

Executive Council of UW Tacoma Faculty Assembly
2020-21 Final Report

The University of Washington is an institution of shared governance. [Section 23-45 of the Faculty Code of Governance](#) states: “The University of Washington Bothell and the University of Washington Tacoma shall each have an elected faculty council or councils that shall advise their respective chancellors on matters affecting the general welfare of their respective campuses, matters of faculty promotion and tenure, and on matters involving academic policy, including priorities, resource and salary allocation, and budgets.”

We worked in remote format this year with all meetings conducted on zoom. In 2020-21 Academic Year, Faculty Assembly worked on three priorities:

1. Supporting antiracism/inclusion
2. Enhancing budget transparency
3. Improving faculty governance

Supporting antiracism/inclusion

UW Tacoma climate survey showed widespread concerns for equity and inclusion, sexual harassment and discrimination. The Faculty Assembly prioritized this work to contribute to the campus wide efforts to improve the campus climate. To this end, the following measures were implemented to further this area during this academic year.

- SEED and Title IX training was included in the New Faculty Orientation this year. Moreover, we requested Safe Campus training in Spring 2021.
- EC created a resolution to curb third party proctoring due to concerns raised about equity and security of students connected to companies such as ProctorU.
- We joined the call for and supported listening sessions on the 30th anniversary celebrations and the Decriminalize UWT effort. Faculty members took part in working groups around both issues.
- We began work on a task force to review the Diversity Designation policy on the UWT campus. Since the UW Faculty Senate initiated its work on this issue, we decided to wait till their work is done to complete it next year at the campus level.
- A land acknowledgement is now included at the beginning of all meetings of the EC and Faculty Assembly.
- EC passed a resolution in support of response to Black Student Union demands (Appendix A)

Enhancing Budget Transparency

An ad hoc budget committee that will be advisory to FA leadership and administration was established. The committee received and analyzed preliminary and in-process budgeting information provided by FA leadership and attended the Executive Budget Committee and the Chancellor's Budget Advisory Committee meetings. Committee members received some training on the campus budget at the outset of its work.

For some years now we have not had a faculty Budget Committee, and we actively sought for the right form to accomplish faculty input and oversight on the campus budget. Toward this end, we experimented this year establishing a FA Ad hoc Budget Advisory Committee. The committee had three roles:

1. To advise the FA leadership and administration on the process and nature of the cuts being modeled for FY21 and ongoing
2. To advocate on behalf of faculty interests in the budgeting process
3. To help the faculty to hold administration accountable to articulated budgeting principles

The committee provided much needed space for faculty debates. In terms of transparency, the committee asked the information about administrative salaries to be shared with the campus. The committee was also involved in debates on campus budget reduction exercises. The state legislature has required all of UW to model 5%, 10% and 15% reductions in state funding.

To this end, the committee drafted a resolution which EC adopted asking the chancellor not to ask units to itemize all 10 of budget reduction requests and at least allow half of that amount be presented in a narrative form. The chancellor refused to implement the request and demanded that all 10 per cent should be itemized. Later in the Spring, we learned that we will not have any reduction. The committee also discussed auditing UW Tacoma campus planning and budget practice. To this end, FA Chair and Vice-Chair met with UW Audit to strategize a comprehensive audit of UW Tacoma budget and planning practices. The following members took on the additional responsibility of serving on this Ad Hoc committee during this year.

Membership for 2020-21

Sarah Hampson (Chair of FA)
Turan Kayaoglu (Vice-Chair of FA)
Andrea Hill (SWCJ)
Arindam Tripathy (MSB)
James West (SET)
Jim Thatcher (US)
Katie Baird (SIAS)
Robert MacGregor (SOE)
Sergio Davalos (MSB)

EC passed a resolution for budget transparency which can be found in Appendix B. An ongoing list of budget resources was compiled as part of this work.

Improving Faculty Governance

The following work was initiated during this year to improve our faculty governance structures.

