**UW Chapter AAUP Executive Board meeting**

**Wednesday Sept 30, 2015, 3 pm to 5 pm**

**UW Club**

AAUP board minutes

**Attendance:**

***Members present:***

Rob Wood, Atmospheric Sciences, President

Diane Morrison, School of Social Work

Christoph Giebel, Jackson School of International Studies, and History

Jay Johnson, School of Environmental and Forest Sciences, emeritus

Max Lieblich, Math

Jack Lee, Mathematics

Michael Honey, UW Tacoma

Bert Stover, Environmental Health & Family Medicine, Treasurer

Dan Jacoby, UW Bothell Interdisciplinary, Vice-president

Ann Mescher, Mechanical Engineering

Duane Storti, Mechanical Engineering

Amy Hagopian, Public Health, Secretary

***Absent:***

Abraham Flaxman, Global Health

Bruce Kochis, UW Bothell

Jane Koenig, School of Public Health emerita

Kari Lerum, UW Bothell

Dan Luchtel, School of Public Health

Libi Sundermann, UW Tacoma

***Guests:***

*Ana Mari Cauce*

*Gerry Baldasty*

*Pam Joseph*

*Bob Holzworth*

*Bob Charlson (Innovation Showcase)*

*Chuck Bergquist (Harry Bridges)*

*Andrew Heddon (Harry Bridges)*

*George Lovell (Harry Bridges)*

**Agenda:**

**1. Announcements:**

* 1. **Regents** Watch assignments
     + 10 Sep – Allen Library, Ann Mescher (we missed this)
     + 8 Oct (UW Tacoma) – Libi Sundermann, Michael Honey, friends (Julie N)
     + 12 Nov – Allen Library, Diane Morrison
     + 10 Dec – Allen Library, Rob Wood
  2. WELCOME **New Board Members**: Max Lieblich, Abie Flaxman, Michael Honey
  3. Note updated plan, attached. Note new items, build them into our agendas.

**2. Guest conversation:** Q&A with Ana Mari Cauce, interim president, and Gerry Baldasty, interim Provost, regarding ABB funding formula

See talking points memo

**3. Next Invitations**: JoAnn Taricani and Genesee Adkins?

**4**. Conversation with Professor **Robert Charlson** re. Innovation Showcase joint admin/faculty committee. Recommendations have not been acted on/ignored.

**5. Faculty Union Forum, co-sponsored with Harry Bridges [Amy, Rob]**

**6. Reports:** Treasurer, Faculty Senate, August 10 meeting with legislators (Ann Mescher), Reclaim UW, Regents Watch

***Meeting schedule 2015/2016 (3 pm to 5 pm)***

October 21 –Atmospheric Sciences, 4th floor conference room

December 2 -UW Club

January 20 -UW Club

February 24 -UW Club

March 16 -UW Club

April 20 -UW Club

May 18 -TBD

ANNUAL MEETING FOR ALL MEMBERS: May 25

***ABB with Interim President Ana Mari Cauce and Provost Gerry Baldasty***

Ana Mari set the context for ABB:

**Ana Mari Cauce**: It was always set up as an iterative process, something that could be tweaked in terms of the formulas.

I got introduced to how budgeting was happening at the UW when I was Executive Vice Provost, under Phyllis Wise. We met once a year with the heads of the units to discuss their requests for the budget. It was a bit of a wild west. There wasn’t much structure or rhyme or reason to how these things were decided. Each dean would make a sales pitch, and there would be decisions. Then there would be a budget.

In the context of money pouring in, back when it wasn’t so tight, there wasn’t a lot of dissention. Everyone felt good. But there was a lot of peanut buttering around. The proportions were way off, at times. Let’s say there was $50M to give out, everyone got $5M, even if they were small schools. Large schools were disadvantaged. If you look at what the budgets were and the supplements, it wasn’t a coincidence that the deans of the large schools liked ABB and advocated for it.

