FACULTY ASSEMBLY
UNIVERSITY *of* WASHINGTON | TACOMA

2024-2025 Faculty Assembly Final Report

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I. EXECUTIVE SUMMARY

During the 2024-2025 academic year, Faculty Assembly (FA) leadership established a strong pattern of timely communication, efficient meetings, and prioritization of key operational responsibilities for faculty elected representatives at UW Tacoma. ***Key successes include:***

- ***Three Faculty Assembly Bylaw Changes***. Achieved through successful Class A legislation, these changes: 1) Clearly define Standing Committees and establish their purpose; 2) Create the Faculty Advisory Liaison role which will allow for the representation of faculty and faculty interests on wider campus advisory bodies; and 3) Establish a Campus Safety Advisory Liaison as the first such Faculty Advisory Liaison, empowering this role to meaningfully and credibly represent faculty voice in campus-level safety planning discussions and plans.

- ***Strengthening of Tri-Campus Collaboration with UW Bothell And UW Seattle Faculty Leaders.*** This strengthened relationship resulted in a coordinated effort to elicit faculty feedback, coordinate, write, and submit representative letters from UWT and UWB representative bodies (FA, GFO, and each campus' senate-level representation) in response to proposed Executive Orders defining UWB/UWT campus structure and revising appointment, promotion, and tenure guidance

- ***Activating Engagement with Campus Elected Faculty Councils (EFCs)*** Recognizing the importance of these school-level representatives of the faculty of each unit, FA leadership worked to increase the ability of faculty to elect their own unit-level UW Senators, communicate with Executive Council representatives, and strengthen unit-level P&T and curriculum processes.

- ***Strategic, Conscious Utilization of Quarterly Faculty Assembly Meetings.*** Retreats were thoughtfully used to optimize engagement and reframe campus-wide participation by faculty on our campus, which has been challenged by increasing faculty identification with specific academic units. This included the co-production and confirmation of goals and objectives and the confirmation of Standing Committee charges for the year at the Fall 2024 FA Retreat. Based on information from pre-retreat polling and survey feedback evaluating faculty interests and expected attendance, FA leadership strategically chose to reallocate goals and activities originally associated with the Winter 2025 FA Retreat to other, already-scheduled events and meetings, thus respecting faculty time and energies by rescheduling the retreat. The Spring 2025 FA Retreat—now simply renamed—The Faculty Assembly—was an innovative, creative, and groundbreaking introduction of "Open Space Technology" to a broad faculty forum, with energizing and invaluable results.

- ***Successful Implementation of OST as a Viable Approach to Full Faculty Gatherings.*** The use of OST allows participants to identify areas of interest, create priorities, set agendas, and innovate follow-up collaborative actions. OST has great potential to further strengthen Faculty Assembly as an authentic, self-governed faculty body that encourages, and values faculty voice and agency beyond regular EC and Standing Committee meetings.

- ***Active Investment and Participation in Governance and Community Events and Gatherings*** (e.g. UW Regents meeting at UW Tacoma, November 2024; luncheon reception for UW Senate leaders at UW Tacoma, April 2025); and the transition of awards events and faculty celebrations (e.g. Distinguished Faculty Awards) to Academic Affairs, which has the appropriate resources to host these annual faculty recognition events.

- ***Streamlined, Co-Produced Standing Committee Charges.*** Working together, Standing Committee Chairs and members reviewed and confirmed charges to ensure they were aligned with committee purposes, roles and responsibilities as defined by the UWT Faculty Bylaws and UW Faculty Code. By ensuring that only that labor authorized by governing policies of our campus and University was asked for, this streamlined co-production and confirmation consciously worked to maintain to respect the time and efforts of faculty service leaders.

- **Strategic Use of Ad ad-Hoc Committees and Task Forces.** These committees were intentionally sparingly activated to remain within our ability to generate implementable recommendations. The Ad Hoc Research Advisory Committee Task Force convened and produced clear, iteratively reviewed, and widely vetted directives (see Appendix). APT policy revision efforts await university-level structural reforms for Bylaw compliance.