- We established a Non-Tenure Track Faculty Forum under Faculty Affairs with the chair of this forum attending the Faculty Affairs committee in ex officio capacity as a non voting member
- UW Tacoma Bylaws were changed to reflect title change from Lecturers to Teaching Professors and the language to be gender inclusive
- Providing clarity for the Appointment Promotion and Tenure (APT) committee charge and voting procedures was initiated. We invited the Provost to understand the process and it was determined that a taskforce to examine the APT charge and work needs to be established for the next year

Other Work

- We started the work on a revised Hybrid and Distance Learning policy that hasn't been updated since 2016 and failed to get consensus on the wording. A task force was established to work on the policy over the Summer to revisit next year
- We passed a Test Optional policy to remove testing as a barrier following suit with other universities and UW campuses (Appendix C)
- A COVID Employee Recovery Fund (Appendix D) of \$100,000 was established by working with Staff association and faculty assembly to provide funds to those that have been impacted by the pandemic
- We collaborated with the EVCAA office for an Academic Affairs and Faculty Assembly on a shared governance statement on Covid impact on the faculty productivity and wellbeing (Appendix E).
- Unit reports on how EC information is disseminated, their work on DEI, faculty involvement in budget were discussed at the meetings
- Standing committees provided quarterly reports on their work at the meetings and their annual reports can be found on our website
- We have joined the call for and supported listening sessions on the 30th anniversary celebrations and the Decriminalize UWT effort
- FA leadership hosted a campus town hall with President Cauce and Provost Richards to discuss the Chancellor's transition process
- FA leadership hosted a campus town hall meeting with Provost Richards and Vice Provost Cameron on issues related to tenure and promotion.
- We organized quarterly listening sessions hosted in partnership with Chancellor for tenure track and non tenure track faculty
- Quarterly newsletters were disseminated to update the faculty on the work taken on by the FA
- Encouraged faculty to participate and engage in the searches for new Chancellor and Vice Chancellor of Finance and Administration

Appendix A

Resolution Passed by majority vote of the UWT Faculty Assembly Executive Council 3.5.21

UWT Faculty Resolution to Request Public Response to BSU Demands

WHEREAS, in 2016 the UWT Black Student Union presented the Chancellor with a list of demands and,

WHEREAS, on February 1st, 2021 the current students of the Black Student Union presented an updated version of those demands to the Chancellor,

BE IT RESOLVED

That the Faculty Assembly of UWT requests that the Chancellor provide a public response to these demands immediately.

That Faculty of UWT believes that the university would be failing our students if the Chancellor does not respond to these demands before the selection of a new Chancellor

That the Chancellor inform the UWT Faculty of the response to these demands.

Appendix B

*Presented to Executive Council by the FA Ad Hoc Budget Advisory Committee, for
Consideration Dec 18th 2020. Amended resolution passed by majority vote of the Executive
Council Dec 18th 2020*

UWT Faculty Resolution on Budgetary Expectations

Recognizing that the University and the State of Washington are facing a budgetary crisis, and in keeping with its duties under section 23-45 of the Faculty Code of Governance, we the UWT Faculty offer the following resolution.

WHEREAS, on November 16th, in a letter to the UWT Chancellor, the Provost's Office of Planning and Budgeting requested that the UWT Campus include in its AY22 Fiscal Vitality Report:

“a further 5% decrease to permanent [General Operating Funds (GOF)] supplement in FY2022. This should not be considered a confirmed budget reduction, rather *central planning guidance* at this time. Your response to this question should contemplate the effect of this reduction *in addition to* 5% decreases to other fund types managed by your unit” and,

WHEREAS, in response to this directive, the Chancellor of UWT has requested that UWT Schools model a 10% across-the-board cut in state funds and,

WHEREAS, the Chancellor of UWT acknowledged to the Chancellor's Budget Advisory Committee that the Provost request to UWT is different from the Chancellor's request to UWT schools,

WHEREAS, for the second 5% of the cuts that schools have been requested to model, the Provost is only requiring a *narrative* to “identify areas of unit/campus operations that may be at risk should further resource losses occur across all fund types”

BE IT RESOLVED

That, the Faculty Assembly of UWT requests that the Chancellor follow the Provost's directives more closely, and

That, the Faculty Assembly recommend that each school at UWT submit detailed templates of their first 5% reduction in spreadsheet and present *in narrative form only* the potential harms that the loss of a further 5% in all revenue sources would have on their units.