One of the other things was there was a lot of gaming. What does the provost want to fund? That’s what we would put forward, because we knew money was fungible. Black box budgeting, so opaque that many of us were surprised when you looked at how tuition played out what the supplements were. Arts and Sciences had a negative supplement. Some things you can’t do on tuition alone; Dentistry is one example. Given the equipment, class sizes, etc., it doesn’t pencil out. No one would say this is what it should be.

When ABB was first put together, state funding was $402M, then to $200M, now we are at $300M. No matter what model we had, people would have felt pain. Undergraduate tuition went up by 80% in that period. Even though we’ve gone from $200M to $300M, almost all of it has come back with a clear focus on undergraduates. It was a good year, but it was buying back undergrad tuition. That’s where the state is focused. I’ve been talking about access and excellence. We thank the legislators for access work, and now, we have to work on excellence. It means a lot to middle class students. We need them to focus on excellence too.

ABB came in during a period of budget cuts, and that has shaped how many people think of it – not as a transparent budgeting process, but as a budget cut process. Arts and Sciences, Business, Engineering, I-School, Evans, and Pharmacy are the ones that have seen their allocations go up the most under ABB. ABB also gave us more budget transparency on the academic support units or administrative units. Since ABB, the increases have gone more to the academic units than administrative units: a 37% increase to academics, 23% increase to administration. We still think we need to squeeze more out of administration.

In most cases, there is no question that we need to continue to do these cross-subsidies. Undergrad programs support grad programs. Some are more expensive than others. We need to be cognizant of where the money is coming from. When the state is paying for the bulk of things, the state was paying for 70%; now it’s flipped. When the state is paying for something, I feel more comfortable saying where we are going to put it. Now that students are paying, we have to be more careful about how funds are allocated.

We did make the decision that the allocation would go to the college level, and the colleges would make that decision [of how to reallocate within the college]. Public Health was the only school that brought ABB to the department level. There might be some unique difficulties there. We’ll be doing a review of that. I think it’s the right decision to drive it to the college level and college councils. People understand within their own schools how to divvy up their tuition better than I would. The expectation is that deans will be talking to their college councils. Last year at the behest of the Faculty Senate and SCPB [Senate Committee on Planning & Budgeting], when deans presented their plans, they had to be signed off by college councils that they had seen it. I do think it is important that college councils see it.

At the end of the day, ABB doesn’t affect how much money comes in or out, but rather a distribution. It creates incentives for teaching. The colleges would create a mix of classes that would work optimally for them. In different places you make different decisions. You can have some large classes, and use those to pay for a few small ones. That is best done at lower levels.

What we were hearing as the biggest concern coming in, was the interdisciplinary teaching discouragement. That is something we want to promote. We are a very collaborative place, and to solve big problems we need to promote that.

**Jerry Baldasty**: There is an ABB committee co-chaired by Sarah Hall and Sandy Archibald; we are looking at phase 2 of ABB. We have 4 faculty councils coordinated through the senate:

Faculty Council on Research (Michael Rosenfeld, Environmental Health): effects of ABB on creating incentives or disincentives for collaborative research.

Faculty Council on Academic Standards (Patricia Kramer, Anthropology): joint courses, joint degrees, access to courses outside of one’s college, balance between undergrad/grad courses in a college, creation of new courses or degrees, poaching of students from other colleges, inter-campus educational collaboration and competition.

Faculty Council on Teaching and Learning (Jeffrey Wilkes, Physics) is looking at summer quarter—should it be a regular academic quarter, should it move toward budgeting funds using ABB rather than fee-based? Should this be college-by-college or university wide?

The Graduate School (David Eaton) is looking at the effects of ABB on tuition waivers for graduate students. These create costs for schools other than those where students are enrolled. They are also looking at the incentives and disincentives for hiring postdocs vs. graduate students.

