

Faculty Assembly Annual Report for 2021-22

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Program Coordinator: Andrew Seibert

Contents

1	Ensure success of Standing Committees	2
2	Adhoc Budget and Planning Committee	3
3	Faculty Assembly Bylaws revision for APT	4
4	Coordinate EVCAA listening sessions	4
5	Covid Relief Funds	4
6	Academic Plan for 2023-28	5
7	Faculty Assembly Advocacy	5
7.1	Ensuring safe return to the campus for in-person teaching	5
7.2	Implementing the campus climate survey plan	5
7.3	Safeguarding efforts of the Decriminalize UW Tacoma Taskforce	6
7.4	Supporting initiatives related to faculty's mental health	6
8	Other Work and Issues	6
8.1	New Faculty Orientation	6
8.2	Website	6
8.3	FA Listserv and Website	6
8.4	International Remote Work Policy	6
8.5	EVCAA Search	7
8.6	Director of Academic HR Hire	7
8.7	Land Acknowledgement	7
8.8	Transparency	7
8.9	Budget Transparency	7
8.10	UW Tacoma Faculty Representation on Faculty Senate	7
8.11	Hyflex modality	8

9	Appendices	9
9.1	Appendix A: Faculty Assembly Charge for 2021-22	10
9.2	Appendix B: APCC Charge for 2021-22	13
9.3	Appendix C: FAC Charge for 2021-22	16
9.4	Appendix D: APT Charge for 2021-22	19
9.5	Appendix E: Faculty Assembly Policy for UW Tacoma School Level DL and Hybrid Policy	21
9.6	Appendix F: APCC Annual Report 2021-22	23
9.7	Appendix G: FAC COVID 19 Needs Assessment and Impact Survey Report	28
9.8	Appendix H: FAC Annual Report 2021-22	50
9.9	Appendix I: 2021 - 2022 APT Committee Final report	57
9.10	Appendix J: Adhoc Budget and Planning Committee	62
9.11	Appendix K: APT Taskforce	64
9.12	Appendix L: APT Taskforce Recommendations	67
9.13	Appendix M: FA ByLaws Amendments	78
9.14	Appendix N: Resolution on Prof. Hampson's resignation	80
9.15	Appendix O: Resolution to lift restrictions on Hyflex modality	82

The list of activities that faculty assembly accomplished can be found in the following sections. Please see appendix for Faculty Assembly [Charge](#) for 2021-22

1 Ensure success of Standing Committees

Ensure the success of FA Standing Committees (APCC, FAC, and APT) by supporting their work as identified in charge letters.

[APCC: Academic Planning and Curriculum Committee](#)

[FAC: Faculty Affairs Committee](#)

[APT: Committee on Appointment, Tenure, and Promotion](#)

APCC

APCC (Chair: Julie Masura): The APCC conducted monthly reviews of the curricular and program proposals, including new graduate programs, new undergraduate programs, new course proposals. In addition, the committee reviewed revisions to graduate programs, undergraduate programs, courses, and graduation petitions.

The committee reviewed and presented a revised policy to the EC for governing Hybrid and DL course offerings. The committee reviewed the [2016 Hybrid DL policy](#). After the introduction of new definitions of teaching modalities by the tri-campus digital alliance, EC and APCC leadership proposed school-level Hybrid DL policy (See appendix or [website](#)) to allow UW Tacoma schools to develop their own policies.

The committee took the lead to review of the prior [Academic Planning](#) documentation. To that end, the committee deployed a survey to the campus concerning the Academic Planning Process. Proposed a modified approach to the process after consulting with

EC leadership / EVCAA. The APCC chair is working with tri-campus clarifying general education requirements and community engagement designations.

You can read the full report of the committee [here](#).

FAC

FAC (Chair: Sharon Laing): FAC developed a comprehensive COVID Impact Survey and achieved a robust return rate of 33% (n=121 respondents). FAC analyzed closed-ended quantitative responses and presented a preliminary report to EC. The committee submitted a final report which incorporated an analysis of answers to open-ended questions as well as specific ‘ASKs’ based on faculty needs that will correspond to the findings. FAC presented the findings of the comprehensive COVID-19 Needs Assessment/Impact Survey to the Chancellor’s Cabinet. The report was then disseminated to the faculty and posted on the Faculty Assembly website and can be found in the appendix. The Faculty Assembly acted on findings from the report by hosting a Mental Health and COVID Impact session during its Winter Assembly. Findings from the report that address emotional challenges experienced by faculty were outlined and recommendations to address such challenges were presented.

Regarding faculty workload concerns, the committee reviewed previous reports and studies and drafted a resolution document with concrete and actionable strategies to address workload for tenured/tenure-track faculty and teaching professors. After several revisions and EC discussions, FAC and EC leadership agreed to move the resolution to 2022-23 AY.

You can read the full report of the committee [here](#).

APT

APT (Chair: Christine Stevens): The committee has reviewed mandatory and non-mandatory files and it conducted three promotion information sessions for Spring quarter.

You can read the full report of the committee [here](#) (See appendix).

2 Adhoc Budget and Planning Committee

Establish FA Budget and Planning Committee (BPC) to facilitate faculty deliberation and consultation on budgetary matters.

We shared with faculty the information on compensation provided to FA leaders and standing committee chairs related to the budget. We also shared the administrative compensation at UW Tacoma.

During the academic year, Faculty Assembly Chair represented the faculty voice and input on budgetary issues including budget modalities, the need for more transparency in campus budget process and decision-making, UW Tacoma’s participation in “unit adjustment” process to address faculty salary compression and inequities.

EC established the [ad hoc Budget and Planning Committee](#) and appointed its members. The committee held its first meeting on November 29. Among the issues discussed

were alignment between budget, strategic plan, and academic plan; The committee discussed the Centralized Incremental Budget model (used at UW Tacoma) versus decentralized budget models such as the Activity-Based Budget (used at UW Seattle) and the Responsibility Centered Model (used at UW Bothell). At the campus level, Vice Chancellor Smiley led the campus efforts to move to ABB model, his departure left UW Budget model questions uncertain.

There was a consensus at the adhoc BPC agreed that this committee should be a FC EC standing committee to bring a strong and consistent faculty voice to budget issues.

3 Faculty Assembly Bylaws revision for APT

Review Faculty Assembly Bylaws related to APT's charge and composition.

EC passed the [resolution](#) on the Taskforce for Committee on the Appointment, Tenure, and Promotion.

EC established Taskforce on APT. Taskforce members were: Diana Falco (SSWCJ); Jim Gawel (SIAS) Chair of Taskforce; Bryan Goda (SET); Steve Ross (SIAS); Barb Toews (SSWCJ). Taskforce met several times and met with the Secretary of Faculty. Mike Townsend and submitted its report and recommendations found [here](#) to EC in early Spring.

Based on the report and recommendations, an EC adhoc subcommittee worked to bring four amendments to FA Bylaws (see appendix) 1) defining APT review as procedural, 2) ensuring candidate's right to submit a response when APT vote is negative, 3) expanding APT membership to all voting faculty, and 4) ensuring all APT members have right to vote on all cases, except for conflict of interest. After extensive discussion, EC approved all but Amendment 3. Since these are Class A resolutions, FA leadership will take them to the faculty vote in 2022-23 Academic year.

4 Coordinate EVCAA listening sessions

EVCAA Office and FA leadership held four faculty lunch hour meetings. In these meetings faculty members raised issues such tenure and promotion, Covid impact on faculty success, faculty support at UW Tacoma, administrative support restructuring of SIAS, and hiring of Director of Academic HR at UW Tacoma.

5 Covid Relief Funds

In Fall Quarter, Staff Association(SA) and FA leadership's work to use the allocated UW Tacoma Employee Covid Relief Fund hit a gridlock with UW Tacoma administration's lack of support and various red tapes. This resulted in SA and FA Joint Resolution to pressure UW Tacoma administration to uphold the promise of previous administration in allocating this fund. The administration's guidance is that one way we can use this fund is to support faculty scholarship and development. As a result, SA and FA decided to split the funding between the two: \$ 50,000 each. Relatedly, after some back-and-forth,

UW Tacoma administration agreed to honor previous administration's decision to have Covid Relief Fund allocation in FY22 and FY23.

FA formed a subgroup of EC members to create an application and rubric to get this started. For FY22, FA received a total of 26 applications. 3 applications were withdrawn and 18 of the applications were funded. Some of the applications were partially funded due to the limitation that the funds be used by the end of June. Prepaid airfare, prepaid lodging, conference registration, prepaid workshops, stipends for attending or running workshops are some examples of the funded applications. Some of the applicants were asked to apply for funding next year for any uncovered costs and for workshops that will be held this year. EC Members -Andrea Hill, Mary Hanneman, and Menaka Abraham created the process for the funds. Sushil Oswal, Andrea Hill, Mary Hanneman, Julia Eaton, and Menaka Abraham were the subgroup that reviewed applications. Andrea Hill and Mary Hanneman, and Menaka Abraham communicated the decisions to the applicants in addition to reviewing.

For FY 23, FA will start the application process at the beginning of the academic year and improve the process based on the experience from the last round.

6 Academic Plan for 2023-28

Revise Academic Plan Policy Process for the new academic plan (2023-2028) cycle. Faculty Assembly and APCC leadership with EVCAA have established a detailed timeline for the new academic plan which was shared with faculty over email. Members are working with APCC on this issue.

Faculty Assembly and APCC leadership collocated feedback from the faculty. Chair of APCC, Julie Masura, made a presentation at EC to summarize the feedback.

7 Faculty Assembly Advocacy

Work to raise awareness and elevate FA advocacy on:

7.1 Ensuring safe return to the campus for in-person teaching

Vice Chair of FA, Menaka Abraham regularly attends campus Back two Future (B2F) committee to represent the faculty voice and is responsible for communicating back to EC and the faculty about Covid-related campus planning. Early in the quarter, a resolution was introduced at EC to allow the faculty to switch the delivery modalities of their courses, but the resolution did not pass.

FA Vice Chair, Menaka Abraham continued to her work to bring the faculty's voice on Covid-related decision making at the campus. We collected faculty's response to UW discussion related to removal of mask mandate.

7.2 Implementing the campus climate survey plan

FA encouraged faculty to include Title IX statement on their syllabi. We invited Safe Campus for training at the fall FA Retreat. We advertised the RAINN training.

7.3 Safeguarding efforts of the Decriminalize UW Tacoma Taskforce

EC passed a resolution to support the report and recommendations of the UW Tacoma Decriminalization Taskforce.

7.4 Supporting initiatives related to faculty's mental health

FA leadership decided to focus on faculty mental health at its Winter Meeting. FAC also prioritized this issue and featured it in its Covid impact survey.

Faculty Assembly Winter Assembly meeting focused on mental health. You can watch it on our website under Quarterly meetings. In that meeting, Dr. Sharon Laing, Chair of Faculty Affairs Committee, discussed findings related to UW Tacoma faculty mental health based on UW Tacoma Faculty COVID 19 Needs Assessment/Impact Survey. Dr. Kathleen Farrell: Director of Work-Life, UW Seattle, provided information related to UW resources for faculty mental health. Dr. Jane Simoni: Professor / Director of Clinical Training, UW Dept of Psychology discussed self-care during the pandemic.

8 Other Work and Issues

8.1 New Faculty Orientation

Faculty Assembly leadership and coordinator organized new faculty orientation for 20 new faculty members virtually. Agenda included introduction to Title IX UW Resources, SEED interactive workshop, faculty panels on thriving in the first year and research at UW Tacoma.

8.2 Website

Faculty Assembly leadership and coordinator worked on website updates and revisions for the new Drupal update.

8.3 FA Listserv and Website

We worked to minimize non-faculty-related emails sent via faculty listserv. We are working to update the FA website to make it more user-friendly and professional. Several faculty members raised the issue of ground rules regarding use of FA listserv.

8.4 International Remote Work Policy

We had several meetings to understand the issues leading to the departure of past FA chair Dr. Sarah Hampson and broader issues in the implementation of the International Remote Work Policy to clarify the policy and decision-making at UW Tacoma. FA leadership also meet with the Director of UW Tax Office to understand its role and authority on this policy and decision making on Dr. Hampson's case.

Chair and Vice Chair of Faculty Assembly met director of UW Tax Office to bring clarity on role and authority regarding International Remote Work Policy. Findings were shared with the campus leadership and presented at the Executive Council for feedback and guidance for future actions. The EC passed a resolution (See [here](#) and Appendix) to ask Chancellor Lange to respond the resolution. We did not receive a response.

8.5 EVCAA Search

FA Vice Chair, Menaka Abraham co-chaired the search for the new EVCAA during the academic year.

8.6 Director of Academic HR Hire

We were involved with the interviews with the Director of Academic HR candidates and provided feedback individually and as FA leadership. The search will be re-done, and FA will work closely with the EVCAA office to be involved in the search earlier in the process.

We engaged with the EVCAA Office to ensure the revision Director of Academic HR position and search committee for this hire will be done collaboratively with the faculty. The position is renamed as Director of Faculty Affairs and Academic HR position. Faculty met with four finalists and provided feedback.

8.7 Land Acknowledgement

We lobbied with Safe Campus to update its land acknowledgment to include The Puyallup Tribe and the UW Tacoma Advancement to include a land acknowledgment on the UW Tacoma website under “[About UW Tacoma.](#)”

8.8 Transparency

To bring clarity to FA work, we worked with the standing committees (APCC and FAC) to issue annual charge letters with deadlines and deliverables. We had a similar document for FA leadership. These documents were shared with the faculty. EC approved APT’s Annual Charge with deadlines and deliverables to bring clarity to APT’s annual work. That finalized all FA Standing Committees’ annual charges.

8.9 Budget Transparency

We shared information on the compensation provided to FA and Standing Committee leaders and the administrative compensation at UW Tacoma with the faculty.

8.10 UW Tacoma Faculty Representation on Faculty Senate

Faculty Assembly Chair attended Faculty Senate and Faculty Senate Executive Council meetings. Among the topics discussed were: revisions to faculty grievance and misconduct policies, the inclusion of community-engagement in faculty promotion reviews, Covid impact on faculty work, faculty involvement in budget process, removal of mask mandate.