Appendix C

Proposal to Adopt a Permanent Test-Optional Admission Policy at UW Tacoma

Approved by EC on April 26th 2021

Submitted April 15, 2021 by Myria Stevens, Associate Director of Admissions, and Bonnie Becker, Associate Vice Chancellor for Student Success (adapted from UW Bothell proposal from March 2020)

Proposal

The UW Tacoma Admissions Office proposes that we adopt a “test-optional” admission policy to be effective for students applying for Winter 2022 and beyond as first-year students. Such a policy would not preclude students from submitting standardized test scores (SAT or ACT) with their applications but would allow students who do not feel their test scores are representative of their academic achievement or potential, to submit applications for consideration without including those test results.

Rationale

- Access is the central value of UW Tacoma, and our mission includes: “As an Urban Serving University, we: expand access to higher education in an environment where every student has the opportunity to succeed”.
- A number of studies have shown that college admission tests propagate systemic bias and tend to sort students by race, parental education, and socio-economic status rather than academic potential (<https://www.nea.org/advocating-for-change/new-from-nea/racist-beginnings-standardized-testing>). At UW Tacoma, a student’s SAT scores are highly correlated with their high school of attendance. There is less relationship between SAT scores and high school GPA than there is between SAT scores and the percent of free and reduced lunch at the student’s high school.
- Over the past decade, a small but growing group of colleges and universities have moved to permanent “test-optional” or even “test-blind” admissions. With the complications brought about by the COVID pandemic, over 1,370 (more than half) of 4-year colleges and universities have test-optional policies for fall 2022 admissions (<https://www.fairtest.org/university/optional>), including all UW campuses, all University of California campuses and all Ivy League schools. Over the past months, many schools have either extended this policy for multiple years or decided to use test-optional admissions as a permanent policy.

- UW Tacoma admissions staff are currently using a temporary test-optional admissions policy. **All Washington public 4-year institutions, with the exception of UW Tacoma, have passed *permanent* test-optional admissions policies as of March 2021. This includes UW Seattle and UW Bothell.**
- At US schools with test-optional policies, typically about 20-25% of students are “non-submitters”. Research at test-optional schools has shown that students who choose not to submit their scores tend to be students who identify as being from under-represented racial and ethnic groups, first-generation students, low-income students, and female students. While non-submitters were admitted at lower rates, they enrolled at higher rates and were as likely or more likely to graduate (<https://www.nacacnet.org/globalassets/documents/publications/research/defining-access-report-2018.pdf>).
- While there is a weak relationship between SAT scores and first-year retention rates at UW Tacoma, other factors are more highly correlated to student persistence such as running start and high school attendance.
- Currently, UW Tacoma admissions staff do not weigh test scores highly during admissions decisions. This change would have little impact on the process currently used at UW Tacoma. If we move to test score optional, we would not include test scores in our holistic review process. We may look at test scores if an applicant is going to be denied; however, we would then only use test scores if they may be a benefit to the applicant.
- A test-optional admissions policy sends a clear message to potential students that we welcome them at UW Tacoma and would like their applications to accurately reflect their academic potential.

Additional Considerations

- We recommend that home-schooled students are still required to take the SAT or ACT, in alignment with the UW Bothell and many other test-optional policies. Test scores are required to validate any CADRS completed through home-schooled work. There would be a potential exception for students with a threshold number of credits from a community college, which is common for home-schooled students.
- This policy would not change our existing policy for international students who use the SAT or ACT to document English language proficiency.
- Specific units or programs at UW Tacoma could still require tests for admissions if their internal research indicates that these are good predictors of student outcomes.

Appendix D

UWT Employee Covid Recovery Fund Proposal

Prepared by Faculty Assembly and Staff Association leadership for consideration by the EBC
March 15th 2021

Background

While many of the impacts of Covid on UWT employees have been emotional or are difficult to quantify (such as career stagnation or research productivity losses), research and surveys across the nation show that employees in higher education are suffering from work-related and personal costs that are impeding their ability to do their jobs well.¹ At the University of Washington, professional staff and faculty were denied 2% merit increases last year, and this year all UWT employees heard that they should not expect any merit increases. This amounts to collective impoverishment, which was worsened by the increased cost of living in Western Washington, and was worsened still by the additional costs associated with the Covid crisis.

