promotion, and/or tenure reflect the ways in which you engage in research and/or scholarship?

- Yes
- Somewhat
- No

Question 9.

If not, how would you improve or expand the criteria?

Question 10.

Do current criteria for merit, promotion, and/or tenure reflect the ways in which you engage in service (professional, institutional, or otherwise)?

- Yes
- Somewhat

No

Question 11.

If not, how would you improve or expand the criteria?

Question 12.

What one activity or initiative might you suggest to strengthen diversity, equity, and inclusion at the UW?

Question 13.

In addition to a university education, what is the most important contribution the UW offers the public?

Question 14.

If you consider the newest faculty colleagues in your discipline or area, how do you think their careers might be different from yours? (this is a broad question- but answer it however you are comfortable or inspired)

Question 15.

If you could change one faculty-related policy at UW- what would it be?

Question 16.

What do you think is most important for faculty to be thinking about in the next decade?

As with all questions on this survey, the following are optional. We will keep all answers confidential.

Question 17.

What rank or title do you hold at the UW as a faculty member?

- Professor
- Associate Professor
- Assistant Professor
- Professor without Tenure (Assistant/ Associate/ Full)
- Research Professor (Assistant/ Associate/ Full)
- Principal Lecturer
- Senior Lecturer
- Lecturer

Clinical Professor (Assistant/ Associate/ Full)

Professors of Practice

Artist in Residence

Other:

Question 18.

At which campus are you primarily appointed?

Seattle

Bothell

Tacoma

Other:

Question 19.

Please answer as you are comfortable:

Gender: Female

Gender: Male

Gender: Other

I belong to an under-represented group in my discipline

Other identity important to you:

Questions or Comments?

Contact Thaisa Way at tway@uw.edu



ADDENDUM #3: Best Practices in UW Promotion and Tenure Guidelines

As the Faculty Code determines the core definitions of success for tenure and promotion (including that of non-tenure track faculty), it is critical to consider how the Code might more robustly recognize and support these changes in the careers of faculty. This would begin with considering how the contributions of diversity scholarship and teaching, collaborative and interdisciplinary research and teaching, and community-engaged scholarship should be acknowledged, assessed, and valued in hiring, promotion, and merit policies and procedures. Currently the faculty code states that:

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. (Faculty code)

Likewise, more specific language in Executive Order No. V says:

[Scholarly] qualifications are to be evaluated on the quality of their published and other creative work, the range and variety of their intellectual interests, their success in achieving an appropriate level of independence and/or collaboration, their success as appropriate in securing external support, their success in training graduate and professional students in scholarly methods, their participation and leadership in professional associations and in the editing of professional journals, and their potential for continued success in scholarly attainments. Attainment may be in the realm of scholarly investigation, in the realm of constructive contributions in professional fields, or in the realm of the creative arts. (Executive Order V)

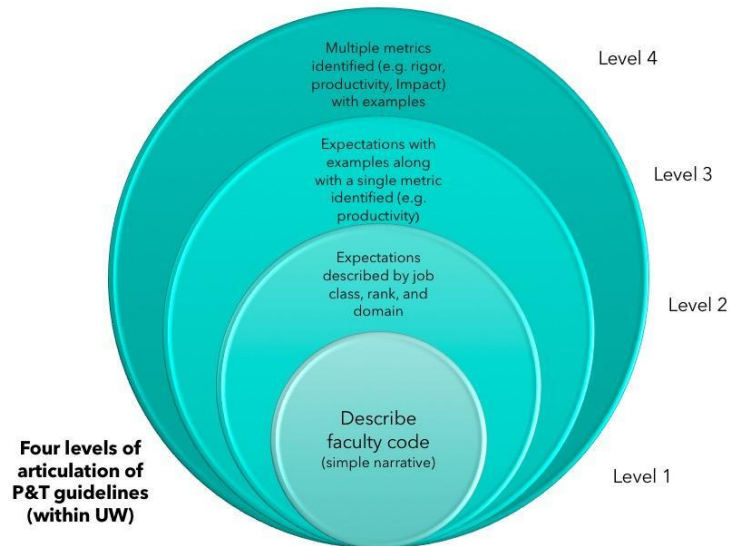
At an institutional level, to recognize the value of community engaged research, we need not uphold such work as a *required* form of scholarship – instead, we can work to broaden our conception of what counts as valued scholarship. In President Cauce’s words, “we shouldn’t undervalue sharing that knowledge and understanding more broadly, in ways that inspire, inform and, in fact, help to better our communities and the world. . . I’m asking us to think seriously about what activities we value and incentivize and what activities we merely tolerate, or worse, dismiss” (Cauce lecture). This led to the question, how do current criteria for promotion and tenure at UW recognize and reward community engaged research?

