

FS2020-09-08_02: Resolution on “Faculty Appointees” & “Formal Consultation”
Endorsed by the Faculty Senate at the 2020-09-08 meeting
For Consideration by the Faculty at the 2020-10-27 meeting

WHEREAS UW-Whitewater best succeeds when the Faculty and the Administration to work together for the collective good of the institution and its people,

WHEREAS clarified workflows, responsibilities, and expectations help all parties work more effectively and more efficiently,

WHEREAS the Faculty wants to engage with the Administration both in real-time decision making to address urgent matters and in formal deliberative advice-giving to set ongoing principles,

BE IT RESOLVED that the Faculty Senate hereby outlines the two primary forms of Faculty engagement with the Administration.

Background Definitions:

Representative- This term refers to an individual who is elected to speak on behalf of a population.

Appointee- This term refers to an individual who is appointed to convey information and perspectives back and forth between groups.

	“Faculty Appointee”-	“Formal Consultation”-
	This is a faculty member who is appointed by the Faculty Senate to serve on an Administrative Committee.	This is when the Administration consults with the Faculty via the Faculty’s representative body, the Faculty Senate. This process is outlined in the Faculty Constitution and Bylaws.
Summary	In this form of engagement, the Faculty Senate appoints a person (the Faculty Appointee) to serve on an Administrative Committee. The Faculty Appointee is empowered to participate in real-time decision making, collaborate on documents, present faculty perspectives, and	In this form of engagement, the Faculty Senate, as the Faculty’s representative body, speaks on behalf of The Faculty. The Faculty Senate is empowered to provide a unified faculty voice, establish buy-in, provide accountability, and bring weight to a decision. This

	negotiate on details, but this person ultimately reports back to the Faculty (via the Faculty’s representative body) on all matters.	process also establishes an archive, which is useful for future action.
Limitations	The Faculty Appointee is not an elected representative and therefore does not speak on behalf of The Faculty. The individual Faculty Appointee may not have all perspectives or may be misunderstood or ignored in a meeting. There is often no record of input, and therefore no accountability about whether their input was followed. Scheduling meetings when the Faculty Appointee can consistently attend is also difficult, but absence does not establish approval. Additionally, if the Faculty Appointee is untenured, they may feel pressured to remain silent, and that silence should also not be interrupted as approval. Lastly, for this form of engagement to work, the Faculty Appointee must have access to meeting agendas (with action items listed) with enough time to gather perspectives from colleagues.	The Faculty Senate moves slowly and asynchronously, which is not effective for addressing detailed planning or drafting documents. The methods of the Faculty Senate also do not allow for the give and take of a conversation, and the formality requires extra work to produce documents.
Benefits	The “Faculty Appointee” model works well for details-- document language, signage, smaller purchases, methods of enacting agreed upon principles, and/or minor decisions with unavoidably short timelines.	The “Formal Consultation” model is best for guiding principles, major policies, institutional direction, faculty personnel issues, major issues related to instruction, academic planning, major changes to recruiting plans, institutional mission statement and strategic plan, and major spending.
Methods	When a vacancy arises, the Faculty Senate will appoint a “Faculty	“Formal Consultation” takes place only via the Faculty Senate (or

	Appointee” to each relevant Administrative Committee. This “Faculty Appointee” will then participate on the Administrative Committee as described above.	FSEC when the Senate is unable to act), and it usually occurs in the form of a resolution.
Responsibilities of the Faculty	The “Faculty Appointee” is responsible for: 1) Gathering information/perspectives from faculty members prior to each meeting. 2) Attending the meetings of the committee to which they have been appointed, to the best of their ability. 3) Providing meaningful input and presenting faculty views, to the best of their ability. 4) Reporting back to the Faculty (via the Faculty Senate) about each meeting and its actions. 5) Escalating an issue to the level of Formal Consultation, if they deem it necessary.	The Faculty Senate, or FSEC in its place, is responsible for: 1) Moving as quickly as is reasonably possible on items requiring Faculty advise 2) Escalating an issue to the next level of Formal Consultation, if they deem it necessary. This means that FSEC can escalate to the full Senate, and the full Senate can escalate to the full Faculty.
Faculty Expectations for the Administration	For the “Faculty Appointee” model to work, Faculty expect that the Administration will: 1) Publish the list of standing Administrative Committees with their charges and current rosters at the beginning of each academic year. 2) Provide justification for any ad hoc committees that are formed, including rationale for the inclusion or exclusion of a Faculty Appointee. 3) Ensure that the Faculty Senate has final authority to determine which Administrative Committees need a Faculty Appointee and who those Appointees will be, via its own methods. 4) Endeavor to give the Faculty Appointee access to meeting agendas (with specific action items	For the “Formal Consultation” model to work, Faculty expect that the Administration will: 1) Alert the FSEC of upcoming issues as far in advance as possible, with commitment to accommodating the timeline of formal consultation of issues as described above. 2) Consider the advice given via Formal Consultation with the utmost gravity, understanding that advice in this form carries the weight of the entire Faculty’s voice. 3) Provide thorough and transparent justification for any disagreements. 4) Trust that the Faculty Senate always acts out of the desire to see UWW continue to be a public good.

	<p>listed) in a timely manner so that the Faculty Appointee can gather faculty perspectives ahead of the meeting.</p> <p>5) Agree that absence and/or silence will not be understood as approval.</p> <p>6) Commit to avoid using the term “consultation” to describe this type of engagement.</p>	
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