

# Faculty Assembly Annual Report for 2022-23

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## 1 Standing Committees

Ensure the success of Faculty Assembly (FA) Standing Committees by supporting their work as identified in the charge letters.

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

[FAC: Faculty Affairs Committee](#)

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

### APCC

APCC (Chair: Julie Masura): APCC conducted monthly reviews of the curricular and program proposals, including new graduate programs, and new course proposals. In addition, the committee reviewed revisions to graduate programs, undergraduate programs, and courses. APCC Chair has been heavily involved in the Academic Planning that the campus has undertaken this year.

You can read the full report of the committee [here](#) or in the Appendix L.

### FAC

FAC (Chair: Sharon Laing): The FAC conducted monthly meetings to continue the work started in 2021-22 on the workload resolution and to collect data on the experiences of international faculty. FAC Chair created a self-assessment survey that can be completed by the schools to assess their structures.

You can read the full report of the committee [here](#) or in the Appendix M.

### APT

APT (Chair: Jim Thatcher): The committee has reviewed mandatory and non-mandatory files and it conducted four information sessions for faculty of all ranks during Spring quarter.

You can read the full report of the committee [here](#) or in the Appendix N.

## 2 Executive Council

We had strong representation on the executive council (EC) from the schools. The members were all engaged in various committees and task forces to make progress on the FA goals and priorities this year. The debates and discussions at the executive committee meetings are a testament to the strong faculty voice on our campus.

Here is the EC membership this academic year: Huatong Sun, Julie Masura, Jim Thatcher, Sharon Laing, Kathy Beaudoin, Monika Sobolewska, Jim West, Zhiquan (Andy) Shu, Barb Toews, Andrea Hill, Robin Evans-Agnew, Rupinder Jindal, Anne Taufen, Mary Hanneman, Julia Eaton, Jenny Xiao, Alex Miller, Margaret Griesse, Ruben Casas, Erika Bailey.

We could not have done this work without the support of the program coordinator, Andrew Seibert.

### 2.1 Faculty Workload Resolution

The EC passed a faculty workload resolution put together by the FAC. You can find the resolution [here](#) and in appendix G.

### 2.2 Faculty Resolution to Address Safety and Security

The EC passed a resolution to address safety and security of faculty and instruction. Please see [resolution](#) here and in appendix H.

### 2.3 Covid funds

We supported many faculty members in their professional development through covid funds granted by the Chancellor for the second year. We are thankful to the Vice Chair, Huatong Sun, for leading the process and the EC members: Andrea Hill, Mary Hanneman, and Julia Eaton, who reviewed the proposals based on the criteria distributed with the call for proposals email, sent in September.

### 2.4 Unit Adjustments

Faculty assembly chair provided the proposal for unit adjustments for salary work after consulting with the Executive Council and Ad hoc Budget committee members, to the provost in collaboration with the EVCAA and Chancellor. The chair's report can be found in Appendix E regarding the process.

### 2.5 Ground Rules for Faculty Assembly Meetings

EC members collaborated to create a ground rules document to be used with all committee meetings held under faculty assembly. This document can be found [here](#) or in Appendix D.

## **2.6 Promotion and Tenure Language in Bylaws**

The bylaws changes based on the APT taskforce work from 2021-22 had to be revoked earlier this academic year despite the faculty approval vote. The EC members of FA conducted two special meetings to address the issue and discuss the next steps.

## **2.7 Tri-campus Councils**

EC members listened to reports and updates from Tri-campus councils at their January meeting. This is a good practice to keep up with tri-campus initiatives.

## **2.8 Paulsen Committee**

EC members approved the modified Paulsen Committee charge. The membership and charge can be found on our website at <https://www.tacoma.uw.edu/faculty-assembly/paulsen-committee> and in Appendix F.

# **3 Activities**

## **3.1 New Faculty Orientation**

We organized our first in person orientation since 2019 and 16 new faculty members attended from 8:30am to 4pm. You can read the bios of our newly hired talented faculty [here](#).

We are thankful to S.E.E.D faculty, Office of Digital Learning, Office of Research, Office of Community partnerships, Copy Center, IT and Media Services, TLC, Libraries, Office of Global Affairs, Directory of Faculty Affairs for making time for the new faculty and orientation. Many of our faculty members served on teaching, promotion, and tenure panels and we couldn't have done this without their support. A special thank you to Paul Lovelady for creating QR Code flyers for the faculty to find campus resources.

## **3.2 Fall Retreat**

Our fall faculty assembly retreat was well attended and we spent our time getting to know the leadership and campus updates from Student Affairs, Student Success, Center for Equity & Inclusion, Pantry and Student Resources information. An academic plan refresher was provided from the last cycle and faculty members brainstormed on the direction and focus for the new planning cycle. The retreat agenda can be found [here](#) and in Appendix O.

## **3.3 Winter Quarter Faculty Assembly Meeting**

We used our Winter Quarter FA meeting to enjoy some music and poetry narration from our talented colleagues, Nicole Blair and Dean Natalie Eschenbaum. The faculty senate leadership, Gautham Reddy and Cynthia Dougherty along with other key members of the senate attended the meeting. The Vice Provost of Academic Personnel, Fred Nafukho,

attended and provided remarks. We heard from the campus administration and the spent the second part of the session to work on academic planning. We collected donations for the campus pantry. You can see the agenda [here](#) or in Appendix K.

### **3.4 EVCAA Listening Sessions**

The faculty assembly hosted three Executive Vice Chancellor of Academic Affairs (EV-CAA) listening sessions to provide space for faculty to ask questions. In these meetings, faculty members raised issues related to hybrid/dl policies, structural issues within the campus, faculty safety and support at UW Tacoma, campus safety dealing with threats.

### **3.5 Searches**

Faculty assembly Chair and EC member, Anne Taufen served on the VCFA search committee over Summer quarter continuing into Fall quarter. Several EC members attended the interviews for Vice Provost for Academic Personnel. FA Chair attended all the Provost interviews held for the Senate Executive Committee members and EC members attended the presentations.

### **3.6 Milgard Hall Opening**

The FA chair emceed the Milgard Hall opening along with ASUWT President, Jai'Shon Berry. A new sustainable building that will bring more capacity to the campus is a welcome addition and the FA Chair feels honored to be part of this historical occasion for our campus.

## **4 Ad hoc Committees, Forums, or Task forces**

### **4.1 Adhoc Budget and Planning Committee**

The Ad hoc budget planning committee is on its second year and helps with providing budgetary guidance to faculty assembly leadership to advocate for faculty. Faculty assembly sought nominations for membership on the committee. EC members selected Davon Woodard, Fei Leng, Brent Van Manen (UW MSB Alumni), Mohammed Jasim, and Cheryl Greengrove to serve on this committee. This year the group worked on examining the unit adjustment model from UW Bothell to provide feedback. The Ad hoc budget committee members met four times this year to assess and develop unit adjustment models. They provided feedback on the preliminary analysis using UW Bothell's model. The committee met to review and revise the model due to the challenges with the implementation based on UW Bothell's model. You can find more information on the role of this group at [link](#) and the unit adjustment report submitted in Appendix E.

### **4.2 Non Tenure Track Faculty Forum**

Non tenure track faculty forum was led by Chair, Chris Marriott. Some of issues that are being addressed are teaching associate contracts and part-time lecturer support. You

can find the report [here](#) or in the Appendix P.

### **4.3 Academic Planning Task force**

Executive Committee launched a task force to embark on academic planning work that aligns with the new strategic plan. The charge can be found [here](#) and in Appendix I. The EC approved plan can be found [here](#) and in Appendix J.

### **4.4 Ad hoc Research Advisory Committee**

The Ad hoc Research Advisory Committee(RAC) is in its fourth year and providing support to faculty on research and scholarship. Faculty assembly sought nominations for membership on the RAC. You can find information on this group's work at [link](#)

### **4.5 UW Tacoma Faculty Representation on Faculty Senate**

Faculty Assembly Chair attended Faculty Senate Chair's Cabinet meetings, Senate meetings, Senate Executive Committee 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.

### **4.6 FA Chair on Senate Committee on Undergrad General Education**

FA Chair was a co-chair of the Senate Committee on Undergrad General Education. Met weekly to plan and monthly with the steering committee to draft curricular governance structures at the tri-campus level and to lead the general education(GE) teams to provide definitions for the areas of inquiry and other GE areas. Attended Seattle, Bothell, and Tacoma administrative and curriculum groups' meetings, tri-campus councils' (FCAS, FCTCP, FCTL) meetings, Associate Deans' of Seattle meetings, Deans' meeting for College of Arts & Sciences in Seattle to communicate about this work and to solicit feedback. The Class B legislation was passed by the Senate in May 2023.

## 5 Appendices

## 5.1 Appendix A: APCC Charge for 2022-23

Julie Masura, M.S.  
Teaching Professor, School of Interdisciplinary Arts and Sciences  
Chair, Academic Policy and Curriculum Committee

Re: Academic Policy and Curriculum Committee Charge for 2022-23 Academic Year

Dear Professor Masura,

Thank you for serving as Chair of the Faculty Assembly's Academic Policy and Curriculum Committee (APCC) for another year. 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 and will publicize these charges in October.

