

AAUP

American Association
of University Professors

THE STATE OF THE FACULTY AT THE UNIVERSITY OF WASHINGTON

Salaries are low. We know that. But what else do we know about the state of the faculty at UW? What is happening to employment conditions? To the system of tenure? To the goals of gender equality and racial diversity? Is the University of Washington improving or undermining the system of shared governance? Making it easier or harder to produce important research and effective teaching? Are we losing faculty at an unhealthy rate?

These are questions that will be answered in the following report, a report card on the state of the faculty at the University of Washington. Expect some surprises. Salaries are not our biggest problem! Some conditions are actually improving!

This report card, the first in an annual series, has been compiled by a research team from the American Association of University Professors-UW chapter and is distributed by AAUP to faculty members, administrators, and the press. For too long we have been only vaguely aware of the trends that have been transforming UW. Using official university data, this report outlines what has been happening over the past decade and puts these trends in context.

This report card assigns a letter grade for nine subject areas, followed by a narrative and related charts. The grades are not good. We have awarded no As and only two Bs. The three Cs indicate a need for vigilance and improvement. The three Ds are danger warnings. The lone F flags a disaster area that threatens the future of the University of Washington. Overall, when you look at the hard, cold numbers and think about the trends, there is much to worry about and much to do.

For an online version of this report, and other information, visit the UW-AAUP website, at:
<http://staff.washington.edu/aaup/>

Report Card for 2003

<i>Tenure System and Contingent Faculty</i>	<i>F</i>
<i>Faculty Salaries</i>	<i>D</i>
<i>Gender Equality</i>	<i>C+</i>
<i>Racial Diversity</i>	<i>C-</i>
<i>Faculty Retention</i>	<i>B</i>
<i>The Administration</i>	<i>D</i>
<i>Faculty Senate</i>	<i>B</i>
<i>Colleges and Campuses</i>	<i>C</i>
<i>Disputes and Adjudication</i>	<i>D</i>

Part I: Conditions of Faculty Employment

4,872 people held faculty appointments at the University of Washington as of Autumn 2002. The number may be slightly smaller today. We are distributed across three campuses, sixteen colleges, and two hospitals. We work in very different ways: some mostly as teachers, some mostly as researchers, others mostly as doctors caring for patients. Some of us have security of employment, many do not. Some of us are represented by the Faculty Senate and participate in governance, others do not. The salary range is enormous. At the low end, there are faculty members working full time for less than \$30,000.

In this section we look at the trajectory of employment conditions over the past seven years. For [notes] and more data see the web version at <http://staff.washington.edu/uwaaup>

*“AAUP has been
the guardian of
academic freedom,
shared governance,
and tenure at the
University of Washington
since 1918.”*

This 2003 State of the Faculty Report Card is produced and distributed by the University of Washington chapter of the American Association of University Professors. The eighteen members of the AAUP Executive Committee are responsible for the grades and assessments.

For more than 80 years, AAUP has been the guardian of academic freedom, shared governance, and tenure at the University of Washington and universities throughout the United States. AAUP operates on both a national and campus level, sustained by the 45,000 members whose dues insure that faculty will have a strong voice.

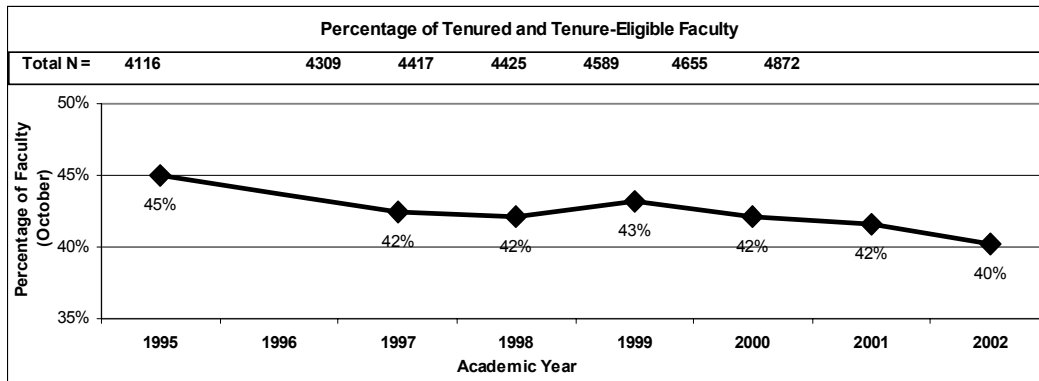
The UW chapter was founded in 1918 and helped create the Faculty Senate and the system of tenure at UW. The names of AAUP members today grace some of the campus's best-known buildings. Professors Padelford, Parrington, Savery, McMahon, and Smith were all members. Shouldn't you be?

For more information about the chapter and the national organization visit: <http://staff.washington.edu/uwaaup/>

Tenure System and Contingent Faculty Grade F

The University of Washington has crossed an alarming threshold. The system of tenure no longer affects the majority of faculty members. Once a standard basis for employment, tenure eligibility now applies to a shrinking minority of UW faculty. As of October 2002, only 31.5 percent of faculty were tenured and another 8.6 percent were tenure-eligible assistant professors. Just 40 percent of UW faculty are on the tenure track!

These figures make the University of Washington unique among the major research institutions in the United States. Shrinking tenure systems have been widely noted, but no other top-tier institution has moved as decisively to undermine the system of tenure.