The administration has a draft brief that provides an overview of ABB trends. Bothell and Tacoma have always been ABB. You can see what budgets have increased and decreased. Those will be out in the next week or so.

Concerns about graduate education pre-date ABB. When I was in the Graduate School, I tried to get graduate education on the state agenda. It’s not on the state agenda. Raising money for graduate education is hard because many consider grad education not to be a public good, but rather a private good. We tried to do outreach in the community to get people to pay attention to this. It’s uphill.

**AMC**: Engineering has been successful in getting legislators and others to support their programs. Other areas can learn from this approach. For example, perhaps the health sciences could engage with the biotechnology community.

**Q&A**

**Rob Wood**: Tuition has gone up so fast, $400M in the same period [as when the state cut back and built back]. Where has the money gone?

**AMC**: I’m not sure that’s the case. A third of the students don’t pay grad tuition—so is that tuition ACTUALLY paid or theoretically paid? The number of students is up as is the number of faculty. It seems like we’re so cash strapped when we’ve increased the overall money.

We can ask SCPB to look at this. We can also do it at the Faculty Senate. We can report out what percentage of new dollars have gone where. The amount of dollars that we get per student, including both tuition and state funds, is the lowest or second lowest of our peer group. We spend a higher percentage of our money on faculty salaries than our peers, although our state dollars per student are among the lowest.

**Jay**: Is that decreasing the excellence of the UW, the lack of state funding? We are seeing corporatization, becoming a high tech vocational school.

**AMC**: I think we have an amazing group of people here. I think there is also some pluses that come from having some adversity. We have had to learn how to stretch our dollars. We’ve managed to do well under these situations, so they [the legislature] say, “What’s the problem?” It happens incrementally, so people don’t see it. We work hard. Will we seen a drop in quality if this continues? Yes, I’m concerned if this continues without new funding.

One outcome is that the professional programs are doing more inter-professional training. Used to be doctors got a class on basic pharmacy separately, now they are all in one class, though the class size has gone from 10 to 30, it’s great they’re in the class together.

I worry about the vocational part, that when there is a recession everyone worries more about the lack of jobs. That’s natural. As we move out of the recession, we’ll see some of those fears abated.

There are opportunities to develop more minor opportunities [e.g., business minor for English majors].

**Jay**: But will they be educated?

**JB**: Unfortunately, some of our students don’t see the connection between the intellectual skills they obtain in our classes and jobs and careers. Many students think that history students have to get historian jobs. But if students could see there is a relationship between the humanities and social sciences and the skills employers need, perhaps they would enroll in more humanities and social science classes. Critical thinking is something employers want. You can think about a career coming out of the humanities.

**AMC**: W.E.B. Du Bois was an advisor of my advisor. He gave a talk at Hampton College during Jim Crow America. He said, “As important as it is to make a living, it’s more important to make a life.”

We have been vigilant about courses the schools want to offer that swipe territory; we have avoided “humanities for engineers” or foreign language in the business school. This isn’t a tech school. We aren’t going to remove requirements to take electives outside.

**Christoph**: some of the concerns [regarding ABB] came to pass. Silos created on campus where each college would create its own undergrad ed. History used to be the workhorse in teaching students outside the college. Our enrollment has cratered, something like a third to 40%.

**AMC**: That’s a national trend. Biology has skyrocketed. It’s the narrative about jobs and STEM, not ABB. I was at the tech alliance meeting at Leavenworth. Someone was upset because his kid was majoring in the liberal arts, how was he ever going to get a job?

Yes, we had a period where everyone had a hard time getting jobs, including biologists. But that’s not typical and we’re coming out of it.

The idea of minors and certificates can also help a great deal.

Most of our UW students, at all three campuses, care about jobs. We can’t ignore that. I went into clinical psychology largely because of the economy in 1977. I felt like academic jobs were hard to come by and I better have something that would let me have a job.