When invited by Chancellor Pagano during the February 17th, 2021 CBAC meeting to offer funding proposals related to constituent interests, the Faculty Assembly and Staff Association decided to prepare a joint proposal for funding to help relieve UWT employees of some of the Covid-related costs that they have incurred.

To facilitate the process of producing this proposal, as well as to better inform our efforts as Faculty leaders to represent your Covid-related needs, we created parallel surveys to collect data to document the expenses that staff and faculty have incurred as a result of Covid - both at work and in their personal lives. Both surveys will remain open for several more weeks. However, prior to writing this proposal, we were able to procure responses from 70 staff and 54 faculty members to the surveys sent out on Thursday, March 4th.

While several employees at UWT noted their gratitude for continued employment and the avoidance of furloughs thus far by our campus administrators, many shared that they are also hurting from work and non-work related costs that they have incurred as a direct result of the crisis. Some expressed loss of income due to a spouse losing their job, the loss of their second job, while another employee mentioned how they are supporting other family members who lost their jobs.

Results showed that, among staff, 48% said they had most been in need of phone service and high speed internet capabilities during the pandemic, as did 57% of faculty respondents.² Among staff, 53% said the same thing about work from home supplies such as laptops, webcams, desks, etc, while 65% of faculty said this. Huge majorities of both faculty and staff reported using their own equipment for work (96% of faculty and 67% of staff). While some of the reasons why

¹ [Emma Pettit, "Faculty Members are Suffering Burnout: These Strategies Could Help," *The Chronicle of Higher Education* February 25, 2021;](#) [Lee Skallerup Bessette, "The Staff Are Not OK," *The Chronicle of Higher Education* October 30, 2020;](#) [Collen Flaherty, "Babar in the Room" *Inside Higher Ed*, August 11, 2020.](#)

² Giving this option a ranking of 1 or 2 out of 6 (with N/A also a possible response)

employees are using their own technology are due to preference for higher quality technology or that it is easier to use, others say that they were not issued a laptop, or that their department does not have the funds to provide equipment for them. Multiple staff members also reported that they attempted to check out a laptop from the university but none were available. A few mentioned having to borrow equipment from relatives because they couldn't afford to purchase new equipment. At least two respondents mentioned having only one computer in the home and having to take turns with a spouse who was also working from home.

In our qualitative results, we find employees discussing costs that they have incurred from purchasing equipment as ranging from \$40 webcams to \$2100 in computer equipment, \$100 printers, hundreds of dollars on ergonomic equipment to avoid (or manage) work-related strain and injuries, as well as higher monthly bills for increased connectivity, and more.

Equipment costs are easy to quantify, but perhaps harder to reimburse, given that the costs have already been incurred, and state limits on how funds can be reimbursed for work equipment may complicate this. However, several other costs that employees mention are much more difficult to quantify, but have perhaps much greater long-term economic impacts in the form of lost productivity or lost opportunities. For instance, many staff mentioned the need for more professional development funds when they return to work, given their inability to travel or take opportunities for such development during the crisis. "Professional Development is critical since many of my trainings were cancelled," says one staff member, another says "I would need funds for professional development, particularly attending conferences that I was unable to attend because of the pandemic."

For faculty, professional development losses are also a concern, as one faculty member put it, "much of my research involves collecting data from human subjects in my lab. Even when this type of research is allowed, it will be difficult to collect data, as research participants may be reluctant to participate in in-person research studies (compared to online studies, for instance)." Moreover, this faculty member and others note, because of research productivity losses, more money to support the costs associated with research will be necessary once the pandemic is over to restart paused or derailed projects. The biggest need by far that was articulated by faculty was the loss to research productivity induced by the pandemic and its effects. One faculty member's story sums this up well for others:

"The amount of time I have spent troubleshooting...with students has probably doubled or more... instruction just takes so much longer. Additionally, as an under-represented minority in my field, I have found that students have come to me for support (with questions about everything from "do you know where I can get a covid test for free?" to 'two of my aunts just died from Covid and I don't know how to do my school work with this grief.') in ways that I do not believe they approach my straight white male colleagues. Due primarily to this increase in teaching and mentoring responsibilities, I have not submitted a single article to a journal since the start of the pandemic. The anxiety I feel about this and how it will affect my tenure application keeps me up at night. A course release or two would be so incredibly helpful in remedying this."