“No other top-tier institution has moved as decisively as the University of Washington to undermine the system of tenure.”

Faculty Title	1995	1996	1997	1998	1999	2000	2001	2002
Tenured Faculty	1543		1531	1517	1519	1539	1529	1537
Tenure-eligible Assistant Professors	310		300	343	393	392	405	420
Tenure Track Subtotal	1853		1831	1860	1912	1931	1934	1957
WOT Faculty	853		901	927	934	975	1014	1057
Research Faculty	601		571	563	553	594	616	666
Lecturers and Teaching Associates	502		665	719	680	746	773	822
Acting Faculty	307		346	358	353	346	327	379
Not Tenure Eligible Subtotal	2263		2478	2557	2513	2658	2721	2915
TOTAL	4116		4309	4417	4425	4589	4655	4872

The tables above show the distribution of faculty employment since 1995:

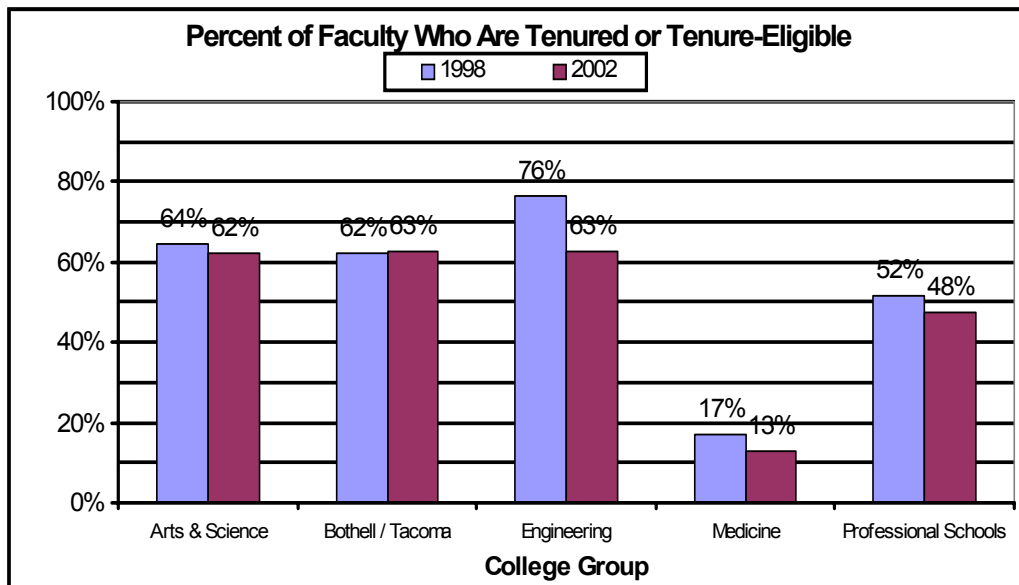
- The number of tenured faculty has not changed since 1995 while the rest of the faculty has grown. Only 31.5% of the faculty had tenure in the most recent count, down from 37.5% in 1995. Tenure eligible assistant professors increased slightly from 7.5% to 8.6% of faculty positions.
- WOT faculty and research faculty have increased in number but held steady in relation to overall growth, accounting for just above 35% of faculty positions in both 1995 and 2002.
- The fastest growing faculty job categories are lecturer, teaching associate, acting instructor, and acting assistant professor-temporary. Those categories accounted for 19.7% of faculty in 1995, to 24.7% in 2002.

Where Does Tenure Survive?

The College of Arts and Science still offers tenure eligibility to most of its faculty (63%) and there has been little change in the distribution since 1995. The College of Engineering has been adding contingent faculty during these years but 63% of the school's faculty remain tenure eligible. The Bothell and Tacoma campuses have a similar distribution of positions.

In other units tenure eligibility has been disappearing. In the School of Medicine it barely exists. Only 13% of faculty are tenure eligible. In other professional schools the decline is also well advanced: particularly in Public Health, Social Work, Oceanography, Public Affairs, and the Business School. [1]

“Most vulnerable are the contingent faculty who have been hired in teaching positions, usually paid less than their colleagues and denied any role in unit decision making.”



Even the Arts & Science and Engineering numbers are disturbing. At UC Berkeley, which does not have a Medical School, only 10 % of instructional faculty with full-time appointments are off the tenure track. At U. Wisconsin only 11% of full-time instructional faculty are ineligible. At Colorado 13%. North Carolina 20%. Michigan 23%. [2]

Who Are the Contingent Faculty?

The 2,915 faculty members employed without tenure eligibility hold a variety of positions. WOT faculty (without tenure by reason of funding) are mostly employed in the Medical School and hold permanent appointments. They cannot be fired except through the same procedures as a tenured faculty member. However, they are responsible for their own salaries. Research faculty are in a different position. They are hired on 1-5 year contracts and must be renewed at the end of each term. Some have their own grants. Others work under supervisors.

Most vulnerable are contingent faculty who have been hired in teaching positions. Lecturers have become a growing part of the Arts and Sciences as well as other colleges. Teaching Associates, Instructors, Acting Instructors, and Acting Assistant professors-temporary are most common in the Medical School and Health Sciences. Usually paid less than their colleagues and denied any role in unit decision making, the contingent teaching faculty typically work on single year or sometimes single quarter contracts. Some are full-time, some part-time. Senior lecturers hold 3-5 year contracts. The others wonder each year whether they will be rehired.

