

Faculty Resolution for Deans and Faculty Councils in Schools to Address Increased Workloads and to Promote Workload Equity on the University of Washington Tacoma Campus

WHEREAS, The University of Washington (UW) Faculty Code (Section 24-32) has outlined the scholarly and professional qualifications of all faculty members for appointment and promotion, stating that “The University faculty is committed to the full range of academic responsibilities: scholarship and research, teaching, and service,” and , scholarship and research, teaching and service are the core faculty functions necessary for appointment and promotion of all faculty members as outlined in the UW Faculty Code; and

WHEREAS, The University of Washington Tacoma (UWT) is a designated Carnegie Community Engagement Classification institution and as such, UWT and its faculty collaborates with “...its larger (local, region/state, national, global) communities for the mutually beneficial exchange of knowledge and resources within a context and partnership,” and community-engaged work is essential for UWT Carnegie Community Engagement Classification. Therefore, Tenured/Tenure-Track Faculty, and Teaching Faculty actively participate in community-engaged work; and

WHEREAS, at the University of Washington Tacoma, the scholarship and research load for all Tenured/Tenure-Track Faculty has grown and the service load for all part-time and full-time Faculty has increased to include leadership roles in Schools and on campus. Further, the teaching load of 6 courses for Tenured/Tenure Track Faculty and 7 courses for Teaching Faculty is greater than the teaching load for UWB and UWS; and, the recent UWT [COVID-19 Needs Assessment](#) findings revealed an exacerbation of workload imbalances in service and teaching among all UWT faculty; and

WHEREAS, evidence is conclusive that faculty from under-represented groups disproportionately engage in mentoring and diversity activities and women faculty do more teaching and service. Service and teaching are important to the functioning of the university; however, the activities by under-represented groups and women are invisible, go unrewarded, and have negatively impacted research and scholarship productivity of women and under-represented faculty; and

It remains imperative to preserve a balance among scholarship and research, teaching and service and community-engaged work, and to assure equitable workload for all faculty (teaching faculty, tenured/tenure-track faculty, and lecturers) across rank, gender, race, and other under-represented groups, therefore,

BE IT RESOLVED,

Scholarship/Research and Service: For Scholarship and Research, Schools shall provide further guidance, clarity and support around scholarship and research according to the Faculty Code for Tenured/Tenure-Track and Teaching Faculty to assure that faculty actively engaged in scholarship and research do not experience undue burdens associated with active research and

teaching. For Service, Schools shall provide guidance, clarity, and support around the scope of service activities to assure that all faculty engaged in multiple service roles do not experience undue burdens associated with service and teaching.

Community-Engaged Work: Where possible, Schools shall actively support all faculty who are actively involved in community-engaged work as previously defined.

Under-represented and female faculty: Schools shall provide support to all faculty especially underrepresented and female faculty, who may be engaged in more hours of teaching and service activities.

Equity-Minded Support

To begin the work of implementing equity-minded workloads for all faculty (teaching, tenured/tenure-track and lecturers), Schools are encouraged to apply promising best practices to create equity-minded faculty workloads. One [promising practice](#), presents common-sense [approaches](#) to lessen workload imbalances. Some key steps include: (1) Diagnosing the problem of excessive workload through monitoring and documenting faculty workload activity; (2) Determining areas where workload adjustment would be most beneficial after diagnosis, based on the specific needs of each School; (3) Developing an equity-minded action plan along with identification of supports and resources needed to address the problem areas; (4) Establishing a timeline to implement the action plans; (5) Evaluating the progress in moving toward equitable workload in each School.

The Office of Academic Affairs shall be charged with providing oversight and guidance to Schools to assure good faith attempts at implementing the proposed equity-minded workload proposal.

Approved by Executive Council of Faculty Assembly on Nov 21st 2022