Vice Chair attended Faculty Council on Tri-Campus Policy (FCTCP) and represented the faculty views on issues such as tenure and promotion process across the tri-campus system and the code revisions to address structural differences between UW Tacoma, UW Bothell, and UW Seattle.

8.11 Hyflex modality

An EC member introduced a resolution [here](#) to remove the administrative restrictions against Hyflex modality. The EC supported the resolution and the restrictive language was removed from the campus website.

9 Appendices

9.1 Appendix A: Faculty Assembly Charge for 2021-22

November 12, 2021

Faculty Assembly Leadership Charges for 2021-22

The Faculty Assembly (FA) Chair and Vice-Chair prepared a set of priorities for 2021-22. These priorities are based on the feedback collected during the FA Fall Retreat on October 1, 2021. They were approved by the FA Executive Council (EC) on November 5, 2021.

Charge 1: Support the Standing Committees (APT, APCC, and FAC) work as identified in their 2021-22 Academic Year charge letters to ensure the committees' success.

Deliverable: Regular meetings with the standing committee chairs and quarterly updates to the Executive Council and the campus.

Timeline: Fall 2021, Winter 2022, and Spring 2022

Charge 2: Establish an FA Budget and Planning Committee to facilitate faculty deliberation and consultation on budgetary matters.

Deliverable: Establish the ad hoc committee's charge and membership appointments

Timeline: Fall 2021

Deliverable: Review the Committee's effectiveness in a 3-5-page report for the EC. If necessary, revisit its charge and role in Faculty Assembly.

Timeline: Spring 2021

Charge 3: Review the Research Advisory Council's charge, structure, and role in FA to ensure it positioned well to elevate the faculty's voice on research and scholarship.

Deliverable: A 3-5-page report to the EC written by the FA Chair in collaboration with the RAC.

Timeline: Winter 2022

Charge 4: Review Faculty Assembly Bylaws related to APT's charge and composition to clarify what APT's "substantive review" means and if APT membership should continue to be limited to tenured faculty.

Deliverable: Establish the UW Tacoma Tenure and Promotion Taskforce

Timeline: Fall 2021

Deliverable: EC reviews the taskforce's report and recommendations for further action.

Timeline: (Early) Spring 2022

Charge 5: Co-organize Faculty Lunch Hours in collaboration with EVCAA to facilitate Faculty Assembly leadership's communication with the faculty and encourage direct communication between the EVCAA and faculty.

Deliverable: Hold Faculty Lunch Hour meetings

Timeline: Twice every quarter

Charge 6: Work with the Staff Association to establish and manage the UW Tacoma Employee Covid Relief Fund

Deliverable: Establish the fund committee

Timeline: Fall 2021

Charge 7: Revise Academic Plan Policy & Process for the new academic plan (2023-2028) cycle to ensure the planning process includes strong faculty voice and facilitate the campus' growth in a sustainable manner.

Deliverable: Revised Academic Plan Policy & Process

Timeline: Spring 2022

Charge 8: Work to raise awareness and elevate FA advocacy on:

- Ensuring a return to the campus for in-person teaching will be implemented without risking faculty's health and safety.
- Implementing the campus climate survey plan.
- Safeguarding efforts of the Decriminalize UW Tacoma Taskforce.
- Supporting initiatives related to faculty's mental health.

Charge 9: Issue quarterly updates on these to the EC and the faculty at large to increase Faculty Assembly's communication with the faculty.

Deliverable: Newsletter

Timeline: Fall 2021, Winter 2022, and Spring 2022

The FA Chair and Vice-Chair will update the EC regularly in its business meetings and provide quarterly updates to the campus regarding each of these in the form of a memorandum.

Turan Kayaoglu
Professor, SIAS
Faculty Assembly Chair

Menaka Abraham
Associate Teaching Professor, SET
Faculty Assembly Vice-Chair

9.2 Appendix B: APCC Charge for 2021-22

October 12, 2021

Julie Masura, M.S.

Associate Teaching Professor, School of Interdisciplinary Arts and Sciences
Chair, Academic Policy and Curriculum Committee

Re: Academic Policy and Curriculum Committee Charge for 2021-22 Academic Year

Dear Professor Masura,

Thank you for serving as Chair of the Faculty Assembly's Academic Policy and Curriculum Committee (APCC). To provide more transparency and clarity about the work of the Faculty Assembly (FA) to our faculty, students, staff, and administration, the FA's Executive Council is formally charging each FA standing committee. The following charges are agreed upon by FA and APCC leadership and approved by the Executive Council on Friday, 8, 2021.

Charge 1. Review all course and program proposals.

Deliverable: Document APCC's annual report.

Timeline: Fall 2021, Winter 2022, and Spring 2022

Charge 2. Review the UW Tacoma Hybrid/DL policy revised by the Hybrid/DL Taskforce.

Deliverable: Support or further revise Hybrid/DL policy.

Timeline: Fall 2021

Charge 3. Review the UW Tacoma academic planning process for the next cycle scheduled to begin in 2022-23 Academic Year.

Deliverable: Create report (3-5 pages) on first academic plan cycle process with suggestions for improvements.

Timeline: Winter 2022

Charge 4. Review the Faculty Senate Diversity Credit Task Force new guidelines (when ready) and facilitate UW Tacoma Diversity Designation policy discussions.

Deliverable 1: Create report (2-3 pages) on new guidelines for diversity credit and compare with current UW Tacoma policy.

Deliverable 2: Develop proposal to align UW Tacoma policy with the new guidelines.

Timeline: Spring 2022

We would like quarterly updates regarding each of these in the form of a memorandum and a visit to the EC in early Winter 2022 and a full report in Spring 2022.

We look forward to continuing our collaborative work to strengthen our campus for our faculty, staff, and students.

Turan Kayaoglu
Professor, SIAS
Faculty Assembly Chair

Menaka Abraham
Associate Teaching Professor, SET
Faculty Assembly Vice-Chair

9.3 Appendix C: FAC Charge for 2021-22

October 13, 2021

Sharon S. Laing, PhD
Associate Professor, School of Nursing and Healthcare Leadership
Chair, Faculty Affairs Committee

Re: Faculty Affairs Committee Charge for 2021-22 Academic Year

Dear Professor Laing,

Thank you for serving as Chair of the Faculty Assembly's Faculty Affairs Committee (FAC). To provide more transparency and clarity about the work of the Faculty Assembly to our faculty and UW Tacoma students, staff, and administration, the FA's Executive Council is formally charging each FA standing committee. Following charges are agreed on by EC and FAC Leadership and approved by the Executive Council on October 8, 2021.

Charge 1. Facilitate the development of school-level faculty workload guidelines.

Deliverable: A draft and submit a resolution to the EC. The resolution should include:

1. The justification for workload study at UW Tacoma schools.
2. Request for deans and faculty councils in each school to address increased workload and workload inequities.
3. Guidelines for possible workload adjustments.
4. Description of a monitoring mechanism for school-level discussions and possible adjustments.

Timeline: Fall 2021

Charge 2. Facilitate informed discussion on the impact of Covid 19 on faculty wellbeing and productivity while working with EC leadership and UW Tacoma administrative leadership to propose strategies that address Covid 19 challenges to faculty wellbeing and productivity.

Deliverable 1: Prepare and conduct a survey to collect information on Covid 19 impact on faculty wellbeing and productivity and faculty's concerns on returning to in-person teaching.

Timeline: Fall 2021

Deliverable 2: Submit EC a report (3-5 pages) based on the faculty-level evaluation, including suggested strategies and recommendations to alleviate the impact and for safe return to in-person teaching.

Timeline: Winter 2022

Charge 3. Lead the discussion on the challenges international faculty face at UW Tacoma and provide recommendations to address these challenges.

Deliverable 1: Collect information from international faculty on the challenges they face at UW Tacoma. Reach out to program administrators at the schools and Academic Human Resources to learn about legal and bureaucratic challenges faced by the international faculty.

Timeline: Winter 2022

Deliverable 2: A 3-to 5-page report on the challenges international faculty face, submitted to the EC, that includes recommendations to address these challenges.

Timeline: Spring 2022

We would like quarterly updates regarding each of the focus areas in the form of a short memorandum and a visit to the EC in early Winter 2022 and a full report in FAC annual report in Spring 2022.

We look forward to continuing our collaborative work to strengthen our campus for our faculty, staff, and students.

Turan Kayaoglu
Professor, SIAS
Faculty Assembly Chair

Menaka Abraham
Associate Teaching Professor, SET
Faculty Assembly Vice-Chair

9.4 Appendix D: APT Charge for 2021-22

January 24, 2022

Christine Stevens, PhD
Associate Professor, School of Nursing and Healthcare Leadership
Chair, Appointment, Promotion, and Tenure Committee

Re: Committee on Appointment, Promotion, and Tenure (APT) Charge for 2021-22 Academic Year

Dear Professor Stevens,

Thank you for serving as Chair of the Faculty Committee on Appointment, Promotion, and Tenure (APT). To provide more transparency and clarity about the work of the Faculty Assembly to our faculty and UW Tacoma students, staff, and administration, the FA's Executive Council (EC) is formally charging each FA standing committee.

APT Committee Charge as Agreed on by FA and APT Leadership

Charge 1. Review all the tenure, promotion, and non-mandatory promotion cases and advise the Chancellor on them.

Deliverable: A vote and assessment of each case will be provided to the Chancellor.
Timeline: Fall 2021 and Winter 2022

Charge 2. Organize faculty forums to inform the faculty about tenure and promotion processes and expectations.

Deliverable: Three (60 minutes) faculty forums: 1) process of promotion from assistant professor to associate professor with tenure; 2) teaching track faculty promotions, and 3) promotion from associate professor to full professor.
Timeline: Winter 2022 and Spring 2022

Charge 3. Draft a process for APT chair election for EC review and vote.

Deliverable: APT chair election process draft submitted to EC.
Timeline: Spring 2022

Charge 4. Provide feedback on FA taskforce on APT's report and recommendations.

Deliverable: Written response to the taskforce's report and recommendations submitted to EC.
Timeline: Spring 2022

We would like quarterly updates regarding each of these in the form of a short memorandum and a visit to the EC.

We look forward to continuing our collaborative work to strengthen our campus for our faculty, staff, and students.

Turan Kayaoglu
Professor, SIAS
Faculty Assembly Chair

Menaka Abraham
Associate Teaching Professor, SET
Faculty Assembly Vice-Chair

9.5 Appendix E: Faculty Assembly Policy for UW Tacoma School Level DL and Hybrid Policy

Faculty Assembly Policy for UW Tacoma School's Hybrid & Distance Learning Teaching *Effective Autumn 2022*

This policy allows UW Tacoma schools to develop school-level Hybrid & Distance Learning Policy.

1. In the absence of a school-level policy, the faculty in that school should follow the campus level [Distance Learning and Hybrid Policy](#). If there is a school-level policy, the faculty should follow the school-level policy.
2. School-level policies should align with [UW Scholastic Regulations](#) and the definitions of modalities provided by the [Tri-Campus Digital Learning Alliance](#).
3. To supplant campus-level policy, school-level policy should be a) approved by the school's faculty or faculty council, b) approved by Faculty Assembly Executive Council (or its delegate), and c) posted on the Faculty Assembly website.
4. The school-level policy should specify, at minimum, permitted modalities, required faculty certification and development, and an assessment plan:

Modalities

- a. Which of the three distance learning modalities (asynchronous, synchronous, hybrid), may faculty teach?
- b. What is the school's projection for the distribution of its curriculum across four modalities: in-person, asynchronous, synchronous, hybrid? How will this distribution help the school to achieve student access and success?

Required Training for Faculty Certification and Development

- a. What type of training is required for the faculty to teach in asynchronous, synchronous, or hybrid modalities? If UW Tacoma's iTech certification is not required, what are the pedagogical reasons for selecting a different training?
- b. How will the school support the faculty teaching in asynchronous, synchronous, or hybrid modalities for faculty's continuous development?

Assessment Plan

- a. How will the school assess (course and program assessment, i.e., QM, Tri-Campus Assessment) the curriculum offered in asynchronous, synchronous, or hybrid modalities? The assessment plan should include how frequently courses and programs will be assessed, who will be responsible for the assessment, and what matrices will be used.

9.6 Appendix F: APCC Annual Report 2021-22

Annual Report from Academic Policy and Curriculum Committee (APCC) 2021-2022

Submitted by Julie Masura, Chair

Updated 6/29/22

Committee members:

Voting Faculty

- **Chair: 2021-2023:** [Julie Masura](#), School of Interdisciplinary Arts & Sciences, 2020-2023
- [Ankur Suri](#), School of Engineering and Technology 2021-2022
- [Susan Johnson](#), School of Nursing & Healthcare Leadership 2021-2024
- [Jeff Cohen](#), School of Social Work & Criminal Justice 2021-2024
- [Laura L. Feuerborn](#), School of Education 2019-2022
- VACANT, School of Urban Studies 2021-2022 (Jeff Cohen agreed to communicate work)
- [Joan Bleecker](#), School of Interdisciplinary Arts & Sciences 2021-2024
- [Tanya Velasquez](#), School of Interdisciplinary Arts & Sciences 2020-2024
- [Shahrokh Saudagaran](#), Milgard School of Business 2021-2024

Ex-Officio

- [Ali Modarres](#), Interim EVCAA, ex-officio, non-voting
- [Andrea Coker-Anderson](#), Registrar, ex-officio, non-voting
- [Patrick Pow](#), Vice Chancellor of Information Technology, ex-officio, non-voting
- [Annie Downey](#), Librarian, ex-officio, non-voting
- [Lorraine Dinneel](#), Associate Director, University Academic Advising, ex-officio, non-voting
- [Jai'Shon Marquis Berry](#), ASUWT Director of University Affairs, student representative - ex-officio, non-voting
 - Note: Student did not attend most meetings due to very full schedule and expectations for position. Suggest working with student affairs to find another representative that will have the capacity to participate in these meetings.
- [Tammy Jez](#), Curriculum and Operations Manager, Academic Affairs, ex-officio, non-voting
- [Darcy Janzen](#), Director, Office of Digital Learning, ex-officio, non-voting

Faculty Assembly Administrative Coordinator

- [Andrew Seibert](#)

In 2021-2022, the work of the APCC comprised of:

- Conducted monthly reviews of the curricular and program proposals and graduation petitions (see chart below)
- Provided orientation and training for members
- Conducted policy discussions
- Attended meetings for APCC

Proposal Reviews – September 2021 to June 2022:

<i>Type of Proposal</i>	<i># Reviewed 2020/21</i>	<i># Reviewed 2021/22</i>	<i>Change</i>
New Graduate Program/Options	1*	1	0

Changes to Graduate Programs/Options	2	4	2
New Undergraduate Programs	4*	3	-1
Changes to Undergraduate Programs	12	21	9
New Courses	92*	70	-22
Course Changes	64	67	3
Retire Changes	5	2	-3
Diversity Designations	1	4	3
Graduation Petitions	1+	6	5
PNOIs	3*	0	-3

*Reviewed new program proposals and PNOIs as part of the academic plan, thus many new courses proposals.