What Are the Dangers?

The move away from tenure eligibility has enormous consequences. The system of tenure was created to insure academic freedom. Critics say that it is no longer needed, but the evidence to the contrary is clear. Year after year around the country tenure has protected faculty whose teaching or research has attracted powerful opponents. Some cases get publicity like the recent efforts by agribusiness interests to block unfavorable research or when the Texas legislature wanted to fire a professor accused of racism. Mostly tenure works quietly, forestalling interference before it can become troublesome, reminding administrators that they must defend their faculty, and giving faculty members the confidence to take intellectual risks. [3]

That confidence does not exist for some members of the UW faculty. In interviews with lecturers on the Seattle campus AAUP has heard stories that reveal the chilling effects of employment insecurity. Some feel they have to be ultra-cautious about what they say and what they might teach. There are units that are careful about the role of lecturers, but there are others where contingent faculty feel intimidated in ways that undermine the goal of academic freedom.

This is already a crisis and unless the trend is reversed, the reputation of the University of Washington and the practice of free and full inquiry are threatened.

“The move away from tenure eligibility threatens the reputation of the University of Washington and the practice of free and full inquiry.”

Faculty Salaries

Grade D

The struggle to maintain competitive salaries has been a nearly constant problem for the University of Washington in recent years as the legislature has slowly de-funded higher education. Average salaries in most units now fall 10-20 percent below those at peer institutions. Equally damaging are inequalities and irregularities in the distribution of salaries. A star system of rewards, the need to hire newcomers at market rates, and a concerted move to privilege units that can raise private funds leave many excellent faculty members very far behind.

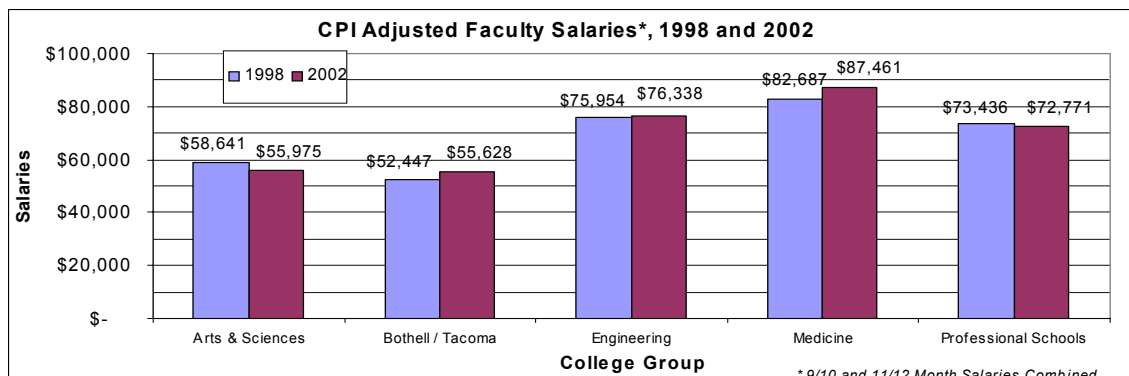
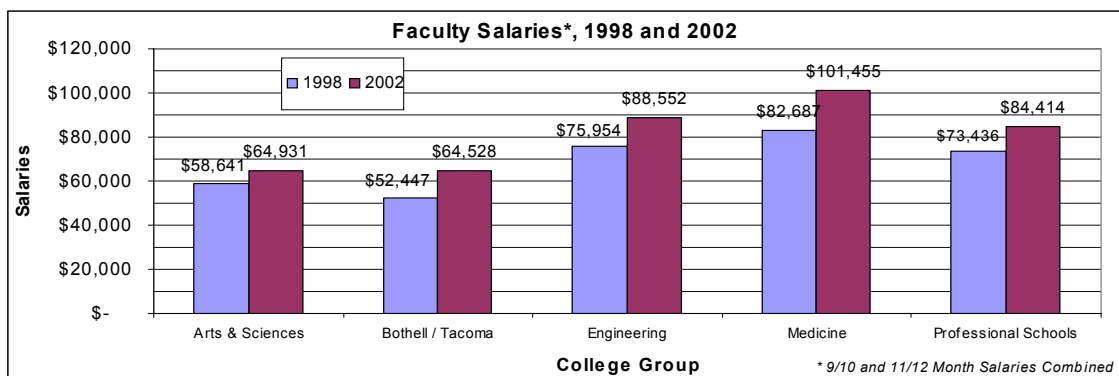
The charts below show the average salaries for October 1998 and October 2002 by major college and campus groups. Overall there was a 12 percent average increase during that four year interval. That average falls short of the 16% inflation rate during these years and for most faculty members there has been a significant drop in real earnings.

The second chart uses CPI adjusted dollars to show the spending power of 1998 and 2002 average salaries. In the College of Arts & Sciences, salaries overall fell 5% during those four years. Although the average salary increased in nominal terms to \$64,931 that salary had the spending power of \$55,975 in 1998 dollars. (Note: only faculty with full-time teaching appointments are included in these data. Medical School and some other faculty may receive additional income from clinical practice or other sources) [4]

Not reflected in these numbers is the 2% merit increase that many faculty members received this year. The official inflation rate for the past 12 months was 2.86% nationally. Prices escalated faster in Seattle.