- ***Re-Establishment of Executive Council Communication with Tri-Campus Faculty Councils.*** UWT representatives to these were invited to check in regularly with Executive Council and a new standing agenda was created for this purpose.

- ***Restoration of Routine Expectations for EC Meetings and Standing Committee Activities***. Returning to the use of the Open Public Meetings format, the utilization of 1) Well-designed and consistently pre-circulated agendas and materials, with upcoming votes highlighted for members 2) Regular reports and Standing Committee updates as part of each agenda, 3) "Key takeaways" provided for EC members to share back to their units, and 4) Continued adherence to Robert's Rules of Order and standards for faculty and shared governance, enabled meeting standards and communication practices at EC to improve considerably.

The considerable accomplishments of Faculty Assembly and our Executive Council in 2024-2025 have been enabled by the collective commitment and support of elected leaders across all UWT units, and strong staff support. ***This is particularly exceptional, given the significant constraints and realities of the past academic year:***

- Sudden Elected FA Vice Chair Vacancy in August 2024

- FA Chair's multi-week jury service in September without a sitting Vice Chair to whom to delegate

- Rapid response to obtaining procedural guidance on the emergency election of a new Vice Chair, the re-allocation of roles of needed roles to begin the academic year and cover first meetings and gatherings in September 2024
- Staff supervision model transition in September 2024, making FA Program Coordinator a direct report to the FA Chair

- Campus-wide budget tensions from state deficits and federal administration changes, intensifying throughout the academic year and further exacerbated by UW Institutional exposures following the change in U.S. Federal Administration in January 2025 and continuing challenges of shift to Workday

- Complex relationship between Faculty Assembly and Academic Affairs, perceived by some to be an inherent conflict of interest, given that the EVCAA oversees all academic decision-making related to faculty career growth and professional development activities, e.g. APT, curricular approvals, and management of budgets and program objectives across a range of related, arguably competing campus interests and processes.

In this environment and building on the significant success of the current FA team, the opportunity for the continued strengthening and contribution of the UWT Faculty Assembly to support the faculty will require two areas of attention and investment.

First, UW Tacoma's unique urban-serving mission becomes critical in resource-constrained environments. Faculty are essential for the protection (and growth) of our programs and units, the retention of our faculty and staff colleagues, and the pedagogical excellence and teaching commitments that essential to our students. True academic freedom is underpinned by the discretion and standing of faculty to drive and determine academic programs as well as professional evaluation and processes of promotion and tenure. ***This is a crucial time for faculty solidarity across disciplines and campuses to preserve our fundamental values as researchers, educators, and public servants.***

Second, faculty involvement in a number of campus decision-making areas needs to be engaged and strengthened. Though not within the direct purview of faculty responsibilities, there are multiple areas of campus activity and decision-making essential to faculty well-being and performance/ These areas include but are not limited to safety planning, budget processes, research footprint, applied interdisciplinary program growth, sustainable community engagement, and targeted student support. In each of these areas, faculty governance has been only intermittently engaged. To strengthen the long-term sustainability of the campus, faculty involvement through reliable and representative mechanisms (such as Faculty Advisory Liaisons) can provide ways to accurately and effectively thread legitimate faculty contributions into the fabric of the campus.

II. 2024-2025 GOALS AND OBJECTIVES

Major Goals (Collaboratively Developed with Leadership):

1. **Continued improvement of basic FA roles, with a focus on committee functioning and timely communication**

2. **Transparency and accountability that respects faculty time and labor**

3. Support for implementation of Workload Equity Reporting (FAC)

4. Creating committee guidelines and procedural expectations for faculty review (APT)

5. Collecting Academic Plan questionnaire responses ahead of new curriculum proposals, and collating for review and analysis subject to campus-level funding support (APCC)

6. Supporting valuation, job security, and campus culture for teaching track faculty (NTTFF)

7. Evaluating research engagement and providing recommendations for strengthened faculty contributions (RAC)

8. Clarification of needed improvements to APT policy, process, norms, procedures, and UW tri-campus interface – with UWT faculty interests at the fore (AA, FCTCP, APT, EC)

9. Improved support for international faculty and acknowledgment of the cultural contribution and constraints faced by faculty colleagues

10. **Investment in community ethos and campus morale to recover from lasting effects of COVID-related displacements**

The three overall goals driving FA activities in 2024-2025 were Goals 1 and 2, in service to those that follow; with the understanding that Goal 10 requires the clarity and reliability of the first two goals.