The UW could do more to get the word out that life is more than science and tech. This is an international trend.

**Max**: Public health is treating ABB differently. That seems to have had practical consequences internally. What are the concrete practical things we can do to put the brakes on unintended consequences?

**AMC**: I think Public Health bears some special attention. We have an ongoing conversation there.

**Ann**: Adversity can make us better? For some units it’s way past when adversity can make us better. It’s easier to make a case for engineering, but for the university, it’s the opposite model than what the rest of the university needs. I’m happy to know there is an ABB committee. When it was first announced when we go to the new model, I thought there should be ongoing evaluation. How does it change how we operate? What are the mechanisms for what information we collect? How can this be communicated so we can make improvements? That’s the biggest question for me.

**JB**: The councils are looking at this. We have asked the faculty councils, the student advisory councils, and student leadership to cast a wide net. The process is to look broadly. The committee has been looking at this all along.

**AMC**: The two majors that many students set out to get are engineering and business. Doing some certificates or minors would let them major in something else, and still get some of that and some tech skills. To be a full university, we cannot be driven solely by what students want by way of a major.

**Dan**: To the extent that people want to preserve graduate education, they use fungible dollars, and try to make it cheaper. In 2007 there were 109 competitively hired faculty, now (??6007). about 40% were at Tacoma and Bothell, I suspect the number of WOT and on research has increased the same way. As we diversify and specialize the faculty, we have less of a common understanding of who we are as a faculty. Focusing on those questions, to ensure there are minimum standards across the board, that we treat people appropriately and people who epitomize education for life…

**AMC**: The changes in the last few years have been more budget-cut driven than ABB-driven.

You want more highly paid faculty, but we’re going to have fewer or a different mix. Those decisions are best made as close to the level as possible. You don’t want the president or provost to make those decisions. We can analyze those decisions when they are way off.

We’ve always expected our engineers to take English classes, not so much the other way round. Part of the answer is to make sure all our students have basic numeracy and tech skills. Those skills are more distributed than we think they are. We have to make a case for the Humanities, but we have to make sure our students in those programs get tech skills too.

Gerry Baldasty: There is an ABB committee co-chaired by Sarah Hall and Sandy Archibald, we are looking at phase 2. We have 4 faculty councils coordinated through the senate:

**Faculty Council on Research** (Michael Rosenfeld, Environmental Health): effects of ABB on creating incentives or disincentives for collaborative research.

**Faculty Council on Academic Standards** (Patricia Kramer, Anthro): joint courses, joint degrees, access to courses outside of one’s college, balance between undergrad/grad courses in a college, creation of new courses or degrees, poaching of students from other colleges, inter-campus educational collaboration and competition.

**Faculty Council on Teaching and Learning** (Jeffrey Wilkes, Physics) is looking at summer quarter—should it be a regular academic quarter, should it move toward budgeting funds using ABB rather than fee-based? Should this be college-by-college, or university wide?

**The Graduate School** (David Eaton) is looking at the effects of ABB on tuition waivers for graduate students. These create costs for schools other than those where students are enrolled. They are also looking at the incentives and disincentives for hiring postdocs vs. graduate students.

Admin has a draft brief that provides an overview of ABB trends. Bothell and Tacoma have always been ABB. You can see what budgets have increased and decreased. Those will be out in the next week or so.

We thanked Gerry & Ana Mari for their time, and they departed.

***Robert Charlson on Innovation Showcase concerns***

The UW has no record of patents it owns prior to the 1980s. We did a search and came up with 70 UW patents. For example, the thing that made artificial kidneys work came from the UW. The propeller that is still in use today on large ocean-going tugboats is a UW patent. Fisheries invented sexless oysters that you can eat year round, Forestry pioneered work on cloning.