On the opposite page is more detailed information about Arts & Sciences departments. Note the median incomes which in some departments falls below \$50,000. As a point of comparison the state establishes a salary of \$49,401 for a K-12 teacher with a BA degree and 12 years experience. The last column compares the unit average (mean) with peer programs at other institutions. (-16% means average salaries are 16 percent below peers when adjusted for the distribution by rank) [5]

“Inequalities and irregularities in the distribution of salaries leave many excellent faculty members very far behind.”



Dangerous Differentials?

The salary differentials, like the tenure differentials, have now reached alarming proportions. Within departments and between departments there are enormous income differences, many of which have nothing to do with excellence, productivity, or even job market conditions. One pattern is especially perverse: a good predictor of salary is duration of employment. Those who have been at UW longest have fallen furthest behind (unless they have played the job market).

Understanding how damaging it is to morale and collegiality, other top rank universities have managed to avoid the glaring gaps in faculty salary by establishing reasonable floors. Salary floors at UW are shamefully low. There are full professors making less than \$50,000, Associate Professors making less than \$45,000; Assistant Professors making less than \$40,000, and full-time lecturers earning less \$35,000, indeed less than \$30,000.

We should also be concerned about the disciplinary divide that increasingly penalizes Humanities and Arts faculty. Other universities do a better job on this score too. In the University of California system a step 1 full professor in the Art Department and step 1 full professor in the Economics Department make the same salary.

The disciplinary divide threatens to become much wider as the University continues to reward units that can attract corporate and private funds and starve those that cannot.[6]

Salaries in the College of Arts & Sciences compared with departments at peer institutions Oct. 2002

<i>Department Unit</i>	<i>Unit Median Salary</i>	<i>Full Prof Average</i>	<i>Assoc Prof Aver- age</i>	<i>Asst Prof Average</i>	<i>Lecturer Average</i>	<i>% below peers</i>
American Ethnic Studies	\$50,400	\$83,181	\$54,162	\$48,514	\$37,368	-16.6%
American Indian Studies		\$68,895	\$65,043	\$48,006	--	-14.7%
Anthropology	\$55,008	\$72,737	\$53,096	\$49,755	\$49,113	-20.2%
Applied Mathematics	\$72,027	\$103,714	\$65,935	\$56,196	--	2.8%
Art	\$48,596	\$61,372	\$49,652	\$46,085	\$28,611	-22.0%
Asian	\$45,558	\$65,890	\$48,398	\$46,421	\$37,221	-21.2%
Astronomy	\$70,002	\$82,200	\$67,527	\$55,827	\$36,000	-6.5%
Atmospheric Sciences	\$85,410	\$93,174	--	\$53,429	--	-20.0%
Biology		\$80,183	\$59,429	\$49,550	--	-19.1%
Chemistry	\$72,369	\$89,429	\$63,662	\$55,053	\$53,190	-18.6%
Classics	\$59,787	\$71,925	\$58,109	\$44,838	\$36,000	-18.3%
Communication	\$53,150	\$74,418	\$54,052	\$49,113	\$40,255	-15.6%
Comparative Literature	\$47,259	\$82,327	\$59,508	\$47,255	\$40,842	-17.3%
Drama	\$49,383	\$78,276	\$50,436	\$44,577	\$48,123	-8.4%
Earth & Space Sciences	\$70,074	\$73,671	\$53,233	\$52,911	\$50,890	-23.6%
Economics	\$74,714	\$105,197	\$65,376	\$64,377	\$53,847	-24.4%
English	\$55,125	\$76,640	\$50,188	\$45,575	\$42,337	-20.5%
French/Italian		--	\$59,763	\$44,019	--	-4.9%
Geography	\$67,356	\$74,453	\$63,564	\$49,433	\$46,575	-16.3%
Germanics	\$55,152	\$70,515	\$49,757	\$44,100	\$28,611	-25.8%
History	\$57,447	\$73,206	\$52,639	\$50,380	\$34,275	-26.4%
International Studies	\$55,328	\$87,487	\$50,649	\$51,173	\$44,199	-13.8%
Linguistics	\$51,129	\$62,809	\$50,100	\$43,947	--	-37.8%
Mathematics	\$59,796	\$74,021	\$53,373	\$50,279	\$41,795	-29.9%
Music	\$53,463	\$63,304	\$53,770	\$45,583	\$45,468	-22.5%
Near Eastern	\$56,709	\$62,365	\$51,717	\$42,156	\$38,007	-24.5%
Philosophy	\$55,449	\$82,990	\$54,474	\$54,531	\$47,106	-13.2%
Physics	\$76,783	\$87,269	\$71,357	\$56,252	\$62,519	-14.1%
Political Science	\$61,344	\$92,593	\$58,066	\$57,198	--	-17.1%
Psychology	\$58,639	\$87,365	\$57,520	\$51,936	\$44,620	-16.3%
Scandinavian Studies	\$47,259	\$69,710	\$48,721	\$43,497	\$35,959	-21.3%
Slavic	\$45,869	\$64,957	\$50,682	--	\$37,245	-19.7%
Sociology	\$74,619	\$89,035	\$66,174	\$50,552	\$52,826	-16.6%
Spanish/Portuguese		\$62,915	\$53,676	\$46,004	--	-25.0%
Speech/Hearing	\$55,440	\$84,137	\$53,221	\$50,328	\$45,743	-12.0%
Statistics	\$94,599	\$102,994	\$64,206	\$61,790	--	1.4%
Women Studies	\$58,185	\$64,606	\$59,712	\$49,568	\$38,601	-9.4%