APCC Charge as Agreed on by FA and APCC Leadership

**Charge 1. Review all the course and program proposals.**

**Deliverable:** Document on the annual report for APCC

**Timeline:** Fall 2022, Winter 2023, and Spring 2023

**Charge 2. Provide orientation to new and existing APCC members and an open invitation to all faculty and curriculum coordinators.**

**Deliverable:** A recorded orientation

**Timeline:** Fall 2022

**Charge 3. Partner with EC to work on the UW Tacoma academic planning policy and process.**

**Deliverable:** A written review of the policy and process vetted at APCC meetings.

**Timeline:** Winter 2023 & Spring 2023

**Charge 4. Update the course list for designations, DIV, W, R, and S.**

**Deliverable:** APCC website will have the current course lists for the various designations.

**Timeline:** Winter 2023

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

Menaka Abraham  
Teaching Professor, SET  
Faculty Assembly Chair

Huatong Sun  
Associate Professor, SIAS  
Faculty Assembly Vice-Chair

## 5.2 Appendix B: FAC Charge for 2022-23

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

Re: Faculty Affairs Committee Charge for 2022-23 Academic Year

Dear Professor Laing,

Thank you for serving as Chair of the Faculty Assembly's Faculty Affairs Committee (FAC) for another year. 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 and will publicize these charges in October.

FAC Charge as Agreed on by EC and FAC Leadership

**Charge 1. Finalize the faculty workload resolution that was started in 2021-22 Academic Year**

**Deliverable:** A draft resolution submitted 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 2022 and Winter 2023

**Charge 2. 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 2023 and Spring 2023

**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 2023

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

Menaka Abraham  
Teaching Professor, SET  
Faculty Assembly Chair

Huatong Sun  
Associate Professor, SIAS  
Faculty Assembly Vice-Chair

### 5.3 Appendix C: APT Charge for 2022-23

Jim Thatcher, PhD  
Associate Professor, School of Urban Studies  
Chair, Appointment, Promotion, and Tenure Committee

Re: Appointment, Promotion, and Tenure Committee Charge for 2022-23 Academic Year

Dear Professor Thatcher,

Thank you for serving as Chair of the Faculty Assembly's Appointment, Promotion, and Tenure (APT) Committee. 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 and will publicize these charges in October.

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 in confidentiality to the Chancellor.

**Timeline:** Fall 2022 and Winter 2023

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

**Deliverable:** Three (60 minutes) faculty forums--one focusing on tenure and promotion process; another focusing on teaching track faculty promotions, and a third forum on the promotion from associate professor to full professor.

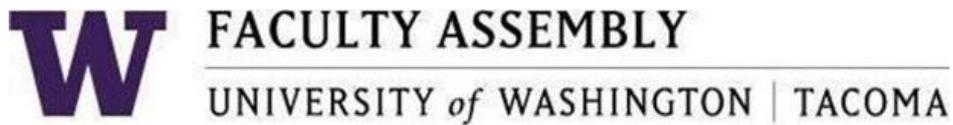
**Timeline:** Winter 2023 and Spring 2023

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

Menaka Abraham  
Teaching Professor, SET  
Faculty Assembly Chair

Huatong Sun  
Associate Professor, SIAS  
Faculty Assembly Vice-Chair

## 5.4 Appendix D: Ground Rules for FA Meetings



## Ground Rules for Faculty Assembly Meetings

*Suggest reading these rules at the start of the academic year for all standing committees and EC*

*Approved by the UWT Executive Council on September 26, 2022*

### ***Behaviors Everyone Should Follow***

- Raise your hand before you speak. Say your name before speaking.
- Use professional language with no profanity.
- Use technologies of inclusion (microphones, notecards, name tags, etc.).
- When using slides, briefly describe the content of the slide, including the visual aids, rather than just pointing to the slide.
- Be conscious of body language and nonverbal responses.
- Once you have spoken, stop speaking so others may have an opportunity.

### ***Principles We Believe In***

- Practice active listening.
- Speak from your own experience instead of generalizing (“I” instead of “they,” “we” and “you”) unless indicating what you share is a collective message from others.
- Be aware of the social and institutional positions that you bring to the discussion and make sure that these positions treat our diverse students, faculty, and staff inclusively and equitably.
- Avoid assuming the backgrounds, experiences, views, and identifications of other participants.
- We value deliberation and dissent, and we expect each member will treat others with dignity and respect even during heated debates.
- Discrimination of any kind is unacceptable and will be directly addressed by the meeting leader.

### ***Protocols To Remember***

- Email communication among members of the Executive Committee should be undertaken with caution. An ongoing “group email” among Executive Council members discussing or deliberating substantive issues is in potential violation of the Open Public Meetings Act (OPMA). If a critical issue needs to be raised with the Executive Council, it should be done so by being placed on the official agenda.

- “Faculty council members shall be deemed to have vacated their seats when they have been absent from three council meetings in an academic year. Council members are considered absent only if they fail, prior to a meeting, to inform the chair of the faculty council or the faculty council analyst of their inability to attend.” Please inform Andrew and chair of your absence.
- When meetings are held in person, consider using zoom as a backup option only when you must (i.e., health reasons or a business trip), to facilitate engaged discussion and interaction.

## 5.5 Appendix E: Unit Adjustments Report from Faculty Assembly Chair 2022-23

## Unit Adjustments Report from Faculty Assembly Chair 2022-23

**Background:** In academic year 2021-22, Faculty Assembly chair, initiated discussions on unit adjustments to address salary compression established by the Faculty Code 24-71(B2) and elaborated by Executive Order (EO) 64, the unit adjustment process allows UW colleges, schools, and campuses to address “compression or inversion and inconsistencies in salaries among individual faculty members within a unit whose accomplishments and career stages are comparable. Such authorization should be informed by an assessment of market gaps and availability of funds by deans and chancellors in consultation with the elected faculty council and unit leadership.” Chancellors will consult with elected faculty leaders to decide if the campus will participate in the unit adjustment process, the pool of money that can be allocated, and the distribution proposals for salary increases. FA Chair and Vice Chair met with the Chancellor and VCFA of UW Tacoma regarding the unit adjustment process upon which an amount of \$100,000 was made available to address compression. UW Bothell has developed a process for this which can be found at <https://www.uwb.edu/getattachment/gfo/documents/21-1214-UW-Bothell-Unit-Adjustment-Memo.pdf?lang=en-US>

**Task:** Create a procedure for how to address salary compression.

### Timeline:

1. Consulted with UW Bothell and UW Tacoma administration on using UW Bothell model
2. Discussed model with Ad hoc budget committee members on Oct 27<sup>th</sup> 2022
3. Procedure or model ([Unit Adjustments Introduction & Discussion.pptx](#)) presented to EC on Nov 4<sup>th</sup>
4. Procedure reviewed by Chancellor and EVCAA
5. FA Chair attended Senate Committee on Planning and Budgeting (SCPB) along with Chancellor and EVCAA on December 5<sup>th</sup> to present model
6. On preliminary number crunching by FA chair with the help of an ad hoc budget committee member revealed that UW Bothell model was quite complex to implement and wasn't addressing compression.
7. FA chair consulted with member of SCPB for an alternate model and implemented the model on the same data provided by Academic Human Resources (AHR)
8. FA chair met with interim VCFA, Directory of Faculty Affairs, EVCAA on Jan 24<sup>th</sup> 2023 and sent several emails prior to this meeting working with Directory of Faculty Affairs
9. FA chair consulted with Ad hoc budget committee on Jan 25<sup>th</sup> 2023 to present model and implementation
10. EC members will be presented with the information on Jan 31<sup>st</sup> 2023
11. Salary allocation decisions due to Seattle Feb 10<sup>th</sup>

**Data needed:** A list of all faculty and their salaries, rank, school, discipline

**Justification for model change:**

For unit adjustments, UW Tacoma campus submitted a proposal to SCPB using UW Bothell's model that has previously been implemented at UW Bothell. We since found out that the model is hard to implement, and the faculty assembly chair sought advice from a member of SCPB. The model details are below. The faculty assembly chair completed initial analysis and consulted with the ad hoc budget advisory committee of faculty assembly and provided the following new model to the EVCAA that addresses the compression for 29 faculty members that are in senior rank (Associate and Full) in tenure and teaching tracks.

**New Model:**

1. For each school and division (where applicable) and track, find the average salary for Assistant (Teaching) Professors
2. Calculate 10% for Associate (Teaching) Professor
3. Calculate 20% for Full (Teaching) Professor
4. For each Associate (Teaching) Professor and Full (Teaching) Professor, calculate the inequity based on the above values
5. Calculate the annual inequity amount
6. Check if this falls between the required 2% and 10% as required by the provost
7. If the amount of annual inequity is below 2%, don't address it this round.
8. If the amount of inequity is less than 3.4% address the actual. If it is over 3.4%, cap it to 3.4%

**Data Analysis:**

Preliminary calculations without discipline data resulted in the following analysis.

- 1) Addresses compression for 29 faculty members at associate (teaching) and full (teaching) professor ranks
- 2) SET, SOE, SWCJ schools have no compression
- 3) Here's the breakdown for the 29 faculty members that are compressed
  - a. 18 Associate Professors
  - b. 4 Professors
  - c. 6 Associate Teaching Professors
  - d. 1 Teaching Professor
- 4) 3.4% is used to make sure that we use the entire 100K offered by the Chancellor.

**Limitations of using this model:**

1. The lack of field of study areas for faculty in schools resulted in uneven compression across schools. The program and division data were only provided for SWCJ and SIAS respectively. This can still be addressed by the administration if the data becomes available or is made available
2. The model is ineffective for the schools or divisions where there are no assistant professors such as SIAS' SHS division or in schools where there are no assistant teaching professors. In this case, the calculation was 10% of Associate Professors average salary.
3. The model doesn't address compression across Assistant/Assistant Teaching Professors.
4. The model doesn't take it account years in position for each faculty member whose compression is addressed.