I began to look into the way the UW keeps records. UW Week did an article in 2009 on me and again in 2012, alumni magazine. Then we got some attention. Paul Jenny is Vice Provost for planning with Professor Omara of history. We did a report, delivered in 2013 (Dec) to Paul Jenny. Nothing has happened. I have called up Jenny’s office, and he politely says he’ll look into it. Omara has been on sabbatical. Today is my 79th birthday, it’s getting harder to do these things. It strikes me that the faculty of the UW are the primary innovators of the campus. The grad students certainly do a lot, but they work with us. No matter what, the faculty deserves a lot of credit for the research that we do that has become famous, highly cited academic papers, pieces of music, lots of innovation in addition to patents. I looked into it and as far as we can tell there are no records of receiving money, but the patents we got in 1967 were the first royalty-producing patents. The person who used to track these has left the university. I think we need a museum of some kind, a public display. The Univ of Minnesota has an outdoor exhibit, the Scholar’s Walk, commemorating the creativity of the institution. It’s quiet, in a dignified setting. The faculty should get some credit. There is plenty of substance, doesn’t need to be contemporary. Less debate about the older items, actually.

The innovation committee recommended a half dozen things to look into, most of them cheap. The display at the UM had in the corner of each item, a sponsorship label. We have an opportunity as a faculty to beat our own drum.

What can we do?

1) Post a piece on list serve with a link to the report, including to the Univ. of Minnesota display.

2) Contact the faculty council on research (Michael Rosenfeld)

3) Collaborate with MOHAI, they have an innovation exhibit funded by Bezos, where the UW is included extensively.

4) Create a display on Rainier vista? Or at the old nuclear reactor building? Tastefully and academically pursued. Should feature humanities, social sciences, too.

Note: faculty are not employees of the university. We ARE the university.

**4. Next Invitations: JoAnn Taricani and Genesee Adkins?**

Amy and Rob will invite them. Also could invite legislators.

**5. Faculty union activities**

We discussed organizing a series of academic forums for even-handedly opening a dialogue about the union drive. We could invite non-UW speakers. These would not sponsored by the union campaign, but jointly by AAUP/Harry Bridges.

Bridges has a budget for this event, and AAUP can contribute as well.

Our guests from the Bridges Center described the UW’s Labor Center a research-oriented center, which doesn’t focus on servicing unions (some campuses have Labor Centers that are more union service oriented). The UW Harry Bridges Center finances research on labor studies and holds academic conferences. They try to engage practitioners to connect with academics, get support from labor organizations. Bridges maintains academic integrity in our projects.

The forum AAUP held in the spring was intended to be a union launch, not a forum for discussing pros and cons. There an appetite now for a conversation.

Faculty labor is now disconnected from the rest of the world of work. Across America, workers are losing control in the workplace, and are treated as management whims direct. Why don’t faculty relate to that? We are the last bastion of privilege against those forces, but we’re staring to crumble. We need to connect our issues to the other sectors of the workforce. This is about political voice. We could discuss what it would mean to have a political voice. The same forces are pushing us to teach job skills in our classes, rather than how to think.

What topics would be most useful to raise?

A forum could be on “unionizing faculty at universities: what works and doesn’t work? How would it work? Why?

Union 101. Collective bargaining and the law, Labor history.

Another forum could be on the modern model of unionization in the nation. The various unions working on this, SEIU in particular. How do faculty get in the driver’s seat?

Another forum could clarify how a union and faculty senate would work productively with one another? We could point out that the senate could focus on academic issues if we moved our employment issues to the union.

How are faculty like workers elsewhere? We currently control much of the mans of our production of labor, but not for long. How the structure of faculty has changed, tenure/contingent lines diverging. That would be interesting to work out. Med school and English lecturers in the same union? Lecturers know who management is. Many lecturers view tenure track faculty as management. Some tenure faculty view lecturers as scabs.

What is a public institution? What is work like here? Is the solution, as Ana Mari says, to hire more lecturers, part timers? We’re not going to buck the national trend.

Which system protects me better?