For faculty, course releases, research support funds, and professional development funds were the key needs identified.

Another hard to quantify area is the need for flexibility. A number of employees discussed trying to work in crowded homes. Some are taking care of small children while still others are having to negotiate life with their college-aged children who are now back in the house. A few are taking care of older family members. This translates to schedules that are often interrupted as employees step away to perform other tasks like help a child with school work. This flux means a large percentage of staff and faculty are working odd hours including evenings and weekends just to accommodate their workload. One staff member said,

“Work essentially 7 days a week (paid work). Work off hours. I can never catch up. In my home: 2 kids under 4 years old, my partner (who also works), and myself. I work nights and weekends because the only times of day that I’m least interrupted are when I have meetings that I have to speak in. Otherwise, I keep my camera off and am doing at least 2 other things.”

Faculty express very similar working conditions, for instance, one said:

“I work all the time now in order to fit in all of my UWT responsibilities and still essentially homeschool my kids while remote learning is in place. My partner cannot work from home & is gone all day every day. So, for me - Lots of weekends and evening hours of work. I am exhausted.”

Finding a sustainable work-life balance is vital to the personal and professional well-being of our UWT employees. Covid has made achieving that balance even more challenging. Increased and continued flexibility could alleviate anxiety expressed by some around childcare. In the staff survey, someone mentioned, “I hope that we can address the lack of childcare support that staff have at UW Tacoma right now. Childcare assistance will be essential. Childcare will be hard to get and rates are going up everywhere. And without merit increases, I’m afraid staff will begin to leave for better pay, childcare, or to stay at home. My hope is that this fund can be used to provide incentives to staff.”

In the last section of our surveys we asked employees if they had any additional information they wished to share. Several people expressed concern about coming back to campus. Working from home has been challenging, largely due to Covid-related factors, such as the lack of childcare or the costs of upgrading or purchasing equipment. However, most respondents want to see some kind of work-from-home option once we have moved beyond Covid. One staff member stated,

“The university has been extremely flexible in accommodating WFH, I have tried to be equally as flexible with maintaining a sense of availability and things getting done in a timely manner with my direct-reports. We succeed with some things, and continue to struggle with others. Moving forward, a different expectation of telework needs to be defined for both classified and professional staff. The old policies of in-office expectations needs to change.”

We also want to acknowledge that this survey showed the difference in employees’ experiences. One staff member states,

“This situation has been so unbelievably difficult, and we have not been given enough support to handle this, while being expected to continue to perform- and perform above

and beyond to retain students! It's exhausting, and the university has really not worked to serve students and staff in the same way they're serving administrators and faculty. That has a monetary cost, and a physical/health cost. One that needs to be addressed.”

As faculty and staff leadership, we are aware that state money comes with restrictions. We are also aware that faculty and staff impoverishment has long and complex causes such as state divestment from higher education in the last three decades. Even with these caveats, we still believe the university leaders have a responsibility to help its most important resource--its faculty and staff. A Covid-19 emergency relief fund exists through the UW tri-campus structure for employee relief, but this funding is limited both in its scope and its availability, and it is not targeted at getting employees back on their professional trajectories, or at UWT employees specifically.³ We therefore urge UWT administrators to consider that the proposed recovery fund is necessary to get UWT back on its feet and moving productively into the future as we come out of this difficult pandemic.

Project Summary

As we continue to collect these data on the impact of Covid on UWT employees, we are certain to find other significant needs that staff and faculty have as a result of this pandemic, and there will likely need to be multiple kinds of remedies put in place to address all of the ongoing and long-term concerns (such as compression, equity issues and lost productivity). However, at this point, in the immediate wake of the crisis, we are proposing one means of getting some much-needed relief to UWT employees now.

We would like to see the development of a pool of funds for Covid recovery that is accessible to both faculty and staff for the remediation of some of their professional costs related to the pandemic. This pool of funds should be \$100,000 per year over 5 years, which would begin to recognize the scope and timescale of the costs that employees have suffered and will continue to suffer as a result of the Covid crisis. We propose that these funds be supplied through recovered savings that the university makes in unspent money during the academic year of 2020-21 as well as reserves where necessary and/or applicable. The fund should be held centrally and dispersed by the Chancellor's office or its designee.