**Future Recommendations for Unit adjustments work:**

1. We need to be mindful of the time commitment of doing this kind of work. The offices of chancellor and academic affairs must provide staff support to complete the analysis and use the faculty assembly to advise on the model as the bylaws suggest.
2. All data regarding schools and disciplines and fields of study must be stored in a central location by Academic HR's office to avoid delays in doing data analysis.
3. Future adjustments should consider discipline data and equity based on demographics and adjusting current market rates for newly hired faculty to avoid visa issues.
4. Faculty assembly should consult with the office of planning and budgeting and/or senate committee on planning and budgeting to help with models early in the work.

## 5.6 Appendix F: Paulsen Committee

**Faculty Assembly Ad Hoc Committee for  
The Arthur R. and Anna Mae Paulsen  
Endowed Visiting Chair in Public Affairs  
(The Paulsen Committee)**

**I. Purpose and Structure**

The Paulsen Committee is an ad hoc committee created by the Faculty Assembly (FA) of the University of Washington, Tacoma. The purpose of this committee is to advise the Chancellor on the selection of speakers for the Paulsen Endowed Chair in Public Affairs, as well as, ensure that the speaker contributes to an intellectually vibrant campus, and engages with students. The work of the committee should support the preparation of a list of potential visiting speakers that is responsive to community interest. The committee will also advise the Chancellor on all matters related to the administration of the lecture series. The Chancellor's Office will work with the Advancement team on various matters related to same, the selection of speakers, and their visit to campus.

**II. Committee Composition and Length of Service**

Three members from the permanent faculty, selected at large. Each faculty member will serve during two or three lecture cycles. Faculty will be asked to stagger their appointments in order to ensure continuity on the committee.

- One member representing the Paulsen family (permanent)
- One member representing the Office of the Chancellor and the Special Events team (permanent)
- One member representing Advancement (permanent)
- One member from the community (rotated, at the discretion of the Chancellor)
- One member from the Associated Students of University of Washington, Tacoma (one year)

**III. Selection of Committee Members**

The Chair of FA will solicit faculty nominations (including self-nominations) for any open faculty position(s) in order to select the faculty representatives for the committee and appoint a chair from the faculty representatives. This will be done in either Fall or Spring quarter depending on the timing of the previous lecture. In the case that there are more nominations than available positions, the Chair of FA, in consultation with the Executive Council, shall determine who will serve.

Permanent members will self-select.

The Chancellor will consult with community representatives in order to select the community member of the committee.

The ASUWT will select a student member.

#### **IV. The Chair of the Paulsen Committee**

The chair will convene meetings, communicate with the Chair and Executive Council, and communicate with the Chancellor on all matters related to the work of the committee. The chair will also submit a short annual report to the Executive Council of the FA.

#### **V. Nomination and Selection of Endowed Chairs**

##### **A. Nomination Process**

1. The Paulsen Committee will thoroughly discuss potential nominees and will create a short list of high-interest candidates.
2. The Paulsen Committee will solicit nominees from faculty and students; nominations will be accompanied by a 1-2-page justification and a biographical description.

##### **B. Criteria for selecting Endowed Chairs**

1. The choice of speaker will be constrained by the funds available in the endowment (potential speakers added to the master list should be initially vetted with cost in mind);
2. The speaker should have a national or international reputation in public affairs, won either from practical achievements or intellectual accomplishments;
3. The speaker should demonstrate the ability to speak to pressing issues for our polity and society;
4. She/he should be willing to dedicate time to and engage with the UW Tacoma community and contribute to the intellectual life on campus;
5. Ideally, the speaker should diverge from the “dead center” of American political discourse. Perspectives will be encouraged from across the political spectrum with priority placed on someone who can spark controversy and intellectual debate about pressing topics in public affairs.

##### **C. Selection Process**

1. The committee will evaluate the short list of nominees from its own nomination process along with nominations made by faculty and/or students.
2. Once a short list (a subset of the master list) has been identified, staff from the Office of the Chancellor will make inquiries to nominees or their agents about topic of the lecture, costs and availability. Inquiries will also be made about the nominee’s willingness and availability to do a residency at UW Tacoma for part of a day or longer.
3. After the information on the nominees is completed, the committee will meet again to

discuss and select a nominee. The committee will determine its own process for making this selection.

4. If the Chancellor's Office, in coordination with Advancement, ascertains that no one is available or that no one fits within the budget, the committee will propose a second short list, which will then be forwarded to the Chancellor's Office to be researched in the same manner as the first short list.
5. The committee's selection will then be forwarded to the Chancellor who will make the final decision.

## **VI. Administration**

A. The committee will be responsible for connecting the lecture and associated activities with the academic life of the campus and the direct involvement of students.

B. Staff from the Office of the Chancellor and the Office of Advancement will coordinate with the committee during critical planning periods and at the committee's request;

C. Staff from the Office of the Chancellor and the Office of Advancement will be fully responsible for planning and execution of the lecture and associated events (in consultation with the committee) including:

1. Provide assistance for the nomination of candidates for the endowed chair;
2. Develop publicity; including, if appropriate, radio and television interviews;
3. Make flight, hotel and other arrangements for the lecturers;
4. Arrange for the comfort and transportation of lecturers while in Tacoma;
5. Make arrangements for the lecture to the community, including receptions and security;
6. Explore the possibility of partnering with one or more community organizations across Tacoma in hosting this lecture/program (i.e. City of Tacoma; Tacoma Arts Live; Greater Tacoma Community Foundation and more)
7. Make arrangements for presentation to or conversations with students;
8. Complete all financial transactions and ensure that expenses stay within budgeted/available funds.
9. Maintain files on all of the above procedures;
10. Participate in debriefing the committee after the event on the process and collaborate on a revision of this document. *If this document is revised by the committee, the chair of the Paulsen Committee will submit the revised draft to the Executive Council for approval. The date of approval will be recorded at the end of the document for each revision.\**

11. Respond to requests for information that might be included in the chair's annual report to the Executive Council.

- \* Approved by Executive Council 10/11/2011
- \* Next Draft dated 02/12/2013, approval not indicated
- \* Approved by Executive Council 10/30/17
- \* DRAFT dated 12/13/2022
- \* Approved by Executive Council 01/06/2023

## 5.7 Appendix G: Faculty Workload Resolution

## **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 21<sup>st</sup> 2022***

## 5.8 Appendix H: Faculty Safety Resolution

## **Faculty Resolution to Address the Safety and Security of instruction and faculty on the University of Washington Tacoma Campus**

***Approved by EC on May 9<sup>th</sup> 2023***

**WHEREAS**, The University of Washington (UW) Administrative Policy [Statement](#) (Section 13.1) states that “the University of Washington is required to safeguard the welfare of students, faculty, staff, and visitors, and to protect the University of Washington's essential functions of teaching, research, and public service during and after emergencies and disasters” and further states that, “It is University policy that each vice president, vice chancellor, vice provost, dean, director, department chair, and supervisor is responsible for the health and safety performance in his or her respective units”; and

**WHEREAS**, the University of Washington Tacoma Workplace Security [plan](#) states: “Assign an employee or small group to draft a workplace security plan and review/implement it as well as other health and safety and emergency plans”; and

**WHEREAS**, evidence is conclusive that faculty members have been targets of threats; faculty have not been informed when threats have been made that could affect them; and most of the threats have been targeted at female faculty teaching in high stress/high stake courses in STEM and other areas; and

**WHEREAS**, faculty who experience marginalization are at statistically greater risk for being targeted; are less informed and updated by others (colleagues and staff) about risks; and are left out of communication and decision-making that affects collective safety and shared conditions;

### **BE IT RESOLVED,**

**Communication Plan:** Administration shall provide timely communication to all faculty members when there are threats to individual faculty members and provide as much information as possible to allow the faculty members to make decisions. In case of serious threats to faculty, communication must be escalated so that there is an alert mechanism that goes to faculty only lists;

**Climate:** Administration shall take all steps to establish improved workplace safety plans; shall include evidence-based best practices for inclusion, protection, and support of different faculty positions and characteristics; and shall respect the rights of all employees;

**Student Issues or Threats:** Administration shall involve faculty in the decision-making around student issues or threats related to instruction and faculty members and provide support rather than isolate the faculty from the decisions. There shall be a plan that explicitly identifies/addresses the mental health needs of community members. The faculty member in question shall be offered the opportunity to be part of the committee that decides on the future of the student with concerning behaviors at UWT;

**Instructional Support:** The campus shall develop a teaching support and mentoring structure and network for the faculty who experience student conduct issues in classrooms, which might eventually hurt their future merit review, and promotion and tenure cases. Faculty shall receive timely support and training to handle these issues before they escalate;

**Campus Safety and Emergency Plan:** Administration shall involve a recognized outside security and safety firm and faculty members to provide a comprehensive safety plan that handles various issues of instructional and personal safety. These issues include but are not limited to making required changes to ensure an instructor can lock a classroom door from inside, reinforcing glass panes on classroom doors, and reinforcing large glass windows. These also include specific strategies to ensure the safety of students, faculty, and staff with disabilities and those working or taking classes at night. There shall be a non-mobile/cell phone-based notification system installed in each classroom/academic space, such as a digital scrolling display unit or campus-wide public announcement system. There shall be training that involves all stakeholders on the campus including students, staff, and faculty, and selection of training materials that are appropriate and sensitive to all groups involved. Faculty and staff shall also be informed of where campus security is located with clearly marked signage in all areas, how many campus security personnel are always available, and the phone numbers to call in case of an active shooter event or break-in within any building when classes are underway. There shall be designated food/water spots around campus in case of long-term emergency;

**Campus Security Team and Security Personnel:** Administration shall involve a recognized security and safety firm and faculty members to provide a comprehensive plan that will recommend the proper personal security equipment, protocols and safety guidelines, monitoring equipment and security resources to cover the 50-acre UW campus facility. The plan shall be reviewed by the Executive Committee of the Faculty Assembly in consultation with UW Tacoma Decriminalize group and the UWT Administration. After the plan's approval, authorization to proceed with the appropriate recommended security protocols, equipment and processes shall begin;

The Chancellor, Executive Vice Chancellor of Academic Affairs, and Vice Chancellor for Finance and Administration overseeing campus safety and security shall be charged with providing oversight and guidance to implement the campus plans, providing timely communication, and involving faculty in safety plans and discussions.