We agreed it would be ideal to host at least one forum each quarter? Building to a larger discussion at our annual meeting, sequencing of topics.

***Forum schedule decision:***

First forum: SEIU and the modern union movement, how these would intersect for UW faculty

Second: What it means under Washington law to organize a broad big bargaining unit with competing ideas and potentially competing interests.

Third: How the union and faculty senate would work together.

Forum organizing committee: Diane, Rob, Dan, Pam Joseph, Michael Honey.

There is a danger that this could be seen as an advocacy event. Want this to invite people across the spectrum of opinion.

***Other items:***

Michael Honey’s film event is Oct. 28 at Ethnic Cultural Center.

List server management: Duane mentioned that Ana Mari is allowed to address the faculty with easy access while we can’t.

We should use the Subject line more judiciously in our List Server management. Change the subject line when the subject has changed.

Nominations for district AAUP representation are open now.

Treasurers report: We have $27K in bank, owe $16K to AAUP. The Committee A Fund still totals about $5K.

Aug 10 meeting follow up: legislators communicated they’d like an ongoing dialogue with real faculty, especially regarding the Board of Regents representation conversation. Rob noted we said we’d team up with WSU on asking for faculty reps to our Regents Boards.

Homework: How did the student regent get added to the board? Track down that law change. Having a respected voice is important, even if it’s not a vote.

***Board Membership:***

Abie Flaxman <abie@uw.edu>

Ann Mescher <mescher@u.washington.edu>

Bert Stover <bstover@u.washington.edu>

Bruce Kochis <bkochis@u.washington.edu>

Christoph Giebel <giebel@uw.edu>

Dan Jacoby <djacoby@uwb.edu> (perhaps on sabbatical)

Diane Morrison <dmm@u.washington.edu>

Duane Storti <storti@u.washington.edu>

Elizabeth A. Sundermann <libisun@washington.edu>

Jack Lee <lee@math.washington.edu>

Jay Johnson <jjohnson@u.washington.edu>

Kari A Lerum <klerum@uwb.edu>

Max Lieblich <[lieblich@uw.edu](mailto:lieblich@uw.edu)>

Michael Honey <michaelkhoney@gmail.com>

Rob Wood <robwood@atmos.washington.edu>

***Meeting schedule 2015/2016 (3 pm to 5 pm)***

September 30

October 21

December 2

January 20

February 24

March 16

April 20

May 18

ANNUAL MEETING FOR ALL MEMBERS: May 25

***Regents Watch meeting assignments***

13 Aug – cancelled

10 Sep – Allen Library, Ann Mescher

8 Oct (UW Tacoma) – Libi Sundermann, Michael Honey, friends (Julie N)

12 Nov – Allen Library, Diane Morrison

10 Dec – Allen Library, Rob Wood

**Minutes APPENDIX #1**

**UW Chapter of the AAUP, draft strategic plan**

**24 October 2014, updated 5 August 2015**

**Mission statement:**

The mission of the UW Chapter of the American Association of University Professors (AAUP) is to advance academic freedom and shared governance; to define fundamental professional values and standards for higher education; to promote the economic security and working conditions of all categories of faculty, academic professionals, graduate students, post-doctoral fellows, and all those engaged in teaching and research in higher education; to develop the standards and procedures that maintain quality in education; to help the higher education community organize to make our goals a reality; and to ensure higher education's contribution to the common good. Founded in 1918, the chapter has worked with allies to shape public higher education in Washington State by opposing privatization and corporate control, promoting diversity and equity, and advocating for accessible, high-quality education.