*Due to remote teaching, didn't see many waivers for distance learning.

Orientation and Training for APCC Members:

The first APCC meeting of the academic year included orientation and training, so members understood the context and scope of APCC. Members were introduced to the Best Practices documents created by former APCC Chair, Curriculum and Operations Manager, and present APCC Chair.

- [APCC Best Practices for Course Proposals](#)
- [APCC Best Practices for Program Proposals](#)

The Best Practices documents linked above were updated as needed and book-marked links were shared with proposers as proposals were sent back for edits/updates.

Policy discussions:

- Hybrid & DL Policy
 - Reviewed Hybrid & DL Review Policy proposed by last year's APCC in fall quarter. This wasn't supported at Executive Council (EC) and was worked on over the summer by faculty appointed by EC.
 - An updated Hybrid & DL Policy was developed in response to the tri-campus Digital Learning Alliance's updated teaching modalities definitions. Though this did not originate from this committee, members were asked to inspect and share comments/concerns.
 - Hybrid & DL Policy passed in Winter. Needed to expedite temporary policies at the school-level to accommodate for new modalities.

Meetings for APCC: Chair attended additional meetings as campus representative

- Attended University of Washington Curriculum Committee monthly meetings. APCC Chair has reviewed over 782 proposals from all three campuses

- Attended EC meetings twice a month representing APCC
- Attended Community Engaged-Learning tri-campus committee meetings.
- Attended Academic Planning coordination meetings.
- Attended General Education & FCAS alignment meeting.

Other Activities:

- Reviewed Academic Planning documentation.
 - Fall - Began reviewing and discussing process.
 - Winter –
 - Deployed survey to campus and received feedback from 12. Shared results with EC.
 - As encouraged by the EC leadership & EVCAA, proposed new approach to academic plan process to include first year of thorough program assessment for each academic unit/school. Shared approach with EC.
 - Spring – no further progress. Will resume in Summer
- Writing Designation
 - Worked with Faculty Writing Fellows to increase offering on campus.
 - Created process for academic units/schools to audit courses yearly. Will deploy in spring.
- Systems
 - Developed tracking spreadsheet for proposals to ensure progress through to final approvals for implementation
- Student Graduation Petitions
 - The committee agreed to allow the Chair to decide whether or not a one-credit writing petition for graduation should be supported or not. Also requested, was that if the petition is not supported by the Chair, that the committee review the petition as a whole to either support or not support the Chair's decision.
- Class B Legislation on Areas of Inquiry
 - FCAS passed a resolution to rename the Areas of Knowledge and now classify them as Areas of Inquiry.
 - Does not affect APCC's work, because the definitions are the same.
 - Name changes will be automatic in the fall. Faculty who wish to change their Areas of Inquiry will need to complete a course proposal for curriculum review.

2021-2022 APCC Charges:

Charge 1. Review all course and program proposals. COMPLETED

Charge 2. Review the UW Tacoma Hybrid/DL policy revised by the Hybrid/DL Taskforce. COMPLETED

Charge 3. Review the UW Tacoma academic planning process for the next cycle scheduled to begin in 2022-23. COMPLETED

Charge 4. Review the Faculty Senate Diversity Credit Task Force new guidelines and facilitate UW Tacoma D-Designation policy discussions. NO PROGRESS

FCAS created an ad hoc committee to review the diversity standards and requirements. There was little reported progress during the 2021-2022 academic year. Will continue this work in 2022-2023 academic year.

9.7 Appendix G: FAC COVID 19 Needs Assessment and Impact Survey Report

**UW TACOMA COVID-19 FACULTY NEEDS ASSESSMENT/IMPACT
SURVEY**

FINAL REPORT

PREPARED BY:

UW TACOMA FACULTY AFFAIRS COMMITTEE

MARCH 14, 2022

EXECUTIVE SUMMARY

Background of Survey

The UW Tacoma Faculty Assembly charged its sub-committee, Faculty Affairs Committee (FAC) to derive data on the impact of COVID-19 on the well-being and productivity of UW Tacoma faculty. The Faculty Affairs Committee (FAC) developed a 33-item electronic instrument, *COVID-19 Needs Assessment/Impact Survey*, consisting of closed and open-ended questions. The instrument addressed several topics: pre- and during COVID-19 teaching experiences (online and in-person instruction); pre- and during COVID-19 scholarly engagement; pre- and during COVID-19 service engagement; caregiving responsibilities; mental health and overall well-being; and assessment of needed faculty support.

Findings

The *COVID-19 Needs Assessment/Impact Survey* had a 34% response rate. Most respondents were women (58%); white (65%); Associate and Assistant (tenured/tenure-track) Professors (25% and 22% respectively); worked full time (90%); and majority were employed 5-10 years at UW Tacoma (40%).

Pre and During COVID Teaching, Service and Research

Respondents with a heavy in-person teaching load (61% of time spent teaching) were likely to experience a precipitous reduction to in-person teaching with at least a 15% drop from pre- to during COVID-19. Respondents likely to engage in heavier online teaching experienced substantial increases in online instruction.

Intensity of service activity increased during this time. Almost one-half (45%) of faculty reported moderate to substantial increases in meetings attended. More than a third (37%) reported moderate to substantial increases in *time spent at meetings*. More than forty percent (41%) of faculty reported moderate to substantial increases in *committee workload*. The service domains that reported the largest increase therefore occurred in the *number of meetings attended* and *committee workload*.

At least two-thirds of faculty reported *moderate to highly negative impact* of the COVID-19 pandemic on the four indices of scholarship assessed: 81% reported moderate to highly negative impact of COVID-19 on *conferences attended*; 76% reported moderate to highly negative impact of COVID-19 on *time spent engaged in scholarship*; 66% reported moderate to highly negative impact of COVID-19 on the number of *manuscripts published*; 67% reported moderate to highly negative impact of COVID-19 on *data collection*.

Caretaking/Caregiving

Almost one-half (48%) of faculty reported being the primary caretaker/caregiver in their households. More than a third (40%) of faculty experienced substantial increases in

caretaking/caregiving time (8+ hours increase). Faculty who are caretakers/caregivers experienced substantial decline in scholarly activities with 27% of caregiving faculty reporting greater than 60% reduction in scholarship activities.

Challenges

Substantial majorities experienced at least one among twelve challenge areas: financial strain, physical health, mental health, loneliness/isolation, lack of peer support, reduced scholarship, promotion and tenure worry, increased class workload, time spent at student support, challenges with online instruction, poor student evaluations, and increased service load to address COVID-related needs. It is worth noting that among the identified challenges, the five individual challenges that appeared most problematic (reports of moderate to high levels of negative experience) were, *increased class workload* (72% moderate to high intensity); *increased student support* (68% moderate to high levels of intensity) ; *challenges converting to online instruction* (65% moderate to high levels); *mental health challenges* (57% moderate to high levels of intensity) and *reduction in scholarship* (52% moderate to high levels of intensity).

Required Resources and Recommendations

Mental Health Support: 29% of faculty reported the need for *mental health support*. Identified resources include, (1) robust and faculty-centered mental health care; (2) formalized networks of social support among faculty where participants can comfortably share hardships and (3) telehealth opportunities for individual and group counseling.

Support for tenured/tenure-track faculty: 27% reported that UWT should provide support for tenured/tenure-track faculty by *reducing research expectations*. Additional needed supports identified by faculty include, (1) support scholarship where attrition/stagnation was sustained; (2) increase administrative supports including Canvas support for generating content; (3) support for caregiving faculty who are expected to engage in in-person teaching; (4) moving quickly to fill outstanding positions involving student advising and counseling.

Support for teaching faculty: 52% reported that UWT should *increase teaching support* to teaching faculty. Additional recommended supports for teaching faculty include, increase psychological support to students which will free up faculty to concentrate on teaching; reduce service expectations by clarifying what is expected of teaching faculty and providing administrative support for service work; provide psychological support to teaching faculty.

Support for lecturers: A strong majority of respondents (64%) reported that UWT can offer support by providing *teaching aid* to lecturers.

Support for students: Faculty identified ways to enhance student re-adjustment to in-person instruction and responses addressed; support around academic readiness; resources targeting mental health and wellness; provision of financial assistance as appropriate.

Background

The UW Tacoma Faculty Assembly charged its sub-committee, Faculty Affairs Committee (FAC) to derive data on the impact of COVID-19 on faculty well-being and productivity. The objective was for FAC to work with the UWT Executive Council and UW Tacoma administrative leadership to propose strategies to address the COVID-19 challenges experienced by UW Tacoma faculty.

The Faculty Affairs Committee (FAC) developed a 33-item electronic instrument, ***COVID-19 Needs Assessment/Impact Survey***, consisting of closed and open-ended questions. The instrument addressed several topics: pre- and during COVID-19 teaching experiences (online and in-person instruction); pre- and during COVID-19 scholarly engagement; pre- and during COVID-19 service engagement; caregiving responsibilities; mental health and overall well-being; and assessment of needed faculty support. The instrument was distributed electronically to full and part-time UWT faculty members (tenure track professors, teaching professors and lecturers), who were afforded approximately one week to complete the instrument. We present quantitative and qualitative findings in this report.

Summary of Findings

Demographics

The ***COVID-19 Needs Assessment/Impact Survey*** had a 34% response rate ($n=121$ instruments returned out of 359 UWT faculty). Most respondents were women (58%); white (65%); Associate and Assistant (TT) Professors (25% and 22% respectively), followed by Associate Teaching Professors (NTT), (18%); worked full time (90%); and majority were employed 5-10 years (40%) followed by less than five years (27%) and 11-20 years (25%).

Assessment of Pre- and During-COVID-19 Teaching, Service and Research

Teaching

Respondents with a heavy in-person teaching load (61% of time spent teaching) were likely to experience a precipitous reduction to in-person teaching with at least a 15% drop from pre- to during COVID-19. Respondents likely to engage in heavier online teaching experienced substantial increases in online instruction.

Service

Service activity increased during this time. Well over one-half of faculty (58%) reported an increase in the *number of meetings attended* and 45% of those reported moderate to substantial increases in meetings attended. Just over one-half of faculty (54%) reported increases in *time spent at meetings* and 37% of these faculty indicated a moderate to substantial increase in this domain. Furthermore, 53% of faculty reported an increase in

committee workload with 41% reporting moderate to substantial increases. The service domains that reported the largest increase therefore occurred in the *number of meetings attended* and *committee workload*.

Scholarship

Quantitative findings:

At least two-thirds of faculty reported *moderate to highly negative impact* of the COVID-19 pandemic on the four indices of scholarship assessed: conferences attended, manuscripts published, time spent engaged in scholarship and data collection.

- 81% reported moderate to highly negative impact of COVID-19 on *conferences attended* with 54% reporting highly negative impact.
- Just over three-quarters of faculty (76%) reported moderate to highly negative impact of COVID-19 on *time spent engaged in scholarship* with 57% reporting highly negative impact.
- Two-thirds of faculty (66%) reported moderate to highly negative impact of COVID-19 on the *number of manuscripts published* with 35% reporting highly negative impact.
- Just over two-thirds (67%) of faculty reported moderate to highly negative impact of COVID-19 on *data collection efforts* with 45% reporting highly negative impact.

Qualitative findings:

Respondents were asked to describe other scholarly-related negative impact (outside of conferences, manuscripts, data collection, and available time for scholarly activities) of COVID-19. Roughly a quarter of respondents took this opportunity to describe the various ways that the pandemic posed a challenge to their scholarship. Among the responses, the following themes emerged:

- Significant disruptions to research agendas and scholarly momentum
- Inability to access resources and to collaborate with peers

Quotes

"The pandemic has been so mentally taxing that even when I carve out time to work on my scholarship, I find myself too burnt out to make much progress."

"I have been working from 70 to 80 hours every week just to keep up with my teaching and research."

Caretaking/Caregiving

Almost one-half of respondents (48%) reported being the primary caretaker/caregiver in their households.

More than a third of faculty (40%) experienced substantial increases in caretaking/caregiving time (8 – 9 hours increase and much more).

Faculty who are caregivers experienced substantial decline in scholarly activities with more than one-quarter (27%) of caretaking/caregiving faculty reporting greater than 60% reduction in scholarship activities.

Challenges Experienced

Personal and Professional Challenges

Substantial majorities experienced at least one among twelve challenge areas (financial strain, physical health, mental health, loneliness/isolation, lack of peer support, reduced scholarship, promotion and tenure worry, increased class workload, time spent at student support, challenges with online instruction, poor student evaluations, and increased service load to address COVID-related needs).

Teaching and Student Support

The challenge that was most felt by faculty addressed ***teaching engagement and student support challenges***, with approximately three-quarters of faculty reporting such concerns. Therefore, *teaching engagement and student support* challenges included, increased time at student support (75%), increased class workload (74%) and increased challenges related to converting to online instruction (73%).

Personal Health and Well-Being

The next most impactful challenges were related to ***personal health and well-being***, with up to two-thirds of faculty reporting such challenges. *Mental health concerns* were the most impactful (67% experienced mental health challenges) followed by *feelings of isolation* (63% reported feelings of isolation) and *physical health concerns* (62% experienced physical health issues).