## 5.9 Appendix I: Academic Planning Task Force

## **Academic Planning Taskforce Charge**

*Approved by EC on October 7<sup>th</sup> 2022*

### **Background**

In January 2019, the Executive Council (EC) of Faculty Assembly approved a [policy and process](#) for an academic plan which was implemented over the next 5 years. The existing documentation can be found on the academic affairs website at <https://www.tacoma.uw.edu/academic-affairs/academic-plan>

The Academic Policy and Curriculum Committee (APCC) collected feedback on this during the 2021-22 academic year. A small workgroup did some planning during the summer quarter of 2022 to brainstorm the direction and to plan for the new cycle. Half of the Faculty Assembly Retreat of Fall 2022 was spent on brainstorming activities and collecting faculty feedback for the new cycle of Academic Planning after a refresher was provided. A digital survey was also sent in September 2022, containing the same questions raised at the retreat, to get broader input from faculty who weren't there. Feedback is summarized here at this [link](#).

### **Task Force Charge**

The leadership of Faculty Assembly is asking this task force to produce an updated draft of policy and process for the new academic planning cycle. In producing this new draft policy and process, the task force is expected to review and consider all feedback received from the surveys and in person feedback collected from the Fall 2022 Faculty retreat as well as any relevant guidance and requirements. This new policy and process should align with the upcoming UWT Strategic Plan and Enrollment Management Plan and be cognizant of the resource constrained environment that we currently face. We ask that the task force provide timely progress reports and seek feedback from all stakeholders (deans, advisors, faculty councils, units, and faculty) of the campus.

### **Task Force Membership and Workflow**

The task force membership will consist of a core group and an advisory group. The core group will contain APCC Chair, EC Chair and EC Vice Chair, four members from EC from schools not represented by the current chairs. The advisory group will contain Executive Vice Chancellor for Academic Affairs (EVCAA), Assistant Vice Chancellor for Enrollment Services, Associate Vice Chancellor for Student Success, one member from Strategic Planning group, American Council on Education (ACE) fellow. The core group oversees developing the policy and process and will consult with the advisory group to get guidance.

### **Timeline**

- Fall 2022 – Task force members will meet and review all the feedback and existing documentation on policy and process. They will draft a preliminary policy and process that is in alignment with the new strategic plan. This preliminary policy and process will be shared with the EC for feedback.
- Winter 2023 – Task force members will revise the policy and process and hold listening sessions for the campus to gather more feedback on the proposed policy and process.
- Spring 2023 -- Task force members will provide the final draft for vote with EC

## 5.10 Appendix J: Academic Planning Policy

Academic Planning Policy  
*Approved By Executive Council of Faculty Assembly on May 8<sup>th</sup> 2023*  
University of Washington Tacoma

**2022-2027 Strategic Plan Statement for Academic Plan:** “A roadmap of the academic programs and courses we need to meet our community’s and students’ needs and to grow our programs to an enrollment of 10,000 students” [1]

**Purpose:** We will align our academic plan with global needs and ongoing development in the Puget Sound area and beyond by clarifying campus strengths, student needs, community conditions, and regional opportunities. We aim to be transparent, collaborative, value-driven, and nimble as we embark on academic planning and consult with faculty and campus stakeholders to grow sustainably and efficiently. We see our current budget constraints and enrollment challenges as an opportunity to reinvigorate our academic programs to continue to position us as a leader of higher education.

**Goals:**

1. Shared definition of current regional development needs and global conditions, to originate new program proposals and identify priorities for investment and implementation, based on empirical research and supported by policy process and resource allocation models.
2. A streamlined Planning Notice of Intent (PNOI or program creation template) and process flowchart and recommendations for tracking proposals
3. An assessment of the current state of data for planning and what the future state needs to be for data in order to become information for invigorating our programs. This includes new tools to streamline data collection
4. Shared criteria to identify and prioritize relationships between programs on campuses, with proximity to external partners to invigorate programs and support sustainability of full range of offerings
5. Provide a unit/school level guidance to guide the program invigoration process with clear deadlines
6. Coordinate with campus planning groups for alignment with strategic planning, student success initiative, strategic enrollment planning, and campus climate implementation

1 <https://www.tacoma.uw.edu/chancellor/strategic-planning>

### Taskforce Work Timeline for Academic Plan:

Autumn 2022: Present previous academic plan and feedback at Fall retreat, Academic Plan Taskforce Formation, review and analyze documents from previous academic plan, explore what data is possible to inform our decisions, brainstorm approaches to the creation of the new academic plan, universal framework proposal

Winter 2023: Questionnaire for invigorating programs, explore the opportunities for internal and external data, brainstorm the use of universal framework and integration with the academic plan, timeline for implementation of Academic plan, draft academic plan presentation and brainstorming session for all faculty

Winter/Spring 2023: Listening sessions for process, budget, and flow documents for interested faculty/deans/curriculum coordinators/APCC members, incorporate feedback from brainstorming session and listening sessions held for academic plan, provide draft to Executive council for approval, provide data requests to external firm in preparation for new program growth

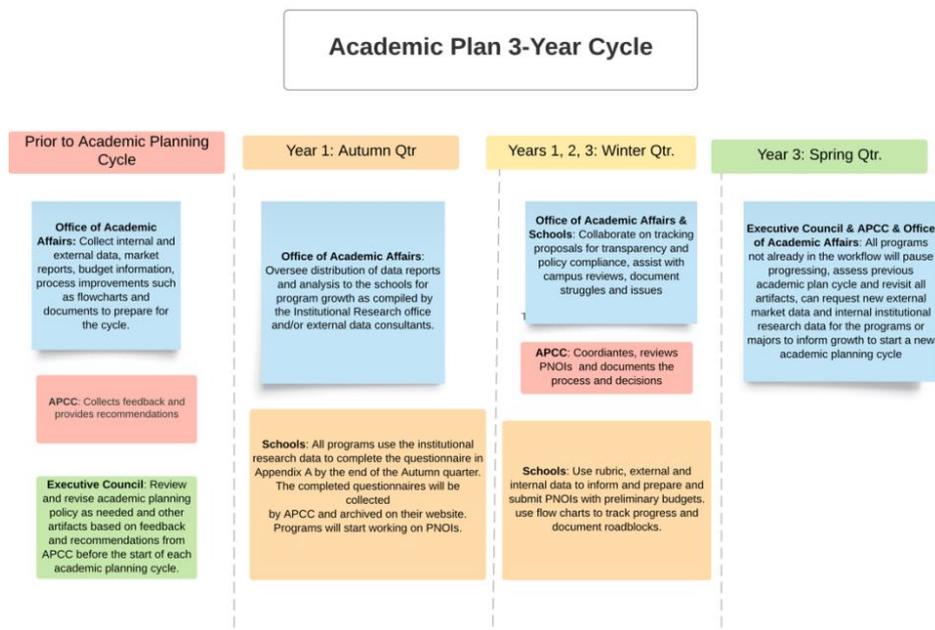
Winter 2023-Spring 2023: Process document review and revisions by office of Academic Affairs and APCC:

1. Review process documentation for undergraduate programs including process flowchart, process steps, stakeholder list, stakeholder feedback form, Planning Notice of Intent (PNOI) form, and full proposal guidelines. Consider how the process may be streamlined and refined to increase efficiency, clarify roles within the process, and highlight when decisions are being made and by whom.
2. For graduate proposals, check with the Graduate School's Office of Academic Affairs and Planning regarding graduate program and certificate flowcharts to see where revisions may be allowable within their process. Draft revisions in conjunction with the Graduate School.
3. Share proposed draft process documents with various campus stakeholders including deans, school directors of operations, academic support staff, and curriculum coordinators. Provide the opportunity for feedback via listening sessions with the campus groups. (Note: some parts of the processes are controlled by the UW Curriculum Office or the Graduate School. These will be noted accordingly on the flowcharts as items that cannot be revised.)
4. Taking into consideration feedback received, revise documents as needed.

### Academic Plan Timeline:

The Academic Plan Cycle will be 3 years, new proposals can be submitted only in the Winter quarter of *each* year and the cycle will repeat every 3 years.





**Prior to the Academic Planning Cycle:**

**Office of Academic Affairs:** Collect internal and external data, market reports, budget information, process improvements such as flowcharts and documents to prepare for the cycle.