|  |  |  |
| --- | --- | --- |
| **Item #** | **Topical Goal** | **Lead** |
|  | Improve conditions for **lecturer faculty** at the UW  *Libi and Jack to write up a proposal:*   * 1. Support Faculty Senate legislation to create an Instructional Professor track to replace what are now “lecturers.”   2. Support the concept that short term instructors would be Acting Lecturers (not competitively hired), hired on an emergency basis, for a period less than 3 years.   3. Central bridge funding to support positions created without long term funding sources   4. How do we convert from the current system to the new one? Do people need to re-interview for their own jobs? | Jack Lee, Libi S |
|  | Engage in advocating for **better higher ed funding** in Washington State, and educate our faculty on these issues; work in coalition with other stakeholders.   * 1. Hold a forum with legislators and UW administrators (10Aug2015)   2. **NEW**: Sponsor a faculty senate resolution calling on Legislature to raise new revenues for higher education (faculty have ranked philanthropic and public/private partnership sources as not preferred)   3. **NEW**: Sponsor a faculty senate resolution, calling upon the administration to recognize the need for faculty representation on search committees for deans, provost and president.   4. **NEW**: Pursue faculty representation on Board of Regents.   5. **NEW**: Partner with faculty at other universities to communicate with legislators about the need for higher revenues ; work with Dawn Tefft (AAUP staff)   6. Work with UW administration to develop a multi-year strategy for increased revenues for higher ed that avoids student burden and salary freezes   7. Persuade UW administration to engage in creating and moving a long-term higher ed financing strategy   8. Meet with faculty Senate faculty legislative representative, JoAnn Taricani, and UW lobbyists   9. Continue to educate faculty about higher ed finance on list server (spell out connections to tenure and academic freedom)   10. Participate in Stand Up 4 Ed Coalition, including students   11. Monitor conflicts of interest between Regent employers and UW   12. Monitor the fulfilling of pledges for voluntary gifts (e.g. Craig Smith)   13. Persuade advancement staff they could raise money for salaries   14. Educate students on these issues | Ann Mescher Dan Jacoby  Amy Hagopian |
|  | Explore the advantages and disadvantages of **faculty unionization**, demystify the issues, air the concerns, learn from other universities   * 1. **NEW:** Hold a fall 2015 rally/forum to build on the success of our spring annual meeting   2. **NEW:** Work with the Harry Bridges Center to sponsor an academic conference on faculty unions   3. **NEW**: Co-sponsor Harry Bridges film showing of Michael Honey’s film, *Love and Solidarity*ˆ, Oct. 28 at 7 pm at the Ethnic Cultural Center (Seattle Campus). Set up an AAUP/Faculty Forward table. | Bruce Kochis  Rob Wood |
|  | Work to repair the UW’s faculty **grievance adjudication system**, acknowledging our current system is not working, and the Faculty Code is either not being honored or is too weak; recruit volunteers for the faculty adjudication committee   * 1. Ask national AAUP where there are good grievance systems where there are not; going to guess the factor will be the existence of unions   2. Get our administration to acknowledge that a faculty committee can adjudicate alleged guilt or innocence in academic misconduct cases | Duane Storti  Bruce Kochis |
|  | Build faculty understanding of “**Activity Based Budgeting**,” and the UW’s “**Professional and Continuing Education**” office. These market-driven mechanisms erode higher education principles.   1. **NEW:** Invite Ana Mari Cauce to meet with AAUP board to discuss. | Jack Lee  Amy Hagopian |
|  | Improve **salary** and promotion policies through the Faculty Senate | Duane Storti |
|  | Involve the AAUP in the Faculty Council’s committee on **intellectual property** to ensure faculty rights are protected while maintaining the public’s interest in its investments in higher education | Duane Storti |
|  | Work to increase the capacity of faculty to provide better oversight to **unpaid internships** and ensure they are academically valid. | Jay Johnson |
|  | Examine the shared governance issues associated with the UW’s move towards an **on-line learning undergraduate degree completion program**, along with concerns about quality and cost. | Jim Gregory |
|  | Monitor search process for open University administrative positions to ensure they are **open** to faculty participation. | Jack Lee via Kate O’Neill |