Chapter 24 of the UW Faculty Code offers the guiding principles for promotion and/or tenure of faculty in the institution. These principles are intentionally broad to allow for flexibility of interpretation due to heterogeneity in different disciplines (e.g., engineering, dance, Earth and Space sciences, business, and French and Italian studies, education). The broad nature of the code leads to ambiguity of expectations due to the wide variation of values and career paths within and between units on campus. Thus, there is a wide range of articulation of expectations with some units describing faculty code in a more expansive narrative form (Engineering) to other units with clearly established rubrics (UWT Nursing) that are used in the review of files for promotion. In-between are units that have detailed definitions and expectations outlined for junior faculty, but oftentimes those resources are considered informal tools for promotion file preparation and are not institutionalized into procedures that senior faculty and/or external reviewers use to review files (Education). The following sections highlight some of the findings from the informal review of promotion and tenures standards at the UW.

Data Sources: Promotion and Tenure documents were received from College of Arts and Sciences, Engineering, Foster School of Business, Education, Social Work, Public Affairs, Nursing (Tacoma), Urban Studies (Tacoma). These data are not encompassing all of the University (especially the three campuses); however, they provide a nice range of approaches taken to address promotion and/or tenure.

Results:

There was a wide range of detail provided for faculty in the promotion and tenure guidelines that were submitted among these units. After reviewing all submissions, it was apparent that there were several categories of articulation with increasing levels of detail and complexity. As shown in Figure 1, there were four levels of articulation of faculty code in the promotion files of tenure and non-tenure line faculty.



Each level builds upon the next. Meaning the units with a higher degree of articulation include the features at the preceding level(s) as well.

Level 1

Promotion and Tenure guidelines at level 1 are direct interpretations of the faculty code with some expansion on the components within Chapter 24. They do not include any detailed descriptions of expectations or any distinctions between performance expectations based on job classes (tenure line and non tenure line).

Level 2

Guidelines at this level include more expansive descriptions of the faculty code as well as more details of expectations of performance on the domains of research, teaching, and service based on job class (tenure line vs non tenure line), rank (assistant, associate, full, lecturer, senior lecturer, principal lecturer). The domains for non tenure line position are modified to include research and service (for research faculty) or teaching and service (for teaching faculty). For example, UW Tacoma Urban Studies has identified expectations and examples for the teaching and service domain for lecturers in the promotion process.

Level 3

Guidelines at level 3 not only have detailed descriptions of the Faculty Code, but also have the expectations for the domains of Research, Teaching, and Service outlined with performance indicators listed as specific examples. For example, some units included a list of journals that are considered top tier in their field and faculty files are reviewed against this list. Some units considered the quality of scholarship based on the journal outlet--distinguishing between peer reviewed and non-peer reviewed or by distinguishing between applied/practice oriented journals and research/scholarly journals (but all as

peer reviewed). Other units articulated specific ways to evaluate quality/impact of scholarship (citation counts, journal impact factor, source/amount of grant funding).