**APCC:** Collects feedback and provides recommendations.

**Executive Council:** Review and revise academic planning policy as needed and other artifacts based on feedback and recommendations from APCC before the start of each academic planning cycle. *The appendices can be modified with a Class C resolution without revising the policy.*

**Autumn of Year 1:**

**Schools:** All programs use the institutional research data to complete the questionnaire in Appendix A by the end of the Autumn quarter. The completed questionnaires will be collected by APCC and archived on their website. Programs will start working on PNOIs.

**Office of Academic Affairs:** Oversee distribution of data reports and analysis to the schools for program growth as compiled by the Institutional Research office and/or external data consultants.

**Winter of Years 1, 2, 3:**

We envision that the program invigoration questionnaire and internal/external data will result in innovative ideas and solutions to propose changes or new programs that align with the academic plan framework proposed in Appendix B to support our strategic plan and campus climate implementation.

**Schools:** Use rubric, external and internal data to inform and prepare and submit PNOIs with preliminary budgets. Use flow charts to track progress and document roadblocks.

**APCC:** Coordinates, reviews PNOIs and documents the process and decisions.

**Office of Academic Affairs & Schools:** Collaborate on tracking proposals for transparency and policy compliance, assist with campus reviews, document struggles and issues.

**Spring of Year 3:**

**Executive Council & APCC & Office of Academic Affairs:** All programs not already in the workflow will pause progressing, assess previous academic plan cycle and revisit all artifacts, can request new external market data and internal institutional research data for the programs or majors to inform growth to start a new academic planning cycle.

## Appendix A: UW Tacoma Questionnaire for Invigorating Academic Programs (Revised April 2023)

\* Required

*As a campus, we will take this opportunity to examine our programs and use the data provided by Institutional research to make curricular or strategic decisions to invigorate each program within our schools. The goal is to reflect collectively on what is working well, what can be improved, where we may need to re/invest our limited resources, and what can we learn from each other to move forward on our strategic plan. The deadline to complete this questionnaire is the end of autumn quarter of the academic planning cycle year 1.*

*Please engage as many faculty and staff members as possible when completing this questionnaire to get multiple inputs and viewpoints to invigorate our curriculum. There are questions for information sharing across campus to learn from each other. Please indicate N/A if the question doesn't apply to your program or major.*

*Please complete one questionnaire for each program or CIP Code.*

**Degree Program: \***

**School or Program: \***

**Contact Person: \***

**Contact E-mail: \***

### Internal and Community Demand

1. Do you engage with diverse community partners to determine demand and needs?
2. Do you communicate about your major or program to current or potential students, including their needs, interests, and post-graduation opportunities?
3. Do you interact or interface with community technical colleges (CTCs) or high schools within your program?

### Program Quality

*Prior to answering these questions, please examine the data provided for your program. 7-year enrollment in the program, courses, student demographics, course modalities, etc.*

1. Is your program accredited? Which accreditation body(bodies) is(are) used? Are there accreditation requirements that influence program decisions?
2. Are there multiple options or tracks or pathways in the program? Do all options, tracks, or pathways support adequate enrollment? Are the pathways clear and transparent to students?
3. Is (Are) there (a) minor(s) for this program? Are there opportunities to create a new minor?
4. Are there hybrid and online options currently available for your program or courses in the program? What is the rationale for these options?
5. Given the student demographics, describe the opportunities for invigorating the quality of the program with respect to this (revisit any areas in the program)?
6. Given the data for course level enrollment, are there opportunities to optimize the offerings?
7. Do you assess whether students are meeting the learning objectives of your program? Do you track graduates and their post-graduation pathways? Do you adapt your program as a result of your assessment process? Please explain.

8. Are course caps appropriate to the goals of the curriculum? Are there places they could be bigger or smaller? Are classes filling? Are students able to take required classes in a timely manner to move towards graduation? Please explain.
9. (Undergraduate programs or majors) Does your curriculum support students in undergraduate general education, in the areas of inquiry, writing, or diversity courses? Does your curriculum support students beyond your major, or pre-major students? Please explain.
10. How does your program support students beyond graduation?

## **Human, Physical and Technical Resources**

*Prior to answering these questions, please examine the data provided for your program. 7-year faculty and staff, lab, technical resources allocated to your program, etc.*

1. Given the data provided, are there opportunities to reassess the resources available? Are there resource needs that aren't met? Is there an opportunity to collaborate with other programs to optimize the resources available? Please explain.
2. Is marketing and recruiting done? If yes, please provide information.

## **Future Potential for the Program**

1. What are some opportunities for future potential? Are there opportunities for attracting working professionals or providing professional development?
2. Could the program benefit from a minor offering or restructuring of the options, certificates, or pathways? Please elaborate.
3. Could the program benefit from an online option? Please elaborate.

## **Student Enrollment, Retention, Well-being, and Engagement**

1. What are some enrollment strategies or plans used? Do you believe you have adequate staffing support for enrollment?
2. Are there any student retention, well-being, and support mechanisms for your program? Please explain.
3. Do students receive assistance with their academics (i.e., tutoring, mentoring, advising)? How are the academic services such as Academic advising, libraries, Teaching & learning Center, Technology support utilized to support academic success??
4. How are students engaged within the program or major? Are there any Registered Student Organizations (RSOs) associated with this program or school? How active are these RSOs? What support is given to these organizations?
5. What High Impact Practices, such as independent research, global learning, community engaged learning, learning communities, and internships, do you support for students in your majors or programs? (For more information about HIPs, see: <https://www.aacu.org/trending-topics/high-impact>). How do you ensure that access to HIPs is equitable in your program?
6. Do you offer Study abroad programs? Why do or don't you offer these programs?
7. If applicable, how are internships managed or how do students find internships? Are internships scaffolded throughout your curriculum? If yes, explain.

## **Faculty and Staff Recruitment and Retention**

1. What is your plan to recruit and retain diverse faculty and staff?
2. What is your program's support and retention plan?

## **School or Division Level**

1. Describe the program or division or school's climate. What is currently being done and what could be done to improve the climate?
2. To what extent is scholarship supported within the program or division or school?
3. Do you collaborate with other programs in school or division?

4. Describe any opportunities for collaboration or sharing of resources.

### **Interdisciplinary Exploration**

1. How do you collaborate with other programs in other schools? Please comment on what resources and barriers exist for collaboration?
2. Describe any opportunities for interdisciplinary collaboration or sharing of resources.

# Appendix B: 3-STEP ALIGNMENT FRAMEWORK <sup>1</sup>

## STEP ONE: Establish and define shared UWT goal.

### GOAL: UW Campus Expansion Aligned with Urban-Serving Mission<sup>2</sup>

URBAN-SERVING ACADEMIC PROGRAMS			
<i>Expand access to higher education in an environment where every student has the opportunity to succeed; Foster scholarship, research and creativity to address the challenging problems of our time and place; Partner and collaborate for common good; Catalyze the economic, social and cultural vitality of the region with an understanding of our student demographics</i>			
<b>WORKFORCE DEVELOPMENT</b>	<b>SOCIAL AND CLIMATE JUSTICE</b>	<b>COMMUNITY HEALTH STABILITY</b>	<b>CULTURAL VITALITY</b>
Program investment and human capital development that serves and strengthens communities, businesses, organizations, and agencies.	Integrity of institutional and environmental climates, including climate change science, effects, design and evaluation of interventions	Cultivation of systems and support for public scholarship to promote place-connected individual, social, and environmental health	Engagement and support for local arts communities, groups and regional affinity organizations, throughout our curricula, research, and service
SP Goal 1 <i>Increase recruitment, enrollment, retention, and graduation rates with a focus on closing equity gaps.</i>	SP Goal 1 <i>Increase recruitment, enrollment, retention, and graduation rates with a focus on closing equity gaps.</i>	SP Goal 2 <i>Enhance student well-being.</i>	SP Goal 5 <i>Become a national leader in community-engaged research, scholarship and teaching.</i>
SP Goal 4 <i>Enhance the economic vitality of the region.</i>	SP Goal 3 <i>Strengthen collaborative community partnerships with an emphasis on diverse communities.</i>	SP Goal 3 <i>Strengthen collaborative community partnerships with an emphasis on diverse communities.</i>	SP Goal 6 <i>Integrate high-impact practices for students into our scholarly work.</i>
SP Goal 7 <i>Foster a climate of creativity, entrepreneurship and innovation.</i>	SP Goal 8 <i>Cultivate an accessible, equitable, respectful and inclusive campus culture.</i>	SP Goal 10 <i>Intentionally create spaces, programs and activities that encourage engagement with our campus.</i>	SP Goal 7 <i>Foster a climate of creativity, entrepreneurship and innovation.</i>
SP Goal 11 <i>Prioritize financial stability and sustainability.</i>	SP Goal 9 <i>Attract, engage and retain a diverse community of students, faculty and staff</i>	SP Goal 11 <i>Prioritize financial stability and sustainability.</i>	SP Goal 9 <i>Attract, engage and retain a diverse community of students, faculty and staff</i>

## STEP TWO: Assess performance relative to shared goal.

**MEASURE AND EVALUTE:** Apply campus strategic plan metrics at the campus level (aggregated) and at the unit level (disaggregated) to assess goal performance and identify gaps.

A. **WORKFORCE DEVELOPMENT** - Serve residents, households, businesses, and communities with human capital investment through UWT programs.

- Increase recruitment, enrollment, retention, and graduation rates with a focus on closing equity gaps (GOAL 1)
- Enhance the economic vitality of the region (GOAL 4)
- Foster a climate of creativity, entrepreneurship, and innovation (GOAL 7)

B. **SOCIAL AND CLIMATE JUSTICE:** Integrity of institutional and environmental climates, including safety, non-discrimination, and equal protection; as well as climate change science, effects, design, and evaluation of interventions.