The specific themes reported by faculty addressing *personal health and well-being* using the free-response question included:

- The inability of UW Tacoma to ensure safe workspaces (via vaccination mandates, reduced class size, clarification regarding policing student mask compliance).
- Fear of contracting COVID on campus and passing it on to vulnerable family members.
- Concern that the decision to return to in-person instruction was made with little faculty involvement and this is reflective of problematic institutional values.
- Fear that voicing concerns about returning to in-person instruction might affect the tenure and promotion process.

Quotes:

"The UW has repeatedly stated they are concerned for the health and safety of students and faculty while making decisions that clearly indicate money is the only thing they are concerned about. So, I do not trust anything UW has posted and most of UW policies are to avoid legal issues, not keep us safe."

"My parents, my spouse, and both my kids are immunocompromised. What more do you want me to say? This has been hell and anytime I try to raise it I'm looked at skeptically or like I don't care about teaching. It's awful."

"This is a game of probability - the more people you are around, the higher your risk. When faculty and staff expressed concerns about this, the university's response was largely 'deal with it - we want to be back in person.'"

Personal Scholarship and Career-Related Concerns

Third most impactful challenge category fell in the domain of **personal scholarship and career-related** needs, with 47% reporting student backlash, 43% reporting increased service load to address COVID-19 related needs, 41% reporting lack of support from colleagues, and 31% reporting tenure and promotion worry.

It is worth noting that among the identified challenges, the five individual challenges that appeared most problematic (reports of moderate to high levels of negative experience) were, (1) *increase in workload* (72% moderate to high intensity); (2) *increase in student support* (68% moderate to high levels of intensity) ; (3) *challenges converting to online instruction* (65% moderate to high levels); (4) *mental health challenges* (57% moderate to high levels of intensity) and (5) *reduction in scholarship* (52% moderate to high levels of intensity).

Additional Personal Challenges

Faculty were given the opportunity to provide free responses to the question of *whether additional challenges were experienced that were not outlined in the survey*; the general themes follow:

- Increased caretaking responsibilities
- Increased emotional labor involved with supporting students and colleagues
- Instructional challenges related to transitioning to/from online instruction
- Amplification in workplace inequities along rank, racial, and gender-based lines

Quotes:

"The pandemic widens the inequity in a way that people with caregiving responsibilities do not have the support (i.e., childcare resources) they need to keep up with the expectations from the university. While this group of people do not get extra support, it seems unfair to use the same criteria to evaluate them."

"In spite of the rhetoric, neither the university nor my unit seemed to adjust its expectations in terms of workloads/meetings/etc. and, in fact, in both cases, it seemed like some groups took it as an opportunity to push things through."

Unvaccinated Children in Household

One-third of faculty reported concerns about *returning to in-person instruction related to having unvaccinated children in the household*.

Specific themes identified when asked to elaborate included:

- Additional emotional distress related to potential risks of exposure to children.
- Frequent instructional disruptions caused by COVID-related cancellations/mandated quarantines.
- The presence of additional immune-compromised household members who were unable to receive the vaccine.

Quotes:

"I've had two unvaccinated, immunocompromised kids and a university that thinks trying to care for them means I don't take my job seriously."

Required Resources/Recommendations

Mental Health

Almost one-third of faculty reported the need for *mental health support* (29%).

Respondents who reported that mental health challenges affected work-life balance during the pandemic were asked to share ideas about resources they think would be most helpful during and post COVID. The following themes emerged:

- The need for a more robust, faculty-centered mental health care support network that prioritizes wellness and includes telehealth opportunities for individual and group counseling and therapy
- A desire for formalized networks of social support among faculty where participants feel comfortable sharing both hardships and coping strategies
- Greater institutional acknowledgement of how COVID-19 has affected faculty
- An inability to seek necessary mental health care due to time constraints imposed by increases in instructional preparation, student support, and caregiving responsibilities

Quotes:

"I had little to no time to access services for myself as I was (asked) to attend to students and other work concerns"

"Opportunities to gather informally with colleagues virtually or in person (ideally) to talk about how things are going, encouragement and permission from higher-ups (to) take a breather and not pressuring oneself to continue producing at earlier levels is ok, encouraged, and even expected."

"I believe everyone has earned a "mental health quarter" - faculty, staff, and students. Everyone is stressed to a maximum level but feel compelled to continue even though physical and mental health are suffering, because we can't survive financially without working/enrolling"

Support for Tenured/Tenure-Track Faculty

More than one-quarter of respondents (27%) reported that UWT should provide support for tenured/tenure-track faculty by *reducing research expectations* and a substantial proportion (44%) reported that *other supports* are needed.

Types of Support Desired for Tenured/Tenure-Track Faculty

Respondents were asked to identify concrete actions that UWT can implement to support tenured/tenure-track faculty. The most pressing action reported for tenure-track/tenured faculty is to *support scholarship*. This can occur through more release time to engage in research, increased funding to support research, and clarity in research expectations. Faculty want leadership to know that substantial time was lost during the COVID-19 pandemic (attributed to increased teaching load or familial responsibilities) leading to stagnation of or degradation to scholarship. Support to jumpstart research can aid faculty to get back on track. Forty percent of the free responses addressed this issue.

The second most pressing matter is to provide faculty with *teaching support*, specifically, faculty request that teaching load be lowered where possible. Individuals expressed concerns that UWT teaching load for TT faculty remains higher than UW Bothell and request action to lower UWT load to be commensurate with Bothell.

Additional responses from faculty addressed increased administrative support, especially around remote teaching; support generating content for online teaching on Canvas; support for faculty with young children including not requiring in-person instruction; and additional administrative support for students.

Specific themes are:

- Support faculty scholarship where attrition/stagnation was sustained.
- Provide teaching supports including reducing teaching load.
- Increase administrative support including hiring and offer support around Canvas (generation of content for remote learning).
- Cap number of students in classrooms to 30.
- Faculty with children must not teach in person.
- Move to quickly fill outstanding positions involving student support (advising, counseling).
- Reduce service expectations.

Quotes:

"...find creative ways to increase time for pre-tenured faculty to have research-focused quarters - support at least one more 'research quarter'. A modest reduction in research expectations based on how much we teach is also warranted."

"...teaching load has increased significantly during COVID due to substantial student support needs. We need to make faculty wellness and scholarly activity a priority - we've asked faculty to carry the load to support students for 21 months now without much support for the faculty themselves."

"...I lost time on a grant due to workload converting my classes again and again and again. I need to recuperate the time to get back to the research projects I had moving forward on this funding; and need additional funding to continue analysis for a project we had to retool 2x during covid."

Support for Teaching Faculty

More than one-half of respondents (52%) reported that UWT can provide support by *increasing teaching support to teaching faculty* followed by reports of *other support required* (35%).

Types of Support Desired for Teaching Faculty

Respondents were asked to identify concrete actions that UWT can implement to support teaching faculty who experienced setbacks during COVID-19; the most pressing action identified is that of increasing teaching support for teaching faculty. Specifically, faculty request UWT to consider reducing teaching load and service expectations. Faculty further noted that instrumental to supporting teaching is that of providing social and psychological support for students and this is because faculty have directed substantial time and energy to providing psychosocial support to students during the pandemic. Additionally, faculty request an expansion of online, remote and hybrid classes as additional opportunities to best meet students' needs.

Support around service engagement is another identified area to support teaching faculty. Faculty noted that Schools must first provide clarity in what is expected in service roles for teaching faculty and once expectations are established, that Schools provide some level of administrative support for the service activities of teaching faculty including reducing service expectations where appropriate.

Identified themes were:

- Increase teaching support which must include reducing teaching load.
- Increase psychosocial support to students which will free up faculty to provide pedagogical support to students.
- Reduce service expectations by first clarifying what is expected of teaching faculty and then provide some administrative support to engage in service.
- Provide psychological support to teaching faculty.

Quotes:

"...teaching faculty (and all faculty) can benefit from more student support outside of the classroom - students are struggling to re-engage with on-campus learning and expectations."

"My perception was that some faculty were overburdened with service work, so we should do a better job of identifying and compensating those folks."

"Provide administrative support for the service work we all do."

Support for Lecturers

A strong majority of respondents (64%) reported that UWT can offer support by providing *teaching aid* to lecturers.

Support for Students

Faculty were asked to share resources they felt would "enhance student re-adjustment to in-person instruction." Nearly half of survey participants (n=58) responded to this short answer question, and, among the data received, several themes emerged that addressed the following institutional needs:

- Increased institutional investment targeting student support and focused on the following areas:
 - Academic readiness.
 - Mental health and wellness.
 - Financial assistance.

- Clarity regarding how faculty should accommodate students while maintaining instructional integrity.
- Increased flexibility regarding opportunities for online/hybrid instruction.
- Development of a formalized institutional approach to ensuring student success that shifts the burden away from faculty.

Quotes

"UWT needs to stop reacting after negative events and get people who have the skill-set needed to lead the institutional transformation that must occur. Place the students front and center. Develop accommodations to address varying levels of anxiety students may feel upon full return to in-person services. Most importantly, listen to our students and act."

"Faculty need the university to understand that we are in the midst of an instructional shift that will take YEARS to unravel. And that's not the impression that I am getting when we discuss these matters in faculty meetings. In essence, the idea that we can just jump back into a time machine and return to normalcy after everything that just happened is part of the problem and faculty (and) students are suffering as a result."

"Students and faculty alike are really struggling with figuring out how to respond to students. If EH&S did not have the capacity to handle covid notifications and management on campus, then we should not have returned to on-campus instruction."

A number of faculty surveyed expressed frustrations with a general lack of communication, especially around student supports. The lack of clarity about the roles of various student support offices on campus was elevated by the COVID-19 pandemic. **[Statement provided by Faculty Affairs Committee, 3/14/2022]**

Additional Thoughts from Faculty

The final question on the instrument asked faculty to provide free responses regarding additional information that they wish to share. A summary of overall feedback, themes and exemplar quotes are provided below.

Summary of Responses

Faculty seek opportunities for engagement with other faculty; they do not feel that the university has produced an adequate plan for in-person engagement as many of the existing protocols in place prevent in-person communing.

Faculty report that the university expects more from them during this very difficult time, without offering additional support to effectively meet work expectations. Faculty report requiring mental health resources and the communication of ways to access such supports; financial support, specifically to help with childcare responsibilities; resources to ease the

burdens of in-person teaching for faculty with young children; and pedagogical supports including graders.

Faculty report the need for more targeted support for students. Such supports might include individualized tutoring to assist students in maintaining academic standards and managing their class workload; strategies to assess online course delivery to ensure the best quality online courses are delivered to students; and mental health support for students. Faculty suggest that meetings between students and counselors must be mandatory each quarter to ensure that students stay on task.

Finally, faculty report that a campus-wide discussion is needed to be centered on the new 'normal' and an outline of realistic expectations of faculty at the current moment and moving forward. They note that faculty should be afforded the opportunity to voice their specific fears outside of the classroom including concerns around supporting young children and elderly family members. They note that non-stop trauma is affecting both their emotional and physical well-being. Some specific themes are presented below:

- Faculty seek more in person-engagement, but the university did not effectively plan for this.
- Faculty are asked to do more with less. They report needing additional support such as mental health resources, financial support for childcare and pedagogical support for work with students.
- Faculty report that students need support to assure academic success, and these might range from resources in delivering quality online classes, to counseling services that will help students stay on target, to emotional support for students.
- Faculty seek an open discussion on the new 'normal' and the campus-level expectations of faculty including an assessment of how realistic the expectations are.

Quotes:

"I'm a little confused by this push to return to business as usual. Why not use what we learned during the pandemic to reimagine what we can do as we move forward?"

"BEFORE we began fall quarter, upper administration should have spear-headed a communication and education campaign for students. 1) Admin (with staff) drafts a list of college-readiness skills for input from faculty. 2) Admin (with staff) finalizes an agreed-upon list of college-readiness skills and develops programs to support students in these skills. 3) before the start of school, these programs are shared with faculty, so we are AWARE of the communication students receive from UWT."

"Isolation has been the worst part, really looking forward to more in-person engagement."

“Upper admin will need to provide more mental health support for faculty, and stipends where needed.”

“Don’t try to return to ‘normal’ because this is a new normal and new normal does not work with old infrastructure – need paradigm shift in how UWT approaches academics.”

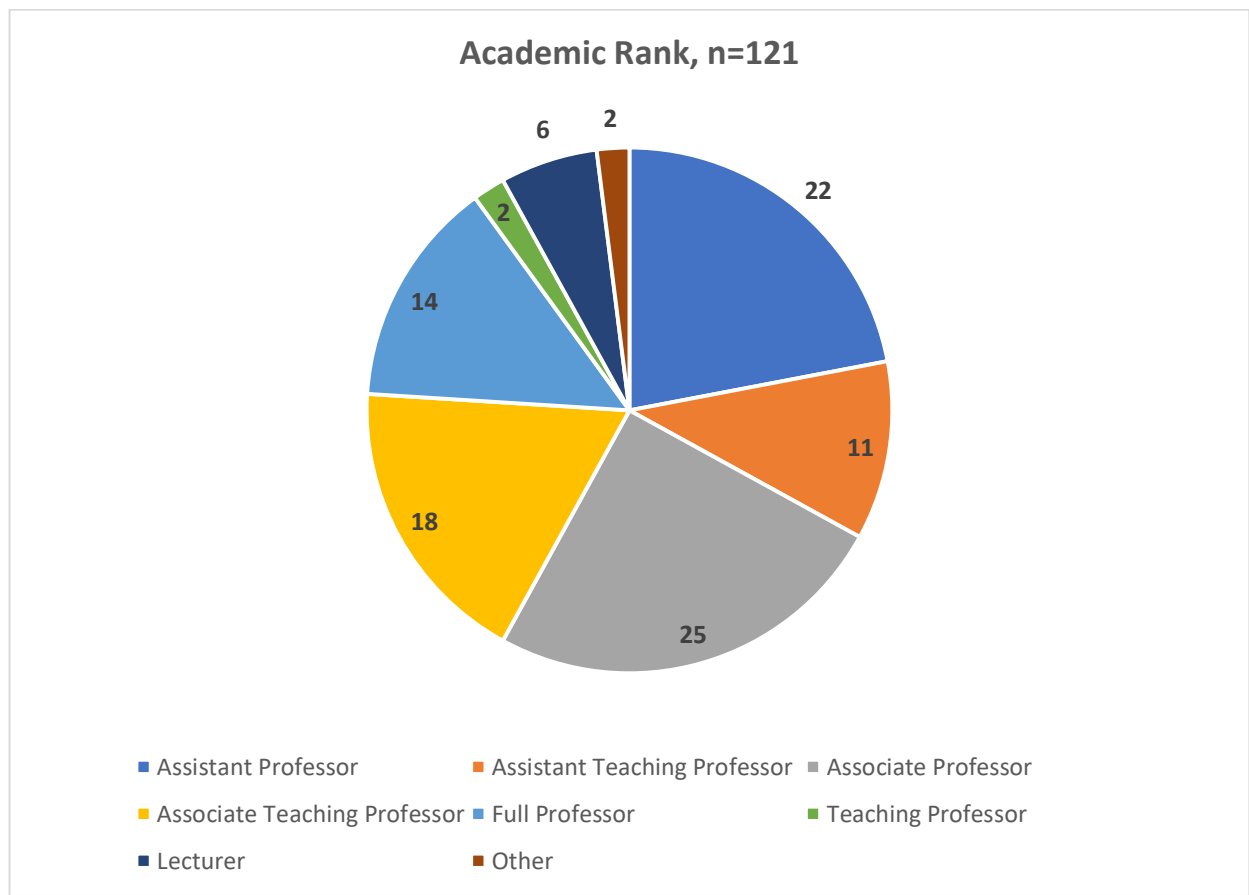
“Mixed messages delivered to both students and faculty. Told it is safe to be on campus but there are a lot of protocols in place preventing communing. Faculty are the ones monitoring the engagement in appropriate covid safety behaviors by other faculty around mask-wearing etc.”