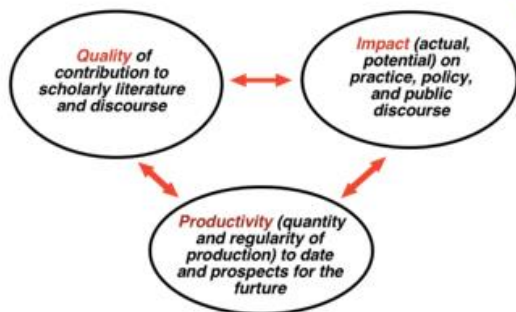
Level 4

The highest level of articulation of promotion and tenure guidelines that we can find were at level 4. Here, units on campus had all of the elements of levels 1-3 along with Levels 1-3 along with definitions of multiple metrics as measurement tools of the indicators. For example, one unit defined “Quality, Impact, Productivity”, lists specific indicators that align with each of the definitions, and then identified how the metric could be used to evaluate the Research domain, Teaching domain, and Service domain in a promotion file. This unit also has a lengthy informal document that describes “what matters most” in the review process.

COLLEGE OF EDUCATION

- Overall “values” description: Integration, Balance, Connection, and visibility
- Domains: Research, Teaching, Service (including advising)
- Metrics: Quality, Impact, Productivity with Indicators on each domain

Your publication record will be considered in light of three different standards, which cannot all be maximized....



UNIVERSITY of WASHINGTON July 3, 2011
College of Education
The Impact Standard

Assessors are likely to pay attention to—

1. **Cogency and accessibility to practitioner, policy, or public audiences**
2. **Relevance to pressing concerns**
3. **Grounding in high-quality investigations, analysis**
4. **Reach to key audiences, users**
5. **Educative value**

Likely indicators:

- Publication in wide-circulation practice-focused outlets (esp. “good” ones)
- Solo or lead authorship
- Testimony by Significant Others (e.g. prominent practitioners)
- Evidence your work is used by practitioners, policymakers, etc.
- Receipt of funding for “applied” or “engaged” scholarship
- Awards and other forms of recognition

W

A second example of a level 4 articulation includes a unit that defined “Rigor, Impact, Dissemination, Leadership and Personal Contribution” as metrics for consideration across the domains of Research Teaching and Service. They include specific examples including counts of scholarship and special considerations—including dissemination via public scholarship.

SCHOOL OF PUBLIC HEALTH

- Metrics: Rigor, Impact, Dissemination, Leadership and Personal Contribution
- Domains: Research, Teaching, Service, and Practice
- Example of Criteria for Public Health Practice:

Rigor	Impact	Dissemination	Leadership and Personal contribution
<ul style="list-style-type: none"> • Use of rigorous quantitative or qualitative methods; • Use of conceptual frameworks that reflect recent developments in practice methods or theoretical understanding; and/or • Use of evidence-based approaches that are well grounded in public health sciences. 	<ul style="list-style-type: none"> • Improvement or refinement of practice methods; • Improvement in a health policy, program, or organization; • Improvement in methods of disease or injury surveillance, prevention or control; • Progress towards social equity in public health; • Reduction of worker or community exposures to health risks; and/or • The ability of trainees to assume positions of leadership as public health practitioners 	<ul style="list-style-type: none"> • Publishing in peer-reviewed journals or in high-quality practitioner or professional journals or other periodicals; • Publishing in periodicals or newspapers read by the target population; • Presenting to large numbers of persons that include the target population; • Developing video, computer, or other distance programs that reach a substantial number of persons in the target audience; and/or • Writing policy documents directed toward agency 	<ul style="list-style-type: none"> • Serving as the chair or playing a key role on an important task force; • Directing an important public health, community-based activity; • Organizing ongoing partnerships with community agencies that significantly enhance the quantity and/or quality of public health activities; and/or • Receiving an award(s) for accomplishments in academic PHP.

A third example is a unit that defined the terms of “Competence, mastery, expertise” to be used as metrics for domains of Scholarship (using Boyer’s 1990 model of defining scholarship). In this example, Scholarship of *Teaching, integration* (interdisciplinary work), *Application* (practice activities within and external community), *Discovery* (research) by Job class and rank (assistant/associate/full and lecturer/senior lecturer/principal lecturer) are articulated in a detailed rubric. This rubric is intended for use during the evaluative process and is provided at a level of detail that both senior faculty and external reviewers can rate a promotion file with the rubric to rate a promotion file. This unit also has a separate document that describes how to evaluate “unconventional scholarly work.”