- Increase recruitment, enrollment, retention, and graduation rates with a focus on closing equity gaps (GOAL 1)

- *Strengthen collaborative community partnerships with an emphasis on diverse communities (GOAL 3)*
  - *Cultivate an accessible, equitable, respectful, and inclusive campus culture (GOAL 8)*
  - *Attract, engage, and retain a diverse community of students, faculty, and staff (GOAL 9)*
- C. **COMMUNITY HEALTH STABILITY:** *Cultivation of systems and support for public scholarship to promote place-connected individual, social, and environmental health.*
- *Enhance student well-being. (GOAL 2)*
  - *Strengthen collaborative community partnerships with an emphasis on diverse communities. (GOAL 3)*
  - *Intentionally create spaces, programs and activities that encourage engagement with our campus. (GOAL 10)*
- D. **CULTURAL VITALITY:** *Engagement across the region, support for cultures of learning, local arts communities, and investment in local community groups and regional affinity organizations throughout our curricula, research, and service.*
- *Become a national leader in community-engaged research, scholarship, and teaching. (GOAL 5)*
  - *Integrate high-impact practices for students into our scholarly work (GOAL 6)*
  - *Foster a climate of creativity, entrepreneurship, and innovation (GOAL 7)*
  - *Attract, engage, and retain a diverse community of students, faculty, and staff (GOAL 9)*

### **STEP THREE: Design interventions to further shared goal**

**ENGAGE AND PROGRESS:** *Where gaps exist, how may they be engaged and addressed? (e.g., budget tools)*

- A. **IDENTIFY STRUCTURES:** *Recognize mechanisms that support or impede units relative to the shared goal.*
- B. **IMPLEMENT STRATEGIES:** *Develop mechanisms to progress the shared goal.*

<sup>[1]</sup> [\[1\]](https://belonging.berkeley.edu/targeted-universalism) One framework to guide equity-based policy and decision-making, developed by John A. Powell and policy leaders at the Haas Institute at UC Berkeley, is Targeted Universalism: <https://belonging.berkeley.edu/targeted-universalism> Other frameworks follow similar tenets, where shared values and identified goals, organize the collection and analysis of data

<sup>[1]</sup> **See:** *Vision, Mission, Values and Strategic Priorities of UW Tacoma*, University of Washington Tacoma Strategic Plan, 2022-2027, (p. 6), University of Washington Tacoma Strategic Plan, 2022-2027.

## 5.11 Appendix K: FA Winter Meeting Agenda 2023



# FACULTY ASSEMBLY

UNIVERSITY of WASHINGTON | TACOMA

## WINTER QUARTER MEETING

❄️ Friday, February 10th 2023 ❄️

**William Phillip Hall**

**12:30-1 Social Time**

**1:00-1:05**

**Land Acknowledgement & Welcome**

**1:05-1:20 Musical Performance**

Dr. Nicole Blair  
Associate Teaching Professor;  
Singer-songwriter

**1:20-1:35 Faculty Senate & VPAP Remarks**

Dr. Gautham Reddy  
Faculty Senate Chair

Dr. Cynthia M. Dougherty  
Faculty Senate Vice Chair

Dr. Fredrick M. Nafukho  
Vice Provost for Academic Personnel (VPAP)

**1:35-1:50 Campus Updates**

Dr. Sheila Edwards Lange  
Chancellor

Dr. Andrew Harris  
Executive Vice Chancellor for Academic Affairs (EVCAA)

Dr. Elavie Ndura  
Vice Chancellor for Equity & Inclusion

Ms. Sylvia D. James  
Vice Chancellor for Finance & Administration

**1:50-2:00 Literary Recital**

Dr. Natalie Eschenbaum  
Dean  
School of Interdisciplinary Arts & Sciences

**2:00-2:30 Draft Academic Plan Presentation**

**2:30-4 Academic Plan Feedback & Wrap Up**

Light Refreshments will be provided.

**We are collecting donations for Pantry. Please contribute**

## 5.12 Appendix L: APCC Annual Report 2022-23

# Annual Report from Academic Policy and Curriculum Committee (APCC) 2022-2023

Submitted by Julie Masura, Chair on 6/22/2023

## Committee Members

### Voting Faculty

- **Chair: 2022-2023:** [Julie Masura](#), School of Interdisciplinary Arts & Sciences, 2020-2026
- [Ingrid Horakova](#), School of Engineering and Technology 2022-2025
- [Raghavi Sakpal](#), School of Engineering and Technology 2022-2025
- [Susan Johnson](#), School of Nursing & Healthcare Leadership 2021-2024
- [Claudia Sellmaier](#), School of Social Work & Criminal Justice 2022-2024
- [Gordon Brobbey](#), School of Education 2022-2025 **(On Leave 2022-23)** - Representative filling in during 2022-23 Academic Year: [Laura Feuerborn](#)
- [Lisa Hoffman](#), School of Urban Studies 2022-2025 (As of January 2023)
- [Joan Bleecker](#), School of Interdisciplinary Arts & Sciences 2021-2024 **(On leave Spring 2023)** - Representative for Spring 2023, [Eva Ma](#)
- [Tanya Velasquez](#), School of Interdisciplinary Arts & Sciences 2020-2024
- [Shahrokh Saudagaran](#), Milgard School of Business 2021-2024

### Ex-Officio

- [Andrew Harris](#), Executive Vice Chancellor for Academic Affairs, 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](#), Library representative, ex-officio, non-voting
- [Lorraine Dinnel](#), Associate Director, University Academic Advising, ex-officio, non-voting,
- TBD, Student representative - ex-officio, non-voting. Henry Madova served for March meeting.
- [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](#)

### Brief Summary of Work of Chair

- Led monthly reviews of curricular proposals and graduation petitions. See table below.
- Provided orientation and training for members and School curriculum administrators.
- Conducted policy and business discussions.
- Attended meetings for APCC

## Proposal Reviews September 2021 to June 2022

Type of Proposal	# Reviewed 2021/22	# Reviewed 2022/23	Change
New Graduate Program/Options	1	1	0
Changes to Graduate Programs/Options	4	2	-2
New Undergraduate Programs	3	0	-3
Changes to Undergraduate Programs	21	15	-6
New Courses	70	76	6
Course Changes	67	24	-43
Retire Changes	2	4	3
Diversity Designations	4	0	-4
Graduation Petitions	6	3	-3
PNOIs	0	0	0

## Orientation and Training

Two days prior to the first APCC meeting, an orientation and training session was offered for both APCC member and the school's academic curriculum managing staff. Content included the context & scope of APCC. All reviewed APCC's website and available tools for guidance. Most important were the curriculum links on the right-side of the page: <https://www.tacoma.uw.edu/faculty-assembly/academic-policy-and-curriculum-committee> A proposal that was being reviewed at the next meeting was projected and a guided tour with free-flowing questions allowed for all to interact with the content members would either be preparing or reviewing. Useful dynamic documents below were shared.

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

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

## Policy and Business Discussions

### Academic Plan

The developing academic plan was discussed at every meeting. The APCC was recognized as key players in the development and implementation of the academic plan. Members of the committee were invited and participated in the FA Winter meeting in February to discuss and information the campus community of the academic plan. The focus of this time was to work on assisting schools with reinvigorating their existing programs and rethinking approaches to redevelop new programs. Members discussed the plan's framework documents, survey, and process documents. Tammy Jez, Bonnie Becker, Anne Taufen, and Julie Masura presented the work each participated in and took questions from the committee. The final review of the academic plan occurred at the May APCC meeting and the legislation passed at the following EC meeting. [Academic Planning Policy](#)

## Faculty Assembly Meeting Norms

The APCC adopted the proposed language for meeting norms.

## Course Designation W,S,R,Div

An updated spreadsheet of courses offered with the designations W,S,R,Div was posted to the APCC website. [Writing, Research, and Community Engaged Guidelines and List of Courses](#). The action was initiated when noted that it hadn't been updated since 2016. This spreadsheet will be updated prior to the Autumn meeting by the FA Administrator and as noted by APCC members.

## Course Modalities

The committee reviewed the current state of modalities offered. During this discussion, a request was made to have EC follow-up with Schools to update their temporary Hybrid/Distance Learning policies developed last year.

## Admission Language Requirements

Students at UWT are admitted to the university, even though they have not met the required 2-year foreign language requirement. Students are known to put off this requirement to their last few quarters prior to graduation, causing a misconception that this is a graduation requirement. The committee requested that when students are admitted to UWT without the required foreign language requirement that they be given one year to complete upon enrollment. Shannon Carr from Admissions visited the committee sharing work she was doing going forward as well as a copy of the admission letter these students were receiving. Advisors are concerned with the equity of this practice, and one-year may be a barrier for student participating in fully online programs. Another issue raised was determining who will be responsible for tracking the year's deadline for completion. In addition, the university's office of admissions updated their policy to allow requirements of fulfilling CDAR requirements IF students transferring in have 40 transferrable credits from a college/university. [College Academic Distribution Requirements](#). Students at the UWT campus were contacted by the registrar. None responded back.

## Temporary Areas of Inquiry

During the academic year, a school requested temporary area of inquiry for a course offering directly to UWO. APCC felt they should be consulted or at least informed to ensure transparency. A procedure needs to be created for these situations.