**ORGANIZATIONAL GOALS FOR 2014-2016**

|  |  |  |
| --- | --- | --- |
| **#** | **Membership and communications** | **Lead** |
|  | Host roundtables and forums on issues of topical importance, such as:   * State legislation and higher ed budget (invite legislators) * An analysis of UW finances (Howard Bunsis) * Unionization * Lecturers * PCE & ABB * Salary (including various compensation approaches across campus) & promotion | Dan Jacoby |
|  | Establish a membership committee chair | Bert Stover |
|  | Reach out to Bothell & Tacoma | Bruce, Libi |
|  | Invite our PhD graduates to join national AAUP as they enter the profession | all |
|  | Hold an annual spring full membership meeting, with a cocktail hour to follow | Rob Wood |
|  | Send an AAUP member to each Regents meeting to monitor and engage | Amy |
|  | Invite the president and provost to a meeting with AAUP | Rob |
|  | Launch a campaign to encourage membership from non-tenured faculty |  |
|  | Repeat our annual faculty survey using WebQ; present results to Regents | Amy & Bert |
|  | Maintain our awards program to bestow recognition on important allies to AAUP | Exec Com |
|  | Formally present the AAUP “Red Book” of academic freedom documents to Senate members, administrators, Regents | Rob? |
|  | Produce a periodic newsletter | ? |
|  | Reach out to new faculty to join AAUP. Publish a welcome packet as a way to reach out to new faculty to invite them to join. Schedule a welcome meeting for them? Attend new faculty orientation. Get the list of new faculty from Academic HR. | Rob |
|  | PLAN FOR 100th anniversary celebration (2018) |  |
|  | Publish annual versions of the Faculty Code (Handbook), locally known as the “UW Policy Directory” on our AAUP website | Rob |

|  |  |  |
| --- | --- | --- |
| **#** | **Infrastructure and processes** | **Lead** |
|  | Form a Committee A to help adjudicate conflicts around academic freedom and tenure and violations of individual rights of faculty | Rob |
|  | Keep the website updated, information-packed, and attractive | Rob & Amy |
|  | Appoint publication monitors to add published news items to add items to our list server | Raya |
|  | Establish an annual calendar of standing events | Amy |
|  | Create a policy for how adjudicate decisions between regular meetings (e.g., 4 votes opposed effectively tables the discussion until we can meet in person) | Rob |
|  | Invite a member of the law school faculty to join our board, perhaps as a step towards identifying a legal advisor |  |
|  | Maintain our legal status as a formal non-profit entity (501-c-6) by filing tax returns | Bert |

**Accomplished 2014-2015:**

1. Conducted the 2nd faculty survey and disseminated results
2. Resolved to join SEIU unionizing effort, after deliberation and adoption of principles

**Accomplished 2012-2014:**

1. Conducted the first faculty survey and disseminated results
2. Drafted bylaws and established our status as a 501(c)6 organization with the IRS
3. Hosted the 2013 AAUP Summer Institute
4. Established the capacity for new members to sign up for on-line payroll deduction
5. Improved the website and transferred it to WordPress
6. Worked with Faculty Senate to improve salary and promotion policy
7. Worked with Faculty Senate to improve academic freedom policy
8. Improved relations with Provost
9. Noticed the search for the new vice provost was open
10. Made progress on new lecturer employment status policy
11. Conducted successful board elections, including new members from Bothell and Tacoma
12. Passed several resolutions in solidarity with closely allied organizations, including K-12 issues, childcare, and PCE lecturers.
13. We made progress on approval of outside professional work form, including launching an overhaul of IP policy (SCIPC and IPMAC committees)
14. Provided scrutiny on retention salary offers
15. Agreed to support an Amicus brief for lawsuit challenging Emmert’s Executive Order 29 (2011)
16. Created list server banners

**Minutes APPENDIX #2**

Next meeting October 21, 2015, 3 pm, Atmospheric Sciences 4th floor