UW TACOMA NURSING

- Domains: Boyer model of Scholarship (Teaching, Integration, Application, Discovery)
- Metrics (with examples):
 - Competence (Assistant Professor/Lecturer)
 - Mastery (Associate Professor/Senior Lecturer)
 - Expertise (Full Professor/Principal Lecturer)

	Assistant Professor	Associate Professor	Professor
Scholarship of Application	Demonstrates competence in linking knowledge, service, and practice. <ol style="list-style-type: none"> 1. Community service related to professional activities 2. Membership on program and campus committee(s) 3. Membership in professional organization(s) 	Demonstrates mastery in linking knowledge, service, and practice. <ol style="list-style-type: none"> 1. Consults with community on practice issues 2. Active participation on program, campus and/or university-wide committees 3. Contributes to professional organization(s) and/or task force(s) 4. Membership on community committee(s), and/or task force(s) 5. Reviews for conference abstracts and/or journals 	Demonstrates expertise in linking knowledge, service, and practice. <ol style="list-style-type: none"> 1. Reviews for conference abstracts, journal articles and/or grants 2. Provides leadership on program, campus, or university-wide committee(s) 3. Provides leadership on board/organization(s) 4. Provides leadership in professional organization(s)
Scholarship of Discovery	Engages in competent systematic inquiry for purposes of advancement of knowledge. <ol style="list-style-type: none"> 1. Develops area(s) of scholarly inquiry related to nursing, health, and/or teaching 2. Disseminates results of scholarly inquiry 	Demonstrates mastery in systematic inquiry for the purposes of advancement of knowledge. <ol style="list-style-type: none"> 1. Continues development of one or more focal areas of scholarly inquiry 2. Presents at national meetings 3. Publishes results of scholarly inquiry 4. Recipient of grants, awards, and/or fellowships 	Demonstrates expertise and commitment to systematic inquiry for the purposes of advancement of knowledge. <ol style="list-style-type: none"> 1. Sustained development of scholarly inquiry 2. Scholarly inquiry consultation at local, regional, national, and/or international levels 3. Presents at professional meetings 4. Continued publication of results of scholarly inquiry 5. Advances knowledge in new area 6. Recognized nationally or internationally for expertise in area(s) of scholarly inquiry 7. Recipient of grants, awards, and/or fellowships

Level 5

Although there were no examples submitted within the UW that represented a higher level of articulation than level 4, there are examples of a higher level of articulation at other institutions. One example of promotion & Tenure best practices that includes levels 1-4 AND specific subcategories of standards (with definitions) within the Research, Teaching, and Service domains. Specifically, a rubric with definitions of subcategories of expectations within each domain. For example, not just evaluating the single domain of Research, but identifying multiple aspects of research that are indicators of success and organizing each subdomain by faculty rank, and metric rating (“meritorious” and “excellence”). Further, this institution also includes detailed rubrics with examples of indicators of impact for the same subdomains.

Summary

It appears that there is more room for inconsistency and ambiguity in units that have articulated promotion and tenure policies at levels 1 and 2. Levels 3 and 4 show the most promise for consistency in file review with level 4 being the most detailed approach. There is room for growth as there are other examples of more detailed articulation of expectations that units may consider reviewing in the context of their disciplines.

Process Best Practices

In the process of reviewing the promotion and tenure guidelines, another theme emerged in the category of process. It was clear that units with higher levels of articulation of standards also have procedures in place that integrate new faculty into the community more intentionally. These are the features of units that intentionally “onboard new faculty” with the goal of introducing policies related to promotion and tenure early. The following were distinctive features:

- Providing faculty code to new faculty while reviewing and discussing ambiguities within the code. Specifically focusing on explaining internal (unit) interpretations of the faculty code;
- Defining values (what matters most) within the unit based on current and past trends. This includes consideration of what seems to drive the discussion of promotion and tenure files. These units explain that trends are usually influenced by current senior leadership and the senior faculty so having awareness of the shared values of the overall unit are important;
- Identifying the range of pathways that faculty have been successful by job class; and
- The existence of mentoring committees that function using guides on the mentor/mentee relationship. Such committees include established routines of communication with junior faculty and their faculty mentors.

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