APPENDIX A:

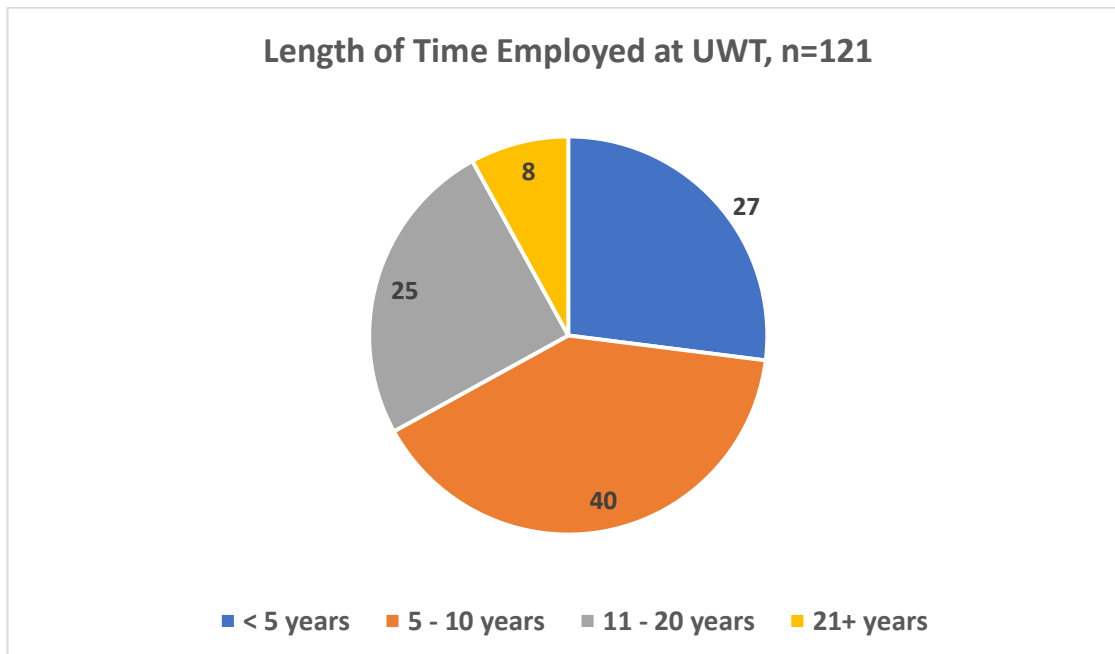
Tables and Data

Demographics

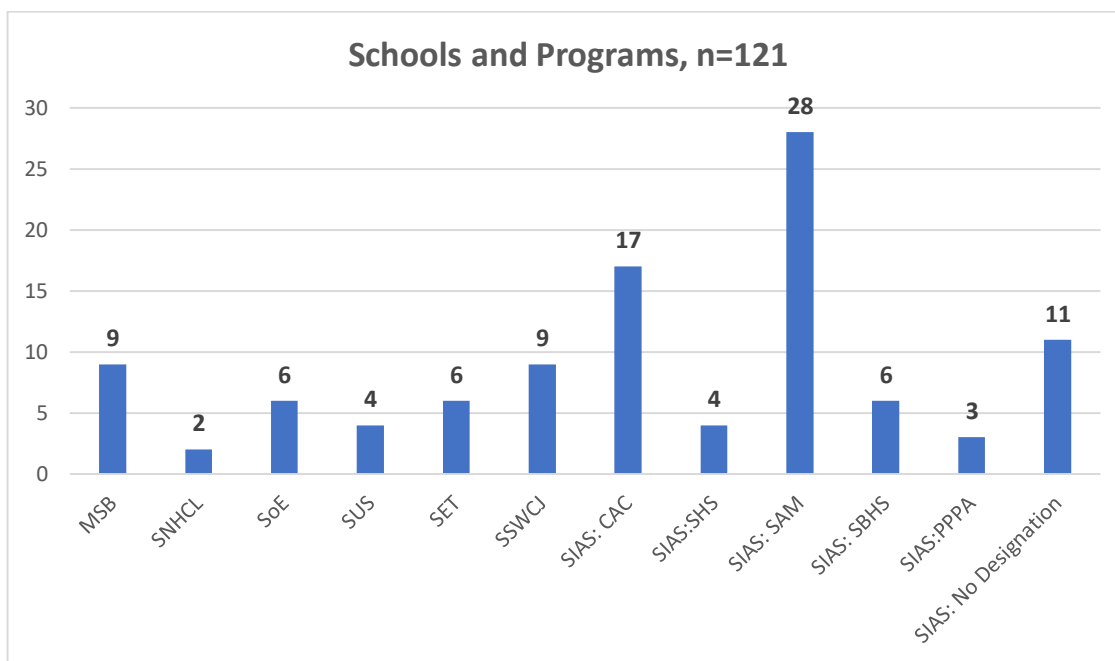
Academic Rank (%)



Length of Time Employed at UWT (%)



Schools and Programs (Frequencies)



Gender

- 58% female (70)
- 31% male (37)
- 2% non-binary (2)
- 9% prefer not to answer (11)

Race

- 65% white (76)
- 1% Black (1)
- 12% Asian (14)
- 2% Pacific Islander (2)
- 2% American Indian (2)
- 5% multiracial (6)
- 14% Other (16)

Hispanic/Latino

- 11% Hispanic/Latino (12)
- 89% Non-Hispanic/Latino (102)

Work time

- Full time 91% (108)
- part time 6% (7)
- Other 3% (4)

Length of time employed

- < 5 years = 27% (32)
- 5 – 10 years = 40% (48)
- 11- 20 years = 25% (30)
- 21+ years = 8% (9)

Assessment of Pre- and During COVID-19 Teaching, Service and Research, *n*=121

In-Person Teaching Pre- and During COVID-19

	Pre-COVID-19 In-Person Teaching	During COVID-19 In-Person Teaching
< 20%	2%	45%
20 – 40%	18%	15%
41 – 60%	25%	17%
61 – 80%	23%	8%
81+%	29%	8%
Not engaged in teaching	3%	8%

Online Teaching Pre- and During COVID-19

	Pre-COVID-19 Online Teaching	During COVID-19 Online Teaching
< 20%	53%	12%
20 – 40%	16%	17%
41 – 60%	6%	20%
61 – 80%	1%	13%
81+%	2%	31%
Not engaged in teaching	23%	8%

Service Activities Pre- and During COVID-19

	Pre-COVID-19 Service	During COVID-19 Service
< 20%	27%	29%
20 – 40%	52%	42%
41 – 60%	14%	19%
61 – 80%	1%	5%
81+%	1%	2%
Not engaged in service	5%	4%

Amount of Negative Impact of COVID-19 on Service

	Number of meetings attended	Length of time in meetings	Committee workload
Substantially Increased	16%	16%	15%
Moderately Increased	29%	21%	26%
Slightly Increased	13%	17%	12%
Did not significantly change	42%	46%	47%

Scholarly Activity Pre- and During COVID-19

	Pre-COVID-19 Scholarship	During COVID-19 Scholarship
< 20%	17%	59%
20 – 40%	52%	19%
41 – 60%	19%	12%
61 – 80%	3%	2%
81+%	0%	1%
Not engaged in scholarship	9%	8%

Negative impact of COVID-19 on scholarship

Yes = 72%

No = 28%

Level of impact of COVID-19 on Scholarship

	Conferences attended	Manuscripts published	Data collection and related scholarship	Time for scholarship
No Impact	9%	22%	21%	12%
Low negative impact	10%	13%	13%	12%
Moderate negative impact	27%	31%	22%	19%
High negative impact	54%	35%	45%	57%

Caretaking/Caregiving

Primary caretakers/caregivers

Yes = 48%

No = 52%

Increase in caretaking/caregiving time

- 1 – 2 hours = 2%
- 2 – 3 hours = 11%
- 4 – 5 hours = 4%
- 6 – 7 hours = 12%
- 8 – 9 hours = 40%
- No increase = 30%

Caretaker/caregiver experiencing reduction in scholarly activities

Level of Reduction	Proportion of faculty experiencing reduction
< 20%	13%
20 – 40%	24%
41 – 60%	7%
61 – 80%	15%
81+%	12%
Not engaged in scholarship	29%

Challenges Experienced by Faculty, *n*=121

	Yes	No	Minimal	Moderate	High
Financial strain	33%	58%	20%	13%	8%
Physical health concerns	62%	24%	28%	26%	16%
Mental health concerns	67%	16%	21%	29%	28%
Feelings of isolation and loneliness	63%	20%	28%	25%	18%
Lack of support from peers/colleagues	41%	43%	18%	17%	18%
Reduced scholarship	59%	29%	14%	24%	28%
Promotion and tenure worry	31%	60%	8%	13%	18%
Increased class workload	74%	13%	8%	24%	48%
Time at student support	75%	11%	13%	31%	37%
Challenges with converting to online instruction	73%	13%	13%	31%	34%
Student backlash – poor evaluations	47%	43%	26%	16%	11%
Increased service load to address COVID-related needs	43%	46%	16%	20%	13%

Additional Challenges Reported by Faculty

Additional challenges (33% = yes)

Concerns returning to in-person instruction due to immunocompromised status in household

- 38% yes
- 61% no

Concerns about in-person instruction due to unvaccinated children?

- 33% yes
- 64% no

Needed resources for mental health support – YES = 29%

How UWT can support faculty (TT, teaching professors and lecturers) experiencing personal and professional setbacks

	Tenured/Tenure-Track	Teaching Professors	Lecturers
Reduce research expectations	27%	3%	1%
Increase teaching supports	20%	52%	64%
No supports required	9%	10%	8%
Other supports	44%	35%	26%

9.8 Appendix H: FAC Annual Report 2021-22

Faculty Affairs Committee Year-End Report: AY 2021 – 2022

Topic/Issue	Response	Further Action	Ongoing 2022-2023
Facilitate development of School-level faculty workload guidelines	<p><u>Data Analysis:</u> FAC reviewed 2019 campus-level Faculty Workload Survey findings; 2019 FA Research Advisory Committee Survey findings; 2016 Faculty Research Needs Report and 2020 Focus Group Assessment. From these reports themes were derived that targeted tenured/tenure-track and teaching faculty:</p> <p>(1) <i>Tenured/Tenure-Track Faculty</i> - Review and document TT faculty research activity; Provide clarity involving TT faculty scholarship; Support TT faculty actively engaged in research; Remediate teaching burdens for tenured/tenure-track faculty actively engaged in research.</p> <p>(2) <i>Teaching faculty</i> – Review and clarify teaching professors’ scholarly activity; Provide clarity for teaching professors’ service roles and present well-understood benchmarks; Support teaching faculty experiencing elevated service burdens.</p> <p>(3) <i>All faculty</i> – Acquire information to facilitate faculty workload reduction; Address community-engaged research and service activities; Review and document teaching and service roles for BIPOC and other marginalized groups among faculty at the teaching /TT faculty ranks; Maintain a student-centric approach.</p>	FAC will resume work on Faculty Workload Resolution in AY 2022-2023 and this item will be the principal agenda item for FAC.	<p>FAC will re-present the Faculty Workload Resolution to EC in conjunction with recommendations for moving forward.</p> <p>Faculty Workload Resolution is on the agenda for the first EC meeting in fall where the discussion will include (1) Revised Faculty Workload Resolution; (2) Suggested Recommendations for implementation.</p>

Topic/Issue	Response	Further Action	Ongoing 2022-2023
	<p><u>Draft Faculty Workload Resolution:</u> Using the data acquired, FAC developed a workload resolution designed to capture the primary themes outlined: For Tenured/Tenure-Track Faculty:</p> <ol style="list-style-type: none"> (1) Provide guidance and clarity around teaching, service and research (2) Schools to monitor teaching load of faculty engaged in active research to assure no undue teaching-related burdens (3) Schools to review and document TT faculty service and teaching load of marginalized TT faculty groups (4) Schools to support TT faculty actively engaged in community-based work (5) Schools to develop a task force to consider equity-minded workload plans <p>For Teaching Faculty:</p> <ol style="list-style-type: none"> (1) Schools to provide guidance and clarity to teaching professors around service roles and benchmarks for teaching and scholarly activities (2) Schools to support teaching faculty actively engaged in service activities (3) Schools to review and document service and teaching load of marginalized groups (4) Schools to support teaching faculty actively engaged in community-based work 		