The key focus of Faculty Assembly in 2024-2025 was rebuilding trust through improved clarity, efficiency, and effectiveness in delivering on the core responsibilities of campus faculty governance.

Fall 2024 Faculty Assembly Retreat workshop sessions enabled the co-production of objectives for the academic year and further refine these goals (see Appendix for Agenda and **Summary of Feedback from FA Fall Retreat,** September 27, 2024, 1-3 PM, Milgard Hall). This retreat also led to the finalization of draft charges for each Standing Committee, in partnership with Chairs of those committees; the provision of written, faculty-driven feedback for the UW Presidential Search Committee, based on the process and prompts provided for UWT faculty engagement (See Appendix for UW President Search prompts – 3 categories); and identification of "big picture" faculty governance concerns - including **definition of FA bodies**, authority of each, and expected roles and impacts in campus shared governance processes.

Standing Committee charges received formal EC approval on October 28, 2024.

III. STANDING COMMITTEE ACCOMPLISHMENTS

Standing Committee annual charges were co-produced by the FA Chair, Vice Chair, incoming and outgoing committee chairs, and standing committee members. Though the Chair held Spring 2024 meetings with outgoing committee chairs, our newly elected Vice Chair came on board after the Fall Retreat. Thus, in communication with standing committee leaders, charge letters were withheld until the input of the full faculty could be sought at the retreat, and the Vice Chair could be included in review and final approval.

CHARGE DEVELOPMENT STANDARDS:

1. Direct alignment with Bylaw-defined committee authority
2. Formulaic, concise format with clear deliverables and dates
3. Collaborative production with chairs and review by members prior to EC approval

2024-2025 COMMITTEE WORK:

- **ACADEMIC POLICY AND CURRICULUM COMMITTEE (APCC):** Review program and course proposals; support UWT Academic Plan and Strategic Plan, and UW-wide teaching initiatives; provide recommendations on needed changes to policy and curriculum

- **APPOINTMENT, PROMOTION, AND TENURE (APT) COMMITTEE**: Advise the Chief Academic Officer following review of candidates; establish, guide, and coordinate APT process; make recommendations on needed changes to policies and procedures

- **FACULTY AFFAIRS COMMITTEE (FAC):** Gather data from faculty and review ad hoc and campus-level committees, as well as unit-level faculty experience; continue to strengthen initiatives to support international and teaching faculty, and to implement workload equity investments; propose changes to UWT Faculty Bylaws to strengthen mechanisms

ACCOMPLISHMENTS AND COMMITTEE REPORTS:

- **APCC:** Reviewed 14 proposals for new and revised programs, and 107 proposals for new and revised courses. The first iteration of the Academic Plan Survey Questionnaire was successfully collected from units and analyzed for all programs, together with the FA Chair; Qualtrics survey results and summary are available here.

- **APT:** Reviewed 24 cases for tenure and promotion and produced a handbook to guide the committee's practices in future years. The Chair coordinated with FA and AA leadership to identify key elements of needed updates to the UWT Faculty Assembly Bylaws regarding committee composition, voting rules, and campus-level procedures. These will be completed when pending changes to the UW Faculty Code have been established.

- **FAC:** Continued successful foregrounding of Workload Equity Reporting at the unit level and proposed needed updates to the FA Bylaws (structure and purpose). Three pieces of Class A legislation were successfully workshopped, approved, and voted on by the full faculty to append the Bylaws and create two new definitions (Standing Committees and Faculty Advisory Liaisons) as well asone new role (Campus Safety Advisory Liaison). Proposed changes to the Research Advisory Committee (RAC) were brought to