## UNIV, CORE, GID Courses

UNIV, CORE, and GID courses must be reviewed by a faculty review board, panel, etc. and voted on as would any other course proposed. The curriculum is the purview of the faculty and these reviews will ensure faculty has reviewed and supported course proposals.

## Grading on Attendance

The University of Washington is recognized by the Department of Education as being a non-attendance taking institution, therefore no courses are allowed to grade on attendance. To meet federal requirements, grading on participation is encouraged.

## General Education FCAS Work

The FCAS Committee on General Education was put together to address the advancement of academic policy and governance to support the undergraduate General Education program. The goals are to expand the structure of the general education requirements and change the structure of the governing

bodies working with faculty councils on academics. Julie Masura is co-leading the Natural Science definition and sent out a survey for opinions on their draft work to all faculty who have taught a natural world (now known as natural science).

#### APCC Chair for 2023-2024

Julie Masura was voted in to serve of Chair for the 2023-2024 season. Work to focus on next year will include supporting the writing work completed in 2018, assist with implementing the second academic plan, and finishing up drafting procedures.

### Completion of Tasks for 2022-2023 Charge Letter

See Appendix for copy of charge letter.

Charge 1. Review all the course and program proposals.

Deliverable: Document on the annual report for APCC

Timeline: Fall 2022, Winter 2023, and Spring 2023

COMPLETED

Charge 2. Provide orientation to new and existing APCC members and an open invitation to all faculty and curriculum coordinators.

Deliverable: A recorded orientation

Timeline: Fall 2022

COMPLETED – All members received access. Did one on one orientations with new members and administrators.

Charge 3. Partner with EC to work on the UW Tacoma academic planning policy and process.

Deliverable: A written review of the policy and process vetted at APCC meetings.

Timeline: Winter 2023 & Spring 2023

COMPLETED

Charge 4. Update the course list for designations, DIV, W, R, and S.

Deliverable: APCC website will have the current course lists for the various designations.

Timeline: Winter 2023

COMPLETED.

### Suggested Focus for 2023-2024

- Work to focus on next year will include supporting the writing work completed in 2018
- Assist with implementing the second academic plan
- Finalize procedures drafted for audits and reviews
- Focus on Diversity designation for consistency across proposal.

## APPENDIX - 2022-2023 APCC Charge Letter

Julie Masura, M.S.  
Teaching Professor, School of Interdisciplinary Arts and Sciences  
Chair, Academic Policy and Curriculum Committee

Re: Academic Policy and Curriculum Committee Charge for 2022-23 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 to our faculty and UW Tacoma students, staff, and administration, the FA's Executive Council (EC) is formally charging each FA standing committee and will publicize these charges in October.

### APCC Charge as Agreed on by FA and APCC Leadership

#### **Charge 1. Review all the course and program proposals.**

**Deliverable:** Document on the annual report for APCC  
**Timeline:** Fall 2022, Winter 2023, and Spring 2023

#### **Charge 2. Provide orientation to new and existing APCC members and an open invitation to all faculty and curriculum coordinators.**

**Deliverable:** A recorded orientation  
**Timeline:** Fall 2022

#### **Charge 3. Partner with EC to work on the UW Tacoma academic planning policy and process.**

**Deliverable:** A written review of the policy and process vetted at APCC meetings.  
**Timeline:** Winter 2023 & Spring 2023

#### **Charge 4. Update the course list for designations, DIV, W, R, and S.**

**Deliverable:** APCC website will have the current course lists for the various designations.  
**Timeline:** Winter 2023

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

Menaka Abraham  
Teaching Professor, SIAS  
Faculty Assembly Chair

Huatong Sun  
Associate Professor, SIAS  
Faculty Assembly Vice-Chair

## 5.13 Appendix M: FAC Annual Report 2022-23

## Faculty Affairs Committee Year-End Report: AY 2022 – 2023

Topic/Issue	Response	Further Action	Ongoing 2023-2024
<p><b>Faculty Workload</b></p>	<p><u>From 2021 – 2022</u></p> <p>FAC received feedback from all 7 schools and revised the workload resolution based on recommendations provided.</p> <p><u>2022-2023: Revised Faculty Workload Resolution:</u></p> <p>The revised document offered guidance to Schools and addressed the following elements for tenured, tenure-track, teaching faculty and lecturers.</p> <ol style="list-style-type: none"> <li>(1) Schools are advised to provide specific guidance and clarity around teaching, scholarship/research, and service to all faculty.</li> <li>(2) Schools are advised to support faculty engagement in community-level work where possible.</li> <li>(3) Schools are advised to be attentive to female faculty and under-represented faculty especially in the domains of teaching and service.</li> <li>(4) Schools are advised to consider an <b><i>equity-minded</i></b> model to address workload burdens by reviewing a recommended promising practice.</li> <li>(5) The equity-minded workload practice must proceed using several steps as articulated by the model: (a) diagnose the problem of excessive workload through monitoring and documenting; (b) determine the areas where adjustments are needed; (c) develop an equity-minded action plan and identify resources to remediate; (d) establish a timeline to implement action plan; (e) evaluate progress.</li> <li>(6) UWT Academic Affairs was charged with providing oversight to Schools.</li> </ol>	<p>No further action is required.</p>	<p>Each School will conduct their self-assessment of workload in the domains of teaching, service and scholarship with support from AHR and FAC.</p>

Topic/Issue	Response	Further Action	Ongoing 2023-2024
	<p>The revised Workload Resolution was approved by FAC in October 2023, and endorsed by the EC of Faculty Assembly on November 21, 2022. The document was then forwarded to Dr. Andrew Harris, Executive Vice Chancellor for Academic Affairs, for review.</p> <p>Dr. Harris reached out to FAC Chair with the request that she works with Director of Academic Human Resources (AHR), Sarah Davies-Breen to spearhead the implementation of the Faculty Resolution charge with each of the seven Schools at UWT.</p> <p>FAC Chair and AHR Director developed a self-assessment for Schools to begin the first step of implementing an equity- minded workload model. (A copy of the self-assessment document accompanies the FAC AY 2022-2023 report)</p> <p>Schools are scheduled to begin the work in fall 2023.</p>		
<p><b>Challenges faced by UWT international faculty</b></p>	<p>Working with AHR, FAC sent an email invitation to all UWT faculty during winter quarter 2023 requesting self-identification of international status. The email also asked international faculty to indicate interest in participating in focus group sessions to discuss challenges faced and derive solutions moving forward. Twenty-nine UWT faculty self-identified as international and 17 indicated a willingness to participate in FG sessions. The final number of participants was 11.</p> <p>FAC and AHR hosted focus group sessions on March 3, 2023 (<i>n</i> = 5 respondents) and April 17, 2023 (<i>n</i> = 6 respondents).</p> <p>FG sessions lasted one hour, were held via Zoom, and recorded and transcribed for accuracy. Several themes emerged from the sessions:</p> <ol style="list-style-type: none"> <li>1. Work authorization process challenges</li> <li>2. Social and emotional burdens</li> <li>3. Challenges related to teaching and scholarship</li> <li>4. Economic challenges</li> <li>5. Diversity, equity and inclusion support needed</li> </ol>	<p>Faculty Assembly Executive Council to approve the report</p> <p>AHR beginning work with UWT campus entities to implement recommendations provided in report</p>	<p>AY 2023 – 2024:</p> <ul style="list-style-type: none"> <li>● AHR will work with campus entities to implement recommendations outlined in the International Faculty Report.</li> </ul>

Topic/Issue	Response	Further Action	Ongoing 2023-2024
	<p>For each identified theme/problem, FAC provided recommendations to support international faculty.</p> <p>Additionally, FAC identified campus level units/entities whose support is needed to implement the suggested recommendations. [A copy of the report accompanies this 2022-2023 final FAC report]</p> <p>The draft international faculty report was approved by FAC during the May 2023 meeting and then forwarded to EC for review on May 23, 2023.</p>		
<p><b>Agenda Items for AY 2023 - 2024</b></p>	<p>FAC has proposed the following agenda items for the 2023-2024 academic year:</p> <p><i>(1) Support Faculty Equity at UWT</i></p> <p><i>Support ongoing equity-minded faculty workload initiative</i></p> <ul style="list-style-type: none"> <li>• Work with AHR to support equity-minded faculty workload initiative within all seven UWT schools</li> </ul> <p><i>Support equity across non tenure track faculty</i></p> <ul style="list-style-type: none"> <li>• Evaluate and consider strategies to improve equity between tenured/tenure-track and non-tenure track faculty</li> </ul> <p><i>Support equity within tenure track faculty rank</i></p> <ul style="list-style-type: none"> <li>• Evaluate and consider strategies to improve equity within tenure track faculty rank</li> <li>• Compensation packages and pay equity concerns</li> </ul> <p><i>(2) Retaining UWT staff</i></p> <ul style="list-style-type: none"> <li>• Initiate follow-up study of retention of UWT staff</li> <li>• Include support for BIPOC staff</li> <li>• Work with staff association to identify concerns of interest</li> </ul> <p><i>(3) Supporting ongoing International Faculty initiative</i></p>		<p>N/A</p>

Topic/Issue	Response	Further Action	Ongoing 2023-2024
	<ul style="list-style-type: none"> <li data-bbox="389 707 895 752">FAC, where possible, will support AHR in implementing the recommendations provided in the International Faculty Report.</li> </ul>		