Gender Equality

Grade C+

<i>Where are the Women Faculty?</i>	
<i>College/Department</i>	<i>% female 2002</i>
School of Nursing	92%
School of Social Work	73%
Speech & Hearing	67%
Romance Languages	59%
Tacoma Campus	55%
College of Education	52%
Asian Languages	52%
Anthropology	52%
Psychology	51%
School of Law	51%
Art	48%
Drama	46%
English	46%
Bothell Campus	46%
School of Public Health	43%
School of Pharmacy	42%
Sociology	41%
Information School	39%
Zoology	37%
Astronomy	36%
History	36%
Grad School Public Aff	35%
Botany	35%
International Studies	35%
College of Arts & Sciences	35%
Communications	34%
School of Medicine	33%
Geography	32%
Political Science	31%
School of Dentistry	31%
School of Business	30%
Philosophy	28%
Architecture / Urban Planni	28%
Economics	27%
Music	24%
College of Ocean/Fish Sc.	23%
College Forest Resources	23%
Chemistry	17%
College of Engineering	17%
Mathematics	15%
Physics	12%
Earth & Space	9%

Percent of Faculty Positions Held by Female Faculty

This is an area where there has been some encouraging progress. In 1995 women comprised only 29% of the UW faculty. By 2002-03 that had increased to 36%. Women were 18% of tenured faculty in 1995; 27% in 2002-03. There is a hopeful sign in the fact that 46% of the tenure-eligible assistant professors are women. But it is also important to note that most of the contingent teaching faculty are female: 56% of all lecturers; 67% of teaching associates.

In 2000, the University was sued for alleged gender discrimination (Oda v. University of Washington). The principal litigants--Dolphine Oda, Darunee Nabadalung, Rigmor Persson, Ginger Powell, and Hester Rumberg-- sought to have the case certified as a class action on behalf of other female faculty. The trial judge denied that petition in 2002 and that ruling has recently been upheld by the state Supreme Court. [7]

The case rested on both individual allegations and on reported statistical evidence that women had been held to different promotion standards and were likely to receive lower salaries than male counterparts. The statistical analysis was prepared by Dr. Mary W. Gray, former chair of the department of Mathematics, Statistics, and Computer Science at American University. Based on 1995 and 1997 salary data for male and female faculty, she found that women earned 9.6 percent less than men when factors like education and experience are controlled. In the medical school the difference was 19.7%. She also found a difference in promotion patterns. [8]

Those findings were challenged in a report that the University commissioned by Dr. Joan Hayworth, former Professor of Economics at Florida State University. Hayworth argued that campus-wide comparisons of earnings are misleading because of the difference in salary ranges for different disciplines. She also faulted Gray's promotion study methodology, noting that she did not account for different starting points or disciplinary differences. She concluded that there was no statistical evidence of discrimination. [9]

Although the case did not make it to trial, it may have had a salutary effect, as we can see in the growth in the number of tenured females. The McCormick-Huntsman administration also deserves credit for appointing a number of female deans and chairs.

<i>Faculty Title</i>	<i>1995</i>	<i>1996</i>	<i>1997</i>	<i>1998</i>	<i>1999</i>	<i>2000</i>	<i>2001</i>	<i>2002</i>
Tenured Faculty	18%		20%	21%	23%	24%	26%	27%
Tenure-eligible Assistant Professors	49%		50%	48%	47%	44%	44%	46%
Tenure Track Subtotal	23%		25%	26%	28%	28%	30%	31%
WOT Faculty	25%		26%	27%	27%	28%	29%	29%
Research Faculty	29%		34%	32%	33%	32%	33%	33%
Lecturers and Teaching Associates	55%		56%	55%	57%	57%	58%	58%
Acting Faculty	36%		38%	42%	43%	45%	42%	42%
Not Tenure Eligible Subtotal	34%		38%	38%	39%	39%	40%	40%
TOTAL	29%		32%	33%	34%	35%	36%	36%

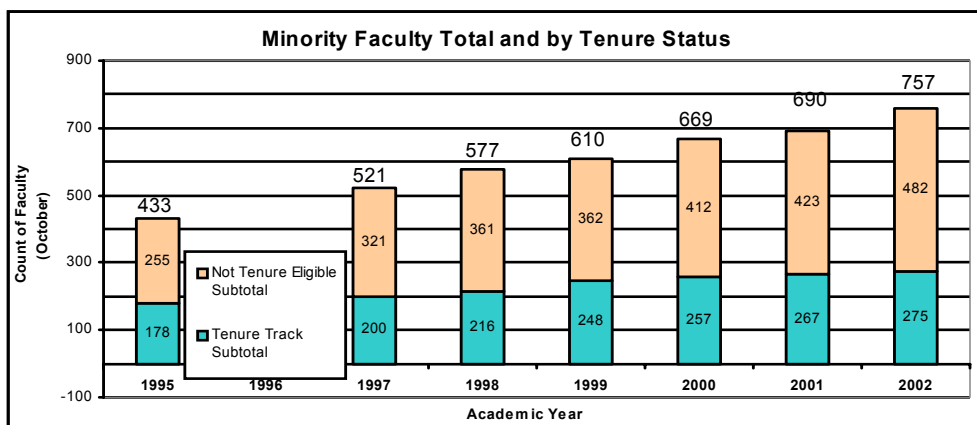
Racial Diversity

Grade C-

Slow progress can also be noted in the quest for greater racial diversity, but the starting point was so low that the results are still minimal. The UW faculty remains 84% white, and the committee that has just reviewed UW's accreditation status has warned us that we must make further efforts to diversify. (10)