An application process and related criteria for the disbursement of these funds to employees should be created by a collaborative committee established in partnership with the Faculty Assembly and Staff Association, and which contains representatives from administration, faculty and staff, with the acceptance of applications to the fund beginning in fall 2021. In developing application and award criteria, the committee should carefully review and consider the findings of the staff and faculty Covid financial hardship surveys, as well as any applicable funding allocation restrictions.

Project Timeline

³ The fund [website](#) notes that employees are entitled to a maximum of \$750 in grants, while funds last (it is not clear how much is left), and there are also income caps that do not take spousal loss of employment into account.

The funds should be distributed up to the amount of \$100,000 per fiscal year to faculty and staff of UWT for five years, beginning in FY22, with the possibility of renewal should the university feel it necessary to do so at the end of this period.

Goals and Indications of Success

The goal of this project is to assist UWT staff and faculty in their recovery from the Covid-19 pandemic, and to re-establish their careers, their professional trajectories, their research projects, and their mental health and well-being by helping them to feel supported and valued by their institution.

We will know that we met this goal by asking funding recipients to provide a brief summary report of how the funds they received helped them to recover professionally from the pandemic. The data will be collected by the committee of faculty, staff and administrators designated to assess the applications, and an annual report of the fund use will be published each year with details of individuals and requests funded.

Appendix E

DRAFT April 8, 2021

UW Tacoma DRAFT Shared Governance Statement

Actions to Document and Recognize COVID Impacts on Faculty

In the wake of the Covid-19 pandemic, the University of Washington has taken measures to acknowledge and seek solutions to many challenges that faculty face. The UW Faculty Senate approved [Class C legislation](#) concerning equity for caregivers as a result of the pandemic's adverse impacts, and President Cauce has urged administrators to be thinking about ways to effectively document the impacts of Covid on faculty, and on [caregivers](#) in particular, for the purposes of promotion and tenure and other impacts in the future.

Since the start of the pandemic, leadership across the UW Tacoma campus have been working on ways to support faculty. The items below represent the shared commitment of faculty and administrators at UW Tacoma to document and recognize the impacts of COVID on faculty members' work and careers.

1. Faculty members may document COVID Impact Statement through the Yearly Activity Report ([FCG 24-57B](#)). This is voluntary and not required. Specific guidelines for documentation will be developed in each school.

2. In promotion or promotion/tenure reviews, evaluators may not apply higher standards to faculty who have received a clock waiver (extension of the time before mandatory review) [due to COVID](#) or any other approved reason.

3. In conducting faculty evaluations such as merit, reappointment, promotion, and tenure, evaluators are asked to consider COVID impacts in conjunction with the established criteria. Evaluators are asked to recognize the individualized impacts of COVID. (E.g., the same factor that presented an opportunity for one candidate may have presented a hardship for another.)

4. Deans or their designees will add a statement of COVID impact to the documentation of the regular conference ([FCG 24-57D](#)) for each faculty member. Because the intervals for regular conferences range from one to three years depending on rank, the addition of this statement should occur in reviews conducted in 2021, 2022, and 2023.

5. The Chancellor and the Executive Budget Committee committed to avoiding furloughs and layoffs during the 2020-2021 academic year in an effort to mitigate the financial impacts of Covid on faculty and other employees. Nevertheless, shared governance leaders recognize that faculty have experienced impoverishment by at least two years of not receiving a 2% annual merit increase. Going forward, financial decision-makers will pay careful attention to remedying equity and compression issues caused by these financial impacts on faculty.

6. Shared leadership is committed to collecting aggregate data on the impacts of the Covid-19 pandemic on UW Tacoma faculty, including [economic](#) and professional impacts.

These measures will be reviewed by Shared Governance signatories during the 2023-2024 academic year to determine whether they need to be updated or modified, based on the shifting needs of faculty after the Covid-19 pandemic.

Signatories:

Council of Deans

Faculty Assembly Executive Council

EVCAA