**Faculty Affairs Committee Members in AY 2022 - 2023**

- Sharon Laing, FAC Chair, 2022 – 2023, School of Nursing and Healthcare Leadership
- Yonn Dierwechter, 2021 – 2024, School of Urban Studies
- Christopher Knaus, 2021 – 2024, School of Education
- Orlando Baiocchi, 2022 – 2025, School of Engineering and Technology
- Ken Cruz, 2021 – 2024, School of Social Work & Criminal Justice
- Ehsan Feroz, 2021 – 2024, Milgard School of Business
- Maria-Tania Bandes Becerra Weingarden, 2022 – 2025, School of Interdisciplinary Arts & Sciences
- Chris Marriott, School of Engineering and Technology (Chair: 2022-2023, Non-Tenure Track Faculty Forum, Ex-Officio)

## 5.14 Appendix N: APT Annual Report 2022-23

**APT Committee Report: 2022-2023**

<b>Promotion Cases</b>	<b>Response</b>	<b>Further Action</b>	<b>Ongoing Work</b>
Mandatory Appointment Cases: Assistant to Associate, with tenure	8 cases	Completed.	As needed.
Non-Mandatory Appointment Cases: Associate to Full	7 cases	Completed.	As needed.
Non-Mandatory Appointment Cases: Assistant to Associate	1 cases	Completed.	As needed.
Non-Mandatory Appointment Cases: Associate Teaching Professor to Full	5 cases	Completed.	As needed.
Non-Mandatory Appointment Cases: Assistant Teaching Professor to Associate	5 cases	Completed.	As needed.
Appointment cases	The APT did not review any Appointment cases.	As needed.	As needed.
<b>**TOTAL CASES**</b>	25 APT cases review for 2022-23		
APT workshops and YouTube link created	The APT held four in-person workshops (Assistant to Associate, Associate to Full, Teaching Professor Track, Narrative and CV Writing).  The Narrative and CV workshops were	YouTube links will be embedded on APT website.	As needed.

	new this year. Media Services is in the process of creating a youtube link.		
Review of APT Voting and Membership Policies	APT met with Academic HR and the EVCAA to discuss ongoing questions around who can serve on APT, who can vote on it, and when exceptions need to be made.	Develop policy documents and move them through faculty governance channels.	A major task in the coming year.
Review of policies around mentorship and internal/external committees	Similar to above. Discussion centered around previous practice (active mentorship) and current practice (no mentorship).	Seeking feedback from schools as to currently engaged practices, develop a proposal/guiding document, check to make sure it adheres to code.	Another task that will take place mostly next year.
Review timelines for Teaching Professor track	Discussion with Academic HR and EVCAA around norms for teaching professor track promotions	Develop suggested timeline and share for feedback	The incoming chairs will reach out to Faculty Affairs in the fall to begin a wider discussion on this topic as it relates to pay and equity.

**Summary statement:**

In addition to the significant task of reviewing all tenure and promotion files, this year APT worked with a new EVCAA and members of Academic HR. As such, much of the time was spent surveying and taking stock of what has been done in the past, what has worked well, and where changes could be made for the better. With a year of experience, the EVCAA has highlighted a series of areas where they think the tenure and promotion process might be improved and APT has done similarly. In the coming year, APT will begin work to address these issues (and others that arise).

APT Committee 2022-2023, Chair: Jim Thatcher (SUS), Members: Christine Stevens (Nursing and Healthcare Leadership), Erin Casey (Social Work and Criminal Justice, Fall and Winter term); Barb Toews (Social Work and Criminal Justice, Spring term), Howard Smith (Milgard), Matthew Weinstein (Education), Riki Thompson (Interdisciplinary Arts & Sciences), Debasis Dawn (Engineering and Technology)

**5.15 Appendix O: Faculty Assembly Fall Retreat Agenda 2022-23**



## FACULTY ASSEMBLY

UNIVERSITY of WASHINGTON | TACOMA

*Fall Retreat on Sep 19, 2022*

*William Phillip Hall*

12:30 to 1:00 **Social** (Coffee, Tea & Snacks)

1:00-1:10: **Land Acknowledgement & Welcome**

**Menaka Abraham**, Faculty Assembly Chair

**Huatong Sun**, Faculty Assembly Vice Chair

**Andrew Seibert**, Faculty Assembly Coordinator

1:10-1:30 **Campus Updates or Announcements**

1:30-2:00: **Andrew Harris**, EVCAA

2:00-3:15: **Academic Plan Refresher & Brainstorming**

3:15-3:45: **Sheila Edwards Lange**, Chancellor

3:45-4:00: **Faculty Assembly Priorities for 2022-23 & Wrap Up**

## 5.16 Appendix P: 2022-2023 NTTFF End of Year Report

# Non-Tenure Track Faculty Forum

End of Year Report  
2022-2023

## Faculty Representatives

- [Chris Marriott](#): School of Engineering & Technology (**Chair 2022-23**)
- [Maria-Tania Bandes Becerra Weingarden](#): School of Interdisciplinary Arts & Sciences
- [Eva Ma](#): School of Interdisciplinary Arts & Sciences
- [Jutta Heller](#): School of Interdisciplinary Arts & Sciences
- [Andrea Hill](#): School of Social Work & Criminal Justice
- [Christopher Barrans](#): School of Social Work & Criminal Justice
- [Gregory Lund](#): School of Urban Studies

The Non-Tenure Track Faculty Forum (NTTFF) at the University of Washington Tacoma (UWT) has continued working throughout the 2022-2023 academic year (our second year in this format) to serve as a resource for non-tenure track faculty and to address their concerns whenever possible. This report provides an overview of the forum's activities during this period.

## Primary Initiatives

The following initiatives were undertaken (listed in chronological order):

1. *Comments on Faculty Affairs Committee Workload Resolution*: We added helpful comments on the workload resolution prepared by the faculty affairs committee. In particular, we ensured that teaching professor issues were addressed and were addressed with equal weight as those faced by our tenure-track peers.
2. *COVID Professional Development Funds*: COVID Professional Development Funds were allocated to tenured track faculty almost exclusively, while non-tenure track faculty bore the brunt of the additional workload during the pandemic. We hoped that the second round would be distributed more equitably, but this did not happen. There will be no further rounds of funds distributed for this purpose.
3. *Sabbatical Guidelines*: The forum examined the impact of new sabbatical guidelines on non-tenure track faculty. The new guidelines may delay planned sabbaticals for teaching professors, especially if they were transitioned from non-permanent ranks. We gathered data using a web-form to determine how widespread the impact was on our faculty. We found only a few important cases in SIAS and elected to handle these on an individual basis.
4. *Transitioning Teaching Associates*: The NTTFF played a catalytic role in assisting teaching associates in their transition to teaching professor ranks. During our first open forum discussion about sabbatical leave allowed us to uncover inequities faced by

faculty in the Teaching Associate ranks, particularly in the School of Social Work and Criminal Justice. Primarily by opening channels of communication between these faculty, their Dean and academic human resources, the NTTFF was able to begin the process of converting these faculty members to ranks in the Teaching Professor Track. This will allow them to access many benefits that they were denied in the Teaching Associate rank.

5. *Outreach to Part-Time Faculty*: Part-time faculty continue to face challenges related to their ranks including, but not limited to, uncertainty about future employment, challenging or impossible pathways to full-time employment, feelings of isolation, lack of access to resources, and not having a contact that can answer their questions in a timely manner. During our second open forum we listened to part-time faculty issues and created an outreach plan to address the issues we could address directly. This included reaching out to part-time faculty to offer our names as contact points. We believe that part-time outreach needs to remain an ongoing commitment for the NTTFF.

## Secondary Initiatives

In addition to the issues addressed above we attempted to add to the culture and functioning of the NTTFF by enhancing some of our processes:

1. *Agendas and Minutes*: The forum established regular agendas and minutes, in order to promote transparency and serve as a resource for future reference and continuity. These minutes were used to author this report.
2. *Updated Listserv*: Recognizing the need for communication channels with NTTFF that are reliably updated as new faculty are hired, the NTTFF created a new Listserv that includes all non-tenure track faculty ([uwt\\_ntt\\_faculty@uw.edu](mailto:uwt_ntt_faculty@uw.edu)). This list will be updated annually by Andrew Seibert. It is worth noting this might mean it does not include faculty hired in the other quarters.
3. *Streamlined Procedures*: In the second year as the NTTFF we have attempted to document the procedures we used for holding quarterly open forums and conducting yearly elections for new representatives. We hope these procedures will serve as guidelines for future committees to alleviate some of the bureaucratic burdens of administering this group.

## Possible Future Initiatives

Some of these issues we feel would be good issues to address in the coming year.

1. *Three-year rule*: The Three-Year Rule is a rule that says that no temporary faculty member that carries a full load can be hired for more than three consecutive years. This rule was implemented as a measure to stop schools from hiring faculty in marginalized roles indefinitely, and instead convert them to permanent roles. This has initially been successful in opening many permanent teaching positions. However, there is now indication that some temporary faculty are dismissed after three years without

conversion, only for the role to be refilled with a different faculty member. In addition, it has been reported that this rule has been inconsistently applied across schools. We recommend 1) an audit be performed to determine how this rule is being applied and 2) changing the rule so that it is the temporary position that is penalized, not the faculty member employed in that role.

2. *Ongoing Part-Timer Outreach*: We believe that part-timers are very vulnerable faculty and they should be reached out to regularly to ensure they are part of the community. This important task requires more than the efforts of the NTTFF representatives and so we hope to get buy-in from others. Some ideas we had this year include advocating for a path to full-time employment, a guide for new part-timers, and finding ways to include part-timers more to ensure they feel welcome and belong.