The chart below shows that the number of Latino, African American, Asian American, and Native American faculty has increased in the past seven years from 433 to 757 (from 11 percent to 16 percent). The growth of minority faculty has been fastest in those categories that are not tenure eligible, but there has also been a slight increase in the percentage of tenured faculty who are minorities (from 8% to 10%) and more dramatically in tenure eligible assistant professors (from 18% to 27%).

As of October 2002, the UW faculty included 18 Native Americans (4 tenured, 7 eligible Asst. profs); 92 African Americans (35 tenured, 17 eligible); 120 Latinos (33 tenured, 14 eligible); and 637 Asian Americans (95 tenured, 80 eligible).



“A committee that has just reviewed UW’s accreditation status has warned us that we must make further efforts to diversify.”

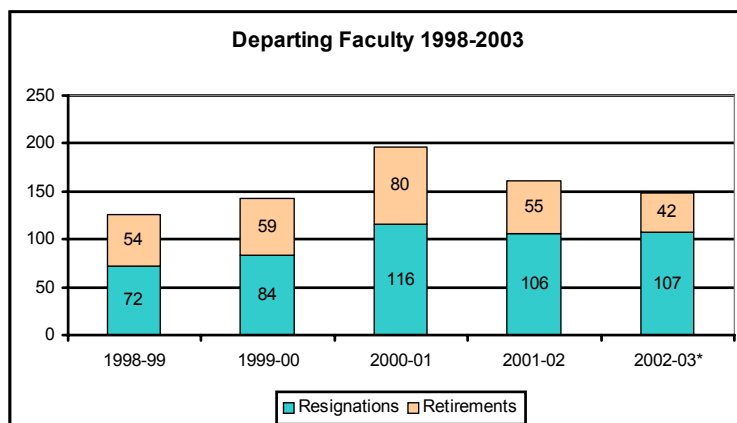
Faculty Retention

Grade B

Despite the difficulties of recent years, the faculty has not as yet experienced an alarming rate of departures. The number of retirements and resignations have both risen but remain under 200 a year, roughly six percent of tenure track, WOT, and Research faculty. The resignations are the most worrisome part of this story and they have climbed noticeably in the past five academic years: from 72 in 1998-99 to more than 106 in the last three years.

Those who have left include some of our most accomplished colleagues. They also include a disproportionate number of highly regarded assistant professors. Even though the numbers still seem manageable, our future may be in jeopardy.

These figures do not include lecturers and other faculty who work on short term contracts. Turn-over in this part of the faculty has also been increasing rapidly as units have had to cut budgets. [11]



Part II: Governance

RCW 28B.20.200 FACULTY -- COMPOSITION & GENERAL POWERS.

The faculty of the University of Washington shall consist of the president of the University and the professors and the said faculty shall have charge of the immediate government of the institution under such rules as may be prescribed by the board of regents.

The University Handbook establishes the system of governance for the University of Washington, vesting the Board of Regents with overall authority and delegating jointly to the President and to the faculty responsibility for “the immediate government of the institution.” The handbook further specifies that the faculty shall share in the process of governance at multiple institutional levels: in departments, in colleges (through elected College Councils), and in university wide administration (through the Faculty Senate).

Has this system been working? Here we evaluate the different components of the governance system, looking first at the Administration and its performance over the past five years, then the Faculty Senate and College Councils, finally we evaluate the grievance and adjudication system that is designed to provide due process to faculty members.

The Administration

Grade D

“The salary policy commits the university to a regular program of merit increases and to annual negotiations with faculty representatives over the distribution of other salary monies.”

Transparency is not a popular word in Gerberding Hall. It is not easy to get a full sense of the size of the university administration, let alone what it does, and how much it costs. The President’s office has a budget in excess of \$2 million, the Provost’s office more than \$3.2 million, Planning and Budgeting above \$2 million, University Relations \$2.5 million, Attorney General \$2.1 million, Development Office over \$4 million. These are the major units in Gerberding Hall, but there are administrative sections in every operation and college throughout the university. Are we management heavy? The President’s office says no, citing a self study. It would be good to have a more objective evaluation. In the meantime we have counted 109 Vice-Presidents, Vice Provosts, Associate Vice Presidents, Associate Vice Provosts, Assistant Vice Presidents, Assistant Vice Provosts, Deans, Associate Deans, and Assistant Deans.

The past five years have been extremely challenging for the university and it is easy to be critical of those who occupy 3rd floor Gerberding Hall offices. It is not within the scope of this report to evaluate most aspects of administration performance. We will stick to key issues that bear directly on the state of the faculty.

The McCormick-Huntsman administration deserves credit for a number of positive developments. President McCormick showed more respect for the principles of shared governance than his predecessor and was willing to take some risks and make some compromises in response to Faculty Senate



initiatives. He agreed to two historic changes: one establishing a salary policy, another acknowledging faculty collective bargaining rights.