Topic/Issue	Response	Further Action	Ongoing 2022-2023
	<p>(5) Schools to develop a task force to consider equity-minded workload plans</p> <p><u>Information Dissemination</u></p> <p>FAC shared Faculty Workload Resolution with Executive Council, who then shared Resolution with respective Schools</p> <p>FAC received feedback from all 7 schools and proceeded to revise resolution where possible</p>		
<p>Facilitate informed discussions on the impact of COVID-19 on faculty well-being and productivity</p>	<p>In November 2021 FAC developed and distributed a survey designed to assess the impact of COVID-19 on UWT faculty health and wellbeing.</p> <p>The instrument derived a robust response rate of 34% and data were analyzed and a report developed from the findings.</p> <p>In January 25, 2022 the findings were shared with the Chancellor's Cabinet with the following major findings:</p> <ul style="list-style-type: none"> • Substantial increases in service activity sustained by all faculty during the pandemic • Large majorities of faculty reporting negative impact of COVID-19 on scholarship output • Approximately ½ of faculty were primary caregiver/caretaker with majorities reporting substantial increases in caretaking responsibilities and concurrent reductions in scholarly productivity 	<p>No further action is proposed as FAC met its obligation of collecting needed information about the impact of COVID-19 on UWT faculty well-being. The findings will remain posted and can inform the Faculty Workload Resolution moving forward</p>	<p>Utilize the findings from the <i>UW Tacoma COVID-19 Needs Assessment and Impact Survey</i> to support the work developing an equity-minded Faculty Workload Resolution.</p>

Topic/Issue	Response	Further Action	Ongoing 2022-2023
	<ul style="list-style-type: none"> Substantial majorities of faculty reporting personal, economic, and social challenges including financial strain, feelings of isolation and increased workload A significant minority of faculty reporting mental health challenges <p>In February 2022, the findings from the <i>UW Tacoma COVID-19 Needs Assessment and Impact Survey</i> were distributed to the full UWT faculty.</p> <p>In February 2022, the Faculty Assembly hosted a forum to provide resources to faculty experiencing mental health concerns. The forum hosted approximately 53 UWT faculty and was led by mental health experts from UW Seattle.</p> <p>The findings from the <i>UW Tacoma COVID-19 Needs Assessment and Impact Survey</i> are available on the Faculty Assembly website and will be posted on FAC website</p>		
Lead discussion on challenges that international faculty face at UW Tacoma and provide recommendations	<p>Faculty Affairs Committee was not able to address this issue this academic year and has added it as a key agenda item for the AY 2022 – 2023.</p>	<p>No further action is required at this time. FAC will take up this important matter during the next academic year.</p>	<p>AY 2022 – 2023:</p> <ul style="list-style-type: none"> FAC will collect information from international faculty regarding challenges faced at UW Tacoma FAC will reach out to program administrators in Schools and the Academic Human Resource office to learn about legal and bureaucratic challenges faced FAC will deliver a report to EC that will outline findings from

Topic/Issue	Response	Further Action	Ongoing 2022-2023
			surveys and will include recommendations to move forward
Agenda Items for AY 2022 - 2023	<p>FAC has proposed the following agenda items for the next academic year</p> <p><i>Faculty Workload Resolution</i></p> <ul style="list-style-type: none"> FAC will continue the work with EC, Schools and UWT leadership to draft and develop a faculty workload resolution that will meet the unique needs of Schools and advocate for equity across all faculty at UWT FAC proposes to re-center Resolution based on the American Council on Education, Equity-Minded Faculty Workload which focuses on six principles: transparency, clarity, credit, norms, context and accountability. FAC proposes to have a final resolution drafted and implemented <p><i>Supporting International Faculty</i></p> <ul style="list-style-type: none"> FAC will collect data addressing the challenges that international faculty face at UW Tacoma Will reach out to program administrators at Schools and Academic Human Resources to learn about legal and bureaucratic challenges experienced 	N/A	N/A

Topic/Issue	Response	Further Action	Ongoing 2022-2023
	<ul style="list-style-type: none"> FAC will deliver a report that outlines findings from assessments to the Executive Council. Report will include recommendations to address these challenges faced. <p><i>Addressing Parking Concerns</i></p> <ul style="list-style-type: none"> FAC proposes to revisit the challenges of available faculty parking 		

Faculty Affairs Committee Members in AY 2021 - 2022

Sharon Laing, FAC Chair, 2021 – 2022, School of Nursing and Healthcare Leadership

Yonn Dierwechter, 2021 – 2024, School of Urban Studies

Christopher Knaus, 2021 – 2024, School of Education

Wei Cheng, 2019 – 2022, School of Engineering and Technology

Ken Cruz, 2021 – 2024, School of Social Work & Criminal Justice

Ehsan Feroz, 2021 – 2024, Milgard School of Business

Alex Miller, 2020 – 2022, School of Interdisciplinary Arts & Sciences

Margo Bergman, 2021 – 2022, Milgard School of Business (Chair: Fall 2021, Winter, 2022: Non-Tenure Track Faculty Forum, Ex-Officio)

Diana Falco, 2021 – 2022, School of Social Work & Criminal Justice (Chair: Spring 2022: Non-Tenure Track Faculty Forum, Ex-Officio)

9.9 Appendix I: 2021 - 2022 APT Committee Final report

APT COMMITTEE REPORT: 2021-2022

(Compiled by Chair - Christine Stevens)

Committee Members: Associate Professor and APT Chair Christine Stevens (NHCL) , Professor Charles Emlet(SWCJ), Association Professor Riki Thompson (SIAS), Associate Professor Debasis Dawn (SET), Professor Matthew Weinstein (Education), Professor Arindam Tripathy (Milgard)

SUMMARY MATRIX: TOTAL CASES REVIEWED

Promotion Cases	Number	Further Action
<u>Tenure Track</u> Mandatory Appointment Cases: Assistant to Associate, with tenure	6	Completed.
<u>Tenure Track</u> Non-Mandatory Appointment Cases: Associate to Professor	0	Completed.
<u>Tenure Track</u> Non mandatory Going up early for tenure	1	Completed
<u>Teaching Faculty</u> Non-Mandatory Appointment Cases: Teaching Assistant to Teaching Associate	6	Completed.
<u>Teaching Faculty</u> Non-Mandatory Appointment Cases: Teaching Associate to Teaching Professor	8	Completed.
TOTAL CASES	21 cases	

Activity Report

APT charge 2021-2022

Charge 1: Review all tenure, promotion and non-mandatory promotion cases and advise Chancellor.

The main role of the APT committee is to review, discuss, and vote on the cases listed above. This year we had one of the largest number of cases to review which required 5 meetings to discuss cases and voting

Charge 2: Organize faculty forums to inform faculty about tenure, promotion processes and expectations.

Four Workshops for faculty were held by the APT Committee and all were recorded and posted on APT website. One workshop for Tenure track (47 participants), one workshop for Associates seeking Professor (17 participants) and two workshops for Teaching faculty (25 participants) for a total of 89 faculty participants on Zoom.

Charge 3: Draft a process for APT chair election

The 2021-2022 committee was charged with developing a policy about electing an APT chair annually because there were no bylaws addressing the process for electing a chair (*See appendix for approved policy*).

In the absence of a policy, the 2021-2022 committee voted based on the current membership of elected representatives in the Autumn quarter. The seven committee members were comprised of three Full Professors and four Associate Professors. Of the seven committee members, five had not previously served on the APT committee before nor had the three Full Professors. An Associate Professor who had served in previous years was voted in as chair.

The 2021-2022 APT committee discussed and drafted a policy for election of the APT chair and the policy was passed in the APT committee (see attached). However, due to the creation of a 2021-2022 APT taskforce and revisions of bylaws by Executive Council (EC), we requested that EC vote on this policy and other policies that will be revised by APT 2022-2023.

Charge 4: Provide feedback on a FA (Faculty Assembly) taskforce on APT's report and recommendation

The APT committee met with the FA taskforce to discuss the issues affecting processes. The committee was supportive of the development of the bylaws.

Lack of Bylaws for APT committee

This year Executive committee appointed an APT taskforce to address some of the issues that have affected UWT faculty. While the APT committee was supportive of this action, we believe that the lack of ANY bylaws which oversee the actions of APT committee has contributed to the problems. Therefore, this year, we met **eighteen** times together to discuss the lack of procedures/bylaws outlined for the APT committee, including meetings with the Secretary of the Faculty to discuss the issues and gain clarity.

Over the years, each APT committee has developed their own processes with no standardization. We have identified several bylaws that we believe would address several issues for future APT committees. The decisions about HOW the committee functions should not rely on individual committees but be voted on and approved.

After our meetings with Secretary of Faculty, discussion with previous APT chairs and our own experiences, we are certain that these bylaws need to be written and approved for future Committees. The APT committee voted to propose the bylaws in September 2022 and then follow them consistently during APT review for 2022-2023. We will vote on the bylaws and present to EC in 2022-2023

Here are some issues that affected the committee this year and need to be addressed.

Letter from Vice Provost to the APT committee

*"..When conducting the council vote, there must **be more than 50% out of the total eligible voting members who vote in favor to report that the council recommended promotion (see Faculty Code Section 23-46C.).***

*In other words, with a total of 6 eligible voting members on your council (which accounts for the one recused member from each school), there must be **4 or more who vote in favor** for the recommendation to support promotion. "*

TANYA L. EADIE, Ph.D.

Professor

Associate Vice Provost, UW Office of Academic Personnel

Proposed Bylaws

I. Process of the vote on cases

We had one member who did not show up for several discussions on the cases and still wanted to vote on cases. There is no policy that committee members had to attend the discussion in order to vote. Since there was no policy, the committee voted those members who did NOT attend the discussion could not vote.

Bylaw needed: Process for the vote on Faculty cases

- a. Does a committee member have to be present for the discussion to vote?
- b. Should the member from the school of the candidate up for tenure or promotion be recused?
- c. Should votes be confidential or anonymous?
- d. Should "abstain" be an option for voting?

II. Who can vote on cases of higher rank?

The Secretary of the Faculty stated that members of the APT committee represent their School and therefore it does not matter which rank they are to vote on cases. Teaching faculty voting on Tenure or Professor is not addressed if they are member of the committee in the University of Washington Faculty code. Secretary of the Faculty suggested that all APT members represent their school and are not voting on the same content as the unit level and therefore should not be recused from votes. This needs to have a bylaw

Bylaw needed: Who can vote on cases?

- a. Can all members regardless of rank vote on all APT cases?
- b. Should all members of APT vote to have a full 7 votes available and easier to make quorum of 4?
- c. Can Teaching faculty be members of the APT committee?

III. Chair of APT committee

Bylaw needed: Who should be chair of APT?

- a. Should the chair of APT come only from tenure track faculty rank?

Respectfully submitted,

Christine A Stevens

Christine A Stevens PhD

Chair



UNIVERSITY OF WASHINGTON

TACOMA

Selection of the Chair of Appointments, Promotion and Tenure Committee

Membership: The voting membership of the Faculty Committee on Appointment, Promotion, and Tenure (APT) shall consist of no less than seven (7) members. Each academic unit will be represented by a tenured faculty member. Each academic unit will elect a representative. Academic unit heads are not eligible to serve. The term of office shall be three years and a representative may serve a maximum of two consecutive terms, at which point, a member cannot be re-elected for one full year.

Selection of the Chair of the APT committee.

1. In Spring of each year, the committee will elect a chair to serve in the next academic year
2. The chair will serve for one year.
3. All associate and full professors will be eligible for the role of chair.

9.10 Appendix J: Adhoc Budget and Planning Committee

FA Ad Hoc Budget and Planning Committee--Draft

Building on the Faculty Code [Section 23-45](#) UW Tacoma Faculty Assembly (FA) [Bylaws](#) ask the faculty to advise the administration on budget: “[Executive Council] shall advise the Chancellor and inform the Faculty Assembly on matters of policy regarding faculty promotion and tenure, and on matters involving academic policy, including priorities, strategic planning, resource and salary allocation, and budgets.” (Article V; Section 1 (A))

At University of Washington, [Faculty Senate Committee on Planning and Budgeting](#) “advises the administration and informs the Faculty Senate on long-range planning, preparation of budgets, and distribution of funds, with a particular focus on faculty concerns.”

At UW Bothell, the General Faculty Organization’s [Campus Council on Planning and Budget \(CCPB\)](#) “serves as an advisory board to the EC on long-range strategic planning, preparation of budgets, and distribution of funds as they relate to issues of concern to faculty.” At UW Tacoma, Faculty Assembly’s Strategic Budget Committee (a standing committee) was [abolished in 2013](#) and the budget advising role was assumed by the FA Executive Council.

Facing major budget issues in 2020-21, the EC convened the Ad Hoc Budget Advisory Committee to help the FA leadership on budget related issues. Composed of a team of dedicated faculty with experience in working with university budgets, the committee filled an important role in helping the EC to fulfill its budget advisory responsibilities.

Let it be resolved that the Executive Council establishes the FA Ad Hoc Budget and Planning Committee to advise the FA leadership on budget and planning at UW Tacoma. The committee’s primary focus shall be upon the development and articulation of strategies to sustain the UW Tacoma’s financial health and to ensure that students, staff, and faculty have the resources, access, and financial stability to enable the UW Tacoma community to thrive.

The committee will have four specific roles:

1. To provide reviews of budget and planning materials requested by the FA Chair and FA Executive Council;
2. Provide detailed input on specific budget requests, academic strategy, and long-term campus planning related to campus growth strategies – including enrollment management; procurement of new, and use of, existing facilities; budget reviews of proposed and existing campus Centers, and other planning and budget issues of importance to faculty;
3. Obtain, review, and communicate budget information in a form most useful to the faculty and provide quarterly reports to the Executive Council and the faculty at large on the state of UW Tacoma’s budget and planning;
4. Invite representatives of the campus to provide information, discuss issues, and/or provide guidance critical to planning and budgeting.