The salary policy commits the university to a regular program of merit increases and to annual negotiations with faculty representatives over the distribution of other salary monies. The salary policy almost broke down in 2001 but it was honored last year and strengthened in further negotiations with the Senate leadership. Two percent merit raises may seem like a small matter, but the commitment to negotiate money issues is anything but small.

McCormick also worked with the Senate in setting gender equality and racial diversity as priorities. Beyond these specifics, McCormick's openness and willingness to compromise was an important asset at a time when budget limitations put enormous strains on the institution.

- 9 Vice Presidents
- 9 Vice Provosts
- 2 Chancellors
- 4 Vice Chancellors
- 10 Associate Vice Presidents
- 7 Associate Vice Provosts
- 3 Assistant Vice Presidents
- 2 Assistant Vice Provosts
- 16 Deans*
- 4 Divisional Deans
- 36 Associate Deans
- 12 Assistant Deans
-
- 109 Total

* 3 Deans also hold VP or Vice Provost titles

The McCormick-Huntsman administration also made a number of policy mistakes. The three most important follow:

Outreach Strategy: The Government Relations team fell far short in efforts to persuade the public and lawmakers to maintain state funding, and while it is true that the obstacles to success were enormous, it is also true that the administration missed some opportunities. The failure to mobilize the faculty, staff, and students and the failure to encourage the hundreds of thousands of UW alumni to join in the task of promoting the university stand out.

Budget Strategy: There has been no budget strategy; that much is clear after two years of fiscal contraction. The administration has failed to make reasoned and deliberate cuts, opting instead for a dangerous practice of across-the-board budget reduction and opportunistic cuts based on resignations and retirements. This course-of-least-resistance has resulted in unplanned damage to valuable programs. The unwillingness to begin the process of prioritizing and careful downsizing using the procedures that were approved by the Faculty Senate has been a significant mistake.

Balkanization: The most alarming of the policy moves involves the decision to disaggregate the university as a fiscal unit. This policy goes under the name of entrepreneurial initiatives. Units have been told to find ways to pay for themselves and those that are able to do so have been given enhanced control over revenues. Already we begin to see the colleges pulling apart, going their separate ways. Fund raising has been disaggregated. Tuition rates have been disaggregated. Faculty salaries and college hiring practices are being disaggregated. If we are not careful the university will disassemble into a collection of privileged fiefdoms and poor service units. There are many things wrong with this pay-your-own-way policy. It threatens to starve programs that are critical to the intellectual life and educational mission of the university but lack commercial or political value. It takes resources away from undergraduate programs, the very core of the university. It violates one of the age-old commitments of academia, that learning and knowledge should not be entirely driven by the instrumental demands of the marketplace.

Leadership Vacuum? We are now moving into our second year without a permanent President. Why the Board of Regents has allowed the search to drag on is a mystery. Indeed the secrecy surrounding the process is unhealthy and alarming. In the meantime it is not clear whether Interim President Huntsman has the authority to move forward on the major challenges facing the

Faculty Senate**Grade B**

Many faculty fail to understand the power and importance of the Faculty Senate. The Senate has multiple dimensions, only one of which involves the monthly meetings of 240 senators. Much of the important work of the Senate gets done in separate councils and committees that oversee the curriculum, negotiate the university budget, look after faculty affairs, consult on plans for technology, buildings, and other matters. The Senate Executive Committee, the Senate Chair and Vice Chair, and the Secretary of the Faculty play an almost daily role in university governance and in looking out for faculty interests. [12]

The Senate and its officers and committees have become more effective in recent years and deserve credit for several major and many smaller accomplishments, among the major ones:

- Faculty Salary Policy
- Collective Bargaining rights
- More accountability and openness in tenure decisions
- Procedures for initiating and reviewing program eliminations
- Re-establishing the budget consultation functions of College Councils

The Senate system however has structural problems that limit its effectiveness and restrict the promise of shared governance. We focus on two:

Legislative and Public Outreach: Two of the most important officers of the Senate are the legislative representative and the deputy legislative representative who volunteer their time to work with the legislature. Because of the budget cut, the Senate this year can afford only one representative. This is a crisis.

The Senate needs to rethink the strategy of public and legislative relations. Asking one or two faculty members to take sole responsibility for a task that is essential to us all is unfair and ineffective. We need to find ways to mobilize many many faculty members to speak on behalf the university. Unless the faculty do a better job or participating in the critical process of public and governmental relations, it is hard to see how the institution's financial problems are ever going to be turned around.

Sandbox syndrome: The institutional culture at UW undermines the Senate system at every turn. Serving as a faculty senator is considered by many to be a waste of time and some who are elected never make the effort to learn how the system works. Monthly meetings of the full Senate only add to the impression that it is a body that listens to reports and debates trivia.

Ignorance and apathy in turn undermine the power of the Senate, allowing deans, provosts, presidents, and regents to undercut the powers delineated in the University Handbook.

Turning this around is a priority but it will not be easy. Senate leaders will need to find ways to bring the full body into the process of policy formation. And find new means to demonstrate the critical functions of Senate committees to the thousands of busy and cynical faculty members. Departments will need to change their practices so that Senate elections are taken seriously and Senate business is more effectively communicated. There are great universities where shared governance is a reality, and wherever that is so, the institutional culture encourages faculty members to be serious about Senate service.[13]

Colleges and Campuses

Grade C

Shared governance is supposed to function at the department and college level. It seems to work well enough in most departments and the smaller colleges but there are problems with some of the big colleges where deans have developed the practice of consulting with department chairs instead of dealing with properly constituted College Councils.

College of Arts and Science

Until recently the College Council in Arts and Sciences played no role in budgeting and concerned itself only with promotion and tenure. Happily the dean has agreed to expand the arena of consultation and is now discussing the budget and other matters with the Council. We remain concerned about election procedures for the A&S College Council. Instead of a transparent process, the final stage of the election is advisory. Only the Dean knows the tally and he reserves the right to select someone other than the highest vote getter. Reportedly this is never actually done. Still, it needs to be straightened out.

School of Medicine

Shared governance appears to be a foreign concept in the School of Medicine. The feeling is widespread that deans, chairs, and division chiefs operate without effective faculty consultation. This is true in some departments and divisions, where chairs sometimes exercise unilateral authority on a scale that would be scandalous in other parts of the campus. Effective consultation is also difficult at the College level. On paper there is an appropriate governance structure: 20 committees and four faculty councils. However the deans control the appointment/election process and it is not clear whether the councils have real influence. The problems go beyond structure. Access to information in the School of Medicine is controlled in a way that is unhealthy for an academic institution. Faculty members learn little about the budget, have no sense of how funds are used or how decisions are made. This has a deleterious effect on morale, which was bad even before the recent billing scandals and the Dean's unilateral decision about a multi-million dollar buyout. It is time to bring this large and critical unit into compliance with university regulations.

“There are great universities where shared governance is a reality, and wherever that is so, the institutional culture encourages faculty members to be serious about senate service.”

Tacoma and Bothell Campuses

All three campuses are currently served by a unitary governance system that utilizes the Faculty Senate and council structure of the Seattle campus. Tacoma and Bothell faculty have representation in this system, but because of the size disparities of the campuses, this is far from adequate. The pressure for some sort of “home rule” adjustment is growing and needs to be addressed. The two smaller campuses should have more control over curriculum, student affairs, and other issues than the current structure allows. At the same time, it is important to preserve the integrity of the University Handbook and not allow its time-proven mechanisms and protections to be shattered in a confusion of rule making by three different Faculty Senates. Working out a new structure should be a priority for all three campuses.

Disputes and Adjudication

Grade D

The University Handbook guarantees faculty members access to a fair and independent process for resolving disputes involving students, staff, peers, and superiors. Disputes can be handled in either of two ways: through informal mediation, usually handled by the Ombudsman, or through adjudication, where a panel of faculty members hears the case. There are indications that parts of this system are not working properly.

We have no clear sense of how effective the mediation process has been. The Ombudsman handles upwards of 150 office consultations and uncounted phone consultations each year involving faculty. 50-60 mediation sessions also take place in that office, most but not all involving members of the faculty. The Secretary of the Faculty also handles some mediations. Everything about this is necessarily private, so we are not in a position to judge the quality of these services.

We do have reason to believe that the adjudication track is no longer fair and effective. This is a serious concern, because adjudication should be the backbone of the dispute process. Instead it has become harder and harder to get a case before an adjudication panel and with some frequency administrators have been overturning panel decisions.

Problems include the following:

- Delays: One case has dragged on for a year and a half with no resolution.
- Improper use of attorneys: Recently the administration has backed away from an earlier agreement specifying that no administrator who is a credentialed attorney will participate unless the faculty member is also represented by an attorney,
- Interference: The president has intervened to suspend an adjudication that was already underway.
- Verdict veto: In at least two recent cases, adjudication panels ruled in favor of the faculty member, but the decisions were effectively ignored and both individuals were fired.

The adjudication process needs to be examined and repaired.

What to Do?

This is not a good report card. A student receiving these grades would be placed on probation and warned that another year like this will be the last. The University of Washington is also in a warning phase, in danger of losing faculty, reputation, and much more.

What can be done? There are no simple answers but there is a simple process that can turn matters in a positive direction. Faculty members need to be more involved in the governance process and be willing to take more responsibility for the fate of the university. A more vigilant faculty would strengthen the hand of the Senate and allow it to address some of the big decisions that the administration has made unilaterally: including the degradation of tenure and the turn towards privatization/balkanization. A more committed faculty would start to address the government relations challenges that face us in the next legislative session. Instead of two legislative reps we need dozens and we probably need to raise private funds for professional help. A more active faculty would be prepared to greet the new president (someday?) not with wild hopes but with clear expectations and some thoughtful plans.

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University of Washington chapter
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The UW chapter was founded in 1918 and helped create the Faculty Senate and the system of tenure at UW. The names of AAUP members today grace some of the campus's best-known buildings. Professors Padelford, Parrington, Savery, McMahon, and Smith were all members. Shouldn't you be?

Faculty Issues and Concerns E-mail listserv

More than 800 UW faculty rely on our email listserv for news and discussion of campus and national issues. Since there is no faculty newspaper, this is the only faculty-controlled communications medium at the University of Washington. This moderated list features news items from *The Chronicle of Higher Education*, *New York Times*, and Associated Press as well as important notices from the AAUP national office. In addition the list provides a forum of the discussion of policy issues facing faculty on this campus.

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