The committee will consist of a total of seven members, including the Chair, Vice-Chair, Past-Chair of the Faculty Assembly. It will be chaired by FA Chair or the Past Chair. Other faculty members will be selected with experience or interest in university budgets. Each year, the FA Chair and Vice Chair will propose a set of members for the committee, whereupon Executive Council will discuss and vote on the final committee composition. The committee will meet at least twice each quarter.

9.11 Appendix K: APT Taskforce

Taskforce on the Faculty Committee on Appointment, Promotion, and Tenure (APT)
November 23, 2021

On May 28, 2021, UW Tacoma Faculty Assembly's Executive Council (EC) passed two resolutions related to the Faculty Committee on Appointment, Tenure, and Promotion's (APT) charge and voting procedures.

EC decided that "APT's deliberation should take place with the understanding that the committee will undertake a procedural and substantive review of all candidate files for the academic year 2021-2022 with the understanding that the charge is to be reviewed by EC during the same year."

Moreover, EC removed the language in the APT's Promotion & Tenure General Guidelines that reads, "Effective in the 2019-2020 promotion cycle, Associate Professors serving on the APT shall recuse themselves from a vote on candidates going up for promotion to Full Professor." This removal allowed Associate Professors serving in the committee to vote on candidates going up for promotion to Full. As reflected in the meeting minutes, the EC discussion indicated the need for a task force to systematically look at the voting issue.

Furthermore, on December 11, 2020, EC recommended that the instructional titles from the FA Bylaws be aligned with the new titles, replacing lecturer, senior lecturer, and principles lecturer titles with Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor. These Bylaws changes were approved by the faculty.

With these title changes, we now wish to address whether membership on APT, currently limited to tenured faculty, should be opened up to non-tenure track faculty. Faculty Assembly additionally confronts whether schools should establish their own promotion committee to advise school Deans. If they do, would this committee replace APT's role in advising the Chancellor's office?

Let it be resolved that a taskforce be established to examine these issues and provide recommendations to EC by the end of March 2022 for EC's deliberation and action in Spring.

1. Can a UW Tacoma school establish its own promotion and tenure committee? If it can and does, should a campus-wide APT continue to advise the Chancellor on the cases from that school?
2. Should the APT continue to do "procedural and substantive review" as decided by EC in May 2021 for 2021-22 review cycle? If so, what does substantive review entail?
3. Should members of the APT be allowed to vote on promotion cases above their rank?
4. What rank of faculty should be eligible to serve on APT? Should Teaching Track faculty serve on APT? Should there be an attempt to establish some kind of balance of ranks and tracks on APT?
5. When the APT recommendation is negative or it conflicts with the faculty vote, ["APT Committee submits recommendation with reasons to candidate."](#) In these cases, should the faculty member be allowed to respond?

The taskforce will have five members, including the chair. Faculty Assembly Chair and Vice Chair will prepare the member list (based on Faculty applications), including the taskforce's chair for the EC's review and vote. At least three members will be faculty who served or are currently serving on the APT and at least one member will be a Teaching Track faculty. There will not be more than two members from the same school.

9.12 Appendix L: APT Taskforce Recommendations

Task Force on APT

Recommendations for Consideration

March 18, 2022

Please accept the following recommendations from the Task Force on APT appointed by the Executive Council of the UW Tacoma Faculty Assembly. The members of the Task Force include the following:

- Diana Falco (Assistant Teaching Professor, SSWCJ)
- Jim Gawel (Associate Professor, SIAS), Chair
- Bryan Goda (Professor, SET)
- Stephen Ross (Associate Professor, SIAS)
- Barb Toews (Associate Professor, SSWCJ)

In addressing the questions in our charge, the Task Force considered the UW Faculty Code, met with the UW Secretary of the Faculty and the current members of APT, and met weekly to discuss and draft these recommendations. Where there was not a consensus of opinion on a recommendation, the majority and the minority opinions are discussed.

1. **SCHOOL AUTHORITY TO HAVE OWN APT COMMITTEE (STRUCTURE):** Can a UW Tacoma school establish its own promotion and tenure committee? If it can and does, should a campus-wide APT continue to advise the Chancellor on the cases from that school?

We recommend that UW Tacoma NOT create school-level APT-type committees at this time.

In our conversation with the Secretary of the Faculty (SecFac), he stated that the Provost would not support such a move at this time. He relayed that there was a directive from the Provost for consideration of changes to the Faculty Code to address the “school” issue at the tri-campus level, which has been temporarily sidelined by COVID issues taking precedence. He did suggest that it would be appropriate for Faculty Assembly to request that this issue again be taken up and moved forward by the tri-campus committee.

The task force also recommends that there NOT be two levels of APT-like review at UW Tacoma as this would add an extra level of review for faculty on our campus not required of any other faculty member at UW, and thus is an undue burden on faculty. Moreover, SecFac also commented that such an extra level of review might not be allowed by the Faculty Code.

2. **CLARIFY APT REVIEW PURVIEW (PROCEDURAL/SUBSTANTIVE/BOTH) (PROCESS):**
Should the APT continue to do “procedural and substantive review” as decided by EC in May 2021 for 2021-22 review cycle? If so, what does substantive review entail?

We recommend that APT carry out a review that is both procedural and substantive, but limited in scope. Per our conversation with the Secretary of the Faculty, this is consistent with

the intent of the Faculty Code and the expectations of the Provost, who views consistency as the goal of the substantive review. **The Task Force recommends limiting APT review to addressing these questions:**

- 1. Was due process followed in creation of the review committee, selection of external reviewers, timeline, and candidate responses?**
- 2. Did the review committee, voting faculty, and Dean sufficiently and explicitly justify their decisions based on the published criteria for promotion of the candidate's school, and within the bounds of any campus-wide published criteria and the UW Faculty Code?**
- 3. Were the school's promotion criteria consistently applied by the review committee, voting faculty, and Dean?**

The promotion review committee and School faculty, considering the input of experts in the field as external reviewers, have already sufficiently evaluated the quality of a candidate's scholarship, whether for Teaching or Tenure-Track faculty. Moreover, it is more likely than not that members of APT have no direct familiarity with the nuances of what connotes quality or excellence in scholarship in a particular candidate's academic field. Although APT members may have field-specific expertise to adequately evaluate the quality/excellence in scholarship for some candidates on a case-by-case basis, individual APT members are not likely to have this expertise for all candidates. Therefore, as the level of scrutiny of ALL candidate files should be equal, APT should not take it upon themselves to delve into determining scholarly quality for ANY candidate, regardless of field, rank, or track.

Rather, APT's review should evaluate whether the promotion committee and school faculty have sufficiently established that the candidate meets the broad criteria of excellence in the Faculty Code, any campus-level criteria written in the UW Tacoma handbook, and the specific criteria of the candidate's School. The candidate's School faculty have interpreted the broad mandates of the University and Campus within the context of their collective fields within the School, and APT should not attempt to project their own interpretations. Nor should APT attempt to apply any qualitative or quantitative measure of excellence (e.g., number or type of publications, teaching evaluation scores or other course evaluation metrics, journal impact factors, years in rank) that is not explicitly stated in the candidate's School criteria.

However, this substantive review by APT requires that the Schools have established a robust set of promotion criteria for their faculty within the bounds of University and Campus criteria, that the candidate specifically make their case relative to those criteria, and that the promotion committee and School faculty frame their decisions clearly on those criteria. If the School's review committee, voting faculty, and Dean do not provide adequate justification based on their promotion criteria, then APT will be forced to recommend against promotion, rather than take on this evaluation themselves. A comparative review of the various Schools' promotion criteria by APT and the EVCAA, separate from candidate review, should be carried out regularly

in order to ensure consistency of school criteria with any campus-level published criteria and the UW Faculty Code.

We further recommend that Faculty Assembly consider revisions to the UW Tacoma Handbook to explicitly guide the scope of APT review. We also recommend that APT create (or alter existing) working documents/forms that are in alignment with the scope of APT's review. These documents/forms should be secured for use by successive committees to prevent future misinterpretation of APT's scope of review.

3. **VOTING RESTRICTIONS BY RANK (STRUCTURE):** Should members of the APT be allowed to vote on promotion cases above their rank?
4. **RANK ELIGIBILITY & COMMITTEE REPRESENTATION (STRUCTURE):** What rank of faculty should be eligible to serve on APT? Should Teaching Track faculty serve on APT? Should there be an attempt to establish some kind of balance of ranks and tracks on APT?

As charges (3) and (4) are overlapping and related, our recommendations will address both together. The Task Force members are not of the same opinion on some of these matters, and thus we will summarize consensus recommendations of all 5 members, and any majority or minority opinions if consensus was not reached.

The Secretary of the Faculty clearly stated in our meeting that in the absence of specific requirements for voting hierarchy in the Faculty Code, no voting hierarchy is intended to apply. Therefore, there is nothing in the Faculty Code that limits who can vote on whom in APT deliberations. Section 24-54 of the Faculty Code, Procedures for Promotions, states that "Eligibility to deliberate and vote on a recommendation of promotion is limited to voting members of the faculty who are superior in academic rank and title to the person under consideration, subject to the limitations described in [Section 21-32](#), Subsections C and D." The minority opinion states that this applies to departments, and argues that APT should not be different.

Members of APT are elected by their faculty to represent them on APT, and thus it was the SecFac's view that the voting rights of that faculty member should not be infringed, thus lessening their ability to be an effective representative. It is also true that an abstaining member is counted as a negative vote. **Thus, it is our consensus recommendation that once elected to APT, no faculty member should be asked to recuse themselves from voting.** In a related matter, the Faculty Code does not require that APT members with a more direct conflict of interest (e.g., promotion for a family member) give up their voting rights, but we recommend the continued practice of those with such a direct conflict of interest recusing themselves from conversation of a case.

It is in the makeup of APT members that there are two opinions on the Task Force. SecFac stated that some UW schools restrict who can serve on “APT,” while others do not. It was the SecFac’s opinion that there was good reason to allow all faculty ranks and tracks to serve on APT to provide for multiple viewpoints on the gamut of promotion files submitted and help break down the white male dominated power dynamic in the senior TT ranks at UW.

The Task Force is aware that some UWT faculty members believe that Teaching track faculty should not evaluate TT faculty promotion files due to perceived lack of required scholarship in the Teaching track job description. However, SecFac points out that in the Faculty Code [scholarship is required of all faculty types](#), and rather it is the evidence required for this scholarship that differs. *Section 24-32 Scholarly and Professional Qualifications of Faculty Members*, section A, states:

Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty. The scholarship of faculty members may be judged by the character of their advanced degrees and by their contribution to knowledge in the form of publication and instruction; it is reflected not only in their reputation among other scholars and professionals but in the performance of their students.

Also, as SecFac pointed out, there is no requirement that the UW President or Provost or the UWT Chancellor be faculty members at all. These administrators rely on adherence to published criteria to make their decisions on promotions. For example, in the School of STEM at UW Bothell, Alaron Lewis, Associate Teaching Professor, serves as Chair of the Division of Biological Sciences, which is equivalent to a departmental Chair in the UW system. Thus, a Teaching track faculty member serves currently in a role with distinctive promotion decision-making responsibilities.

Furthermore, as stated above in (2), it is more likely than not that APT members will not be in the same discipline as a candidate for promotion, and thus APT should refrain from evaluating the scholarly impact of ANY faculty member’s file to be equitable, whether TT or Teaching track or other. Rather, APT’s review should be limited to the following:

1. Was due process followed in creation of the review committee, selection of external reviewers, timeline, and candidate responses?
2. Did the review committee, voting faculty, and Dean sufficiently and explicitly justify their decisions based on the published criteria for promotion of the candidate’s school, and within the bounds of any campus-wide published criteria and the UW Faculty Code?
3. Were the school’s promotion criteria consistently applied by the review committee, voting faculty, and Dean?

Therefore, **within the constraints of our recommendations for the scope of APT review in (2) above, the majority of Task Force members (4/5) recommend that all tracks at rank of Associate or above should be eligible to serve on APT.** The majority believe that all faculty

members, regardless of rank/track, can successfully carry out such a review as that suggested in Point 2 of this report. Moreover, the Task Force majority believes that it is the right of each unit's voting faculty to elect the faculty member that best represents their faculty, without influencing who represents another school.

The minority opinion states that it is necessary, but not ideal, to allow tenure track Associate Professors to serve on APT due to the small numbers of TT Professors in some schools, but that this should not be expanded to Associate Teaching Professors and Teaching Professors. In the minority opinion, teaching professors do not have the experience of going through the tenure process, nor have they been involved in the promotion process at the tenured level. In the minority opinion APT is making career level decisions that could be negatively influenced by an unqualified member of the APT. There are also concerns about whether other schools are allowing lower rank professors to vote on tenure/promotion of those in upper ranks, or across tracks, and the discrepancy between voting hierarchies in how merit is occurring at the school level with no such hierarchy at the APT level.

Members of the task force engaged in cursory research about the makeup of APT committees at other universities. This research shows that there is not a universal convention or consensus on who, based on rank and track, should or should not serve on APT committees. The findings reveal that there is support for both the majority and minority opinions.

While all Task Force members believe that Assistant Professors and Assistant Teaching Professors should be protected from excessive committee workload, a 3/5 majority believes it is the school's right to choose their APT representative and thus believe that APT eligibility should include all ranks. The minority opinion (2/5) rejected allowing the Assistant Professor rank to serve on APT. The majority foresee that a new school with primarily junior faculty members could be created (this has happened elsewhere at UW), and thus believe that the option to call on junior faculty to serve on APT may be required in some cases. It was noted in discussion that units may want to consider the amount of experience at UWT and experience with the promotion criteria and process within a school in considering their APT representation, arguing against APT eligibility for junior faculty.

Those holding the minority opinion believe that Assistant-rank faculty lack experience in reviewing colleagues' records in relation to school-level promotion criteria, the UWT Handbook, and the Faculty Code that comes with serving on School-level promotion review committees and/or faculty discussions and voting on junior-faculty promotion cases. Given this lack of experience, the minority opinion believes that this creates significant challenges for these colleagues to adequately complete the type of review recommended in Point 2 of this report. It was suggested that if Assistant-rank faculty are made eligible to serve on APT, then we should limit the number of Assistant-rank faculty that can serve on the committee to ensure that we have this experience represented. This would require coordination across UW Tacoma units in

selecting representatives, but without this coordination it's feasible that APT could have a majority of Assistant-rank faculty. However, it was also noted in discussion that new “senior” faculty are often hired with no more experience at UWT than some junior faculty who may have been here for 4-5 years, although they likely come with promotion experience at their previous institutions. For comparison, Table 1 shows the current eligibility requirements for the various “Schools/Colleges” of the University of Washington. In the minority opinion the UW organization most like the UW Tacoma APT Committee is UW Bothell, whose membership is limited to tenured faculty.

Full Professor only	Associate/Full or tenured	Assistant or higher/voting faculty
College of Arts & Sciences Foster School of Business College of Education College of Engineering School of Medicine School of Pharmacy	College of Built Environments College of Environment School of Law* School of Nursing* UW Bothell	School of Dentistry* Information School* Evans School of Public Policy & Governance* School of Public Health School of Social Work*

TABLE 1: Restrictions on eligibility for membership on “APT Committee” in the Schools/Colleges at University of Washington. *denotes that the school has “balance” requirements stipulating the number of TT Professors that must be on the committee or that those of lower rank must recuse themselves from voting on cases of those higher in rank. [See Appendix A for additional information on this table.]

As to whether there should be “some kind of balance of ranks and tracks on APT,” the consensus opinion (within the bounds of disagreement over APT eligibility described above) was that this is not practical nor recommended for the APT committee as currently structured. It is the school’s right to elect their representative, and striking some balance on APT as currently structured would require dictating what rank/track would be supplied by a particular school, thus infringing on that right.

If eligibility to serve on APT is opened to Assistant Professors (TT and/or Teaching) and/or teaching faculty without legislating a “balance” in membership, it is conceivable that APT could consist solely of junior faculty or teaching faculty. While maybe not likely it is still possible, and the task force does not think this would provide the multiple perspectives desired on APT, just as all TT senior faculty currently limits those perspectives. However, with the existing design for choosing one representative from each school without consideration of the overall mix from all schools, the task force does not see a way to remedy this. We suggest that Executive Council consider other options for APT representation that allows for a guaranteed “balance” of perspectives.

The Task Force did consider whether two separate APT committees were warranted to better serve the needs of tenure track and teaching track faculty. The minority opinion (1/5) supported this idea, stating that this would give the teaching faculty a voice and representation. In the majority opinion (4/5) this idea was rejected for several reasons: it would add unnecessarily to workload, it would create further schism between appointment types rather than working toward creating unity in our faculty, and it would seem to justify a separate APT for every appointment type (i.e., research faculty, clinical faculty). It should be noted that the Task Force did find multiple examples of institutions where separate APT-like committees exist for tenure-track vs. teaching faculty (e.g., University of Denver, Georgia Tech University, Colorado School of Mines), or where Teaching faculty serve on APT but only vote on Teaching Faculty cases (e.g., IUPUI).

5. **PROVIDE CANDIDATE OPPORTUNITY TO RESPOND TO APT REVIEW (PROCESS):** When the APT recommendation is negative or it conflicts with the faculty vote, “APT Committee submits recommendation with reasons to candidate.” In these cases, should the faculty member be allowed to respond?

We recommend that the promotion process be altered on the UW Tacoma campus to allow 1 week for candidate review of and response to APT’s letter to the candidate in the event that a letter is warranted by the Faculty Code requirements. We also recommend that a copy of the candidate letter be provided to the candidate’s Dean. However, as recommended by SecFac, this should be preceded by a request for consideration of this change by the UW Advisory Committee on Faculty Code and Regulations. SecFac believes that this change is not prohibited by the Faculty Code and is consistent with supporting an open and fair promotion process, and the Task Force concurs. We noted that although it is possible that the candidate could respond to the APT letter in a subsequent promotion-related meeting with the EVCAA allowed in the Faculty Code, that meeting is not guaranteed, nor is the scope of that meeting, and allowance for response to the letter should be made before the EVCAA considers all materials, not afterward, to minimize decision-making bias. We do recognize potential time constraints involved in implementing this step in the promotion process, but we feel it is warranted and thus recommend that the EVCAA should allow time for this step within the time allotted for their review of candidate files.

APPENDIX A

UW College of Arts & Sciences College Council - Only **full Professors** are eligible to serve on the Council.

- [College Council | College of Arts and Sciences - Administrative Gateway \(washington.edu\)](#)

UW College of Built Environments College Council - Only voting members of the faculty who hold the rank of **Associate Professor or Professor** shall be eligible for election to the College Council.

- [CODE OF ORGANIZATION AND PROCEDURE \(uw.edu\)](#)

UW Foster School of Business - The faculty representatives will be **full professors**

- [WORKSHEET FOR BYLAWS \(amazonaws.com\)](#)

UW Allen School of Computer Science & Engineering - ???

UW School of Dentistry - Committee members must be **assistant professor or above, and there shall be no more than one assistant professor and not more than two associate professors on the committee**. Any member below the rank of full professor shall not participate in the annual promotion session if s/he is being considered for promotion at that time.

- [Bylaws-SOD-Final.pdf \(amazonaws.com\)](#)

UW College of Education College Advisory Council - The CAC shall be composed of 5 faculty members who are **Full Professors** in the College of Education and may include faculty in research positions.

- [Procedures for Promotion and-or Tenure Updated January 2021.docx \(live.com\)](#)

UW College of Engineering Council on Promotion & Tenure - Membership: Each departmental representative shall hold the rank of **full professor**.

- [Faculty Bylaws | UW College of Engineering \(washington.edu\)](#)

UW College of Environment College Council - Members of the College Council shall have attained the **rank of Associate or Full Professor (including WOT Associate and Full Professors)** who do not hold the following administrative positions within their Departments or Schools: Associate/Assistant Deans, School Directors, Department Chairs, Associate/Assistant School Directors, and Associate/Assistant Department Chairs. **Research faculty may sit on the College Council but because these faculty are not eligible to vote on Promotion/Tenure (PT) matters**, their represented faculty groups shall elect an alternate member that is able to vote on PT matters.

- [College By-Laws | College of the Environment \(uw.edu\)](#)

UW Jackson School of International Studies - ???

UW School of Law Promotion & Tenure Council - Each year, the Faculty shall elect a Council of at least five tenured Faculty members, at least three of whom are full Professors.

- [bylaws_sol.pdf \(amazonaws.com\)](#)

UW The Information School - The chair and members of the Personnel Committee shall be elected by the faculty for a term not to exceed three years. The **chair should be a full professor**, and cannot be the Dean or an Associate Dean. The Chair of the Personnel Committee chairs the Extended Personnel Committee meeting.

- [iSchool Bylaws \(amazonaws.com\)](#)

UW School of Medicine - The voting members of the Council on Appointments and Promotions shall consist of sixteen elected members of the faculty, including **fifteen full regular professors, and one research professor**.

- [CODE OF ORGANIZATION AND PROCEDURES \(amazonaws.com\)](#)

UW School of Nursing - The chair of the School of Nursing APT Committee shall be elected from among the full professors. The School of Nursing APT Committee shall be composed of one (1) chair, six (6) regular members, and three (3) alternate members with two regular members and one alternate elected from each department. A **minimum of one associate professor and one full professor shall be elected from each department**

- [Microsoft Word - SoN Bylaws 05-20-13.doc \(amazonaws.com\)](#)

UW School of Pharmacy - All members shall be at the **rank of Professor**

- [Microsoft Word - SOP Bylaws 10-13-2009 Final.doc \(amazonaws.com\)](#)

UW Evans School of Public Policy & Governance - The Faculty Council shall appoint at least 4 Evans School voting members of the Faculty to serve on the Faculty Affairs Committee, **including two Professors, one Associate Professor, and one Assistant Professor**. From one of the members with the rank of Professor the Council shall appoint the Chair of the committee. Additional members may be appointed by the Faculty Council as it deems appropriate. Members **must recuse themselves** in matters that relate specifically to their own case (or where a conflict of interest is present) for reappointment, promotion or tenure, and from matters relating to specific **cases of faculty superior in rank** to them including cases of promotion to superior rank

- [A9b By-laws Final 5-9-07 FM amend-proposal 03_15_08 \(amazonaws.com\)](#)

UW School of Public Health Faculty Council - **Professors of a department with voting privileges**, excluding professors in the research track.

- [bylaws_sph.pdf \(amazonaws.com\)](#)

UW School of Social Work Retention, Promotion & Tenure Subcommittee - composed of **three (3) full professors and two (2) others from any other faculty rank and category eligible to vote** according to the UW Faculty Code.

- [Social-Work_ByLaws_10.15.pdf \(amazonaws.com\)](#)

UW Bothell Campus Council on Promotion & Tenure - The membership of the CCPT shall consist of seven **tenured voting faculty members**.

- [CCPT-Reference-Manual-2019-\(003\).pdf \(uwb.edu\)](#)

9.13 Appendix M: FA ByLaws Amendments

C. Faculty Committee on Appointment, Promotion and Tenure

1. Charge - The Faculty Committee on Appointment, Promotion and Tenure shall advise the Chief Academic Officer on cases involving promotion and tenure of the faculty in accordance with Sections 24- 54.C and 25-41.B of the University of Washington Faculty Code. The Committee coordinates discussion of appointment, promotion, and tenure procedures and expectations across academic units and with administration. The committee shall provide a procedural review of each promotion and tenure case, ensuring that due process was followed in accordance with the Faculty Code and the unit's established guidelines. The committee shall examine how the unit selected the review committee and external reviewers and whether the process adhered to the timeline, seeking clarification from the academic unit if necessary, while also considering any response from the candidate seeking promotion. In addition, the committee will examine whether the review committee, voting faculty, and Dean consistently applied and sufficiently and explicitly justified their decision based on the published criteria for promotion within the candidate's academic unit, any campus-wide published criteria, and the UW Faculty Code. When the review is concluded, the committee will provide a letter to any candidate who received a negative evaluation. Candidates are allowed five business days to review and reply to the committee's evaluation by sending a letter to the EVCAA and APT Committee.

It shall also be the responsibility of the Faculty Committee on Appointment, Promotion and Tenure to review and, if necessary, propose changes to policies and procedures related to campus-level implementation of University appointment, promotion, and tenure policy in accordance with Section 13- 23.A.5 and 13-31.A.4 and A.5 of the University of Washington Policy Directory. Proposed changes shall be referred to the Executive Council, which shall determine whether to refer the proposed changes to the Faculty Assembly for approval or may adopt them as provided in Article V, Section 1, Part C of these bylaws.

2. Membership and Voting – The voting membership of the Faculty Committee on Appointment, Promotion and Tenure shall consist of no fewer than seven (7) members. Each academic unit will be represented by a tenured faculty member with all tracks, including the tenure line and teaching faculty, being eligible to serve and to vote on all APT cases. In units with no tenured faculty, there will be no representation. Each academic unit will elect a representative. Academic unit heads are not eligible to serve. Members will serve for a term of three years and can be elected for a maximum of two consecutive terms, at which point a member cannot be re-elected for one full year. All members are eligible to vote, regardless of unit affiliation, unless there is a conflict of interest as described in the Faculty Code Section 24-50. The Chair will be elected by its members at the end of spring quarter and will serve for one academic year beginning September 16 in the year of their election and ending September 15 in the year after their election, unless re-elected. The term of all other members shall begin September 16 in the year of their election and end September 15 three years later.

9.14 Appendix N: Resolution on Prof. Hampson's resignation

Resolution on March 11 Faculty Assembly Leadership Memo on Prof. Sarah Hampson's Resignation

Executive Council requests that the Chancellor provide a formal response to the March 11, 2022 Faculty Assembly leadership memo, "Regarding Professor Hampson's Resignation," which outlined the facts of the case of Sarah Hampson's departure from UW Tacoma.

Further, Executive Council requests the Chancellor work with the SIAS Dean and faculty to prioritize hiring for the faculty line left vacant by Dr. Hampson's departure at the tenured associate level to repair the damage done to SIAS and the Law and Policy major by the departure of Dr. Sarah Hampson.

Approved by EC on April 8, 2022

9.15 Appendix O: Resolution to lift restrictions on Hyflex modality

Faculty Resolution to Temporarily Lift the Prohibition against Flexible Teaching Modalities on the UW Tacoma Campus during COVID-19

WHEREAS, the pandemic has created a clear and urgent need for greater flexibility in how our students - especially those vulnerable to the myriad and significant impacts of COVID-19 - participate in the learning process; and

WHEREAS, “hyflex” is broadly defined on the UW Tacoma Chancellor’s website as including “simultaneous in-person and online instruction” and this resolution uses that same definition; and

WHEREAS, versions of the hyflex teaching model enable the teaching and learning process to be adaptive and flexible during an unprecedented time of uncertainty and instability while increasing access; and

WHEREAS, the *School of Education* at the University of Washington Seattle recognizes that “The maximum flexibility of th[e hyflex] model empowers students to choose the types of interaction and participation that best meet their needs”; and

WHEREAS, University of Washington Seattle does not have a policy prohibiting ‘hyflex’; and

WHEREAS, flexibility in modality creates the potential to significantly minimize disruptions to the learning process during the pandemic; and

WHEREAS, since March 2020, the UW Seattle and UW Tacoma administrations have exhorted faculty members to be as flexible as possible for student needs during the pandemic; and

WHEREAS, the *Academic Success Programs* unit has agreed to partner with the *Office of Digital Learning* and *Media Services* at UW Tacoma in the design and implementation of a pilot project to study hyflex classroom practices on this campus if the prohibition is lifted, enabling us to be intentional and systematic about how we use ‘hyflex’ and other flexible teaching modalities as a campus community; and

WHEREAS, *Media Services* at UW Tacoma confirms that the majority of campus classrooms contain numerous camera and microphone systems that enable the use of Zoom or Panopto technology in the classroom; and

WHEREAS, policy regarding pedagogy and other teaching practices at UW Tacoma fall under the purview of the faculty on this campus;

BE IT RESOLVED,

That, UW Tacoma administration’s policy prohibiting faculty from offering flexible modalities, specifically within campus and hybrid courses, will be lifted starting spring quarter 2022 through AY 2022-2023.

Approved by EC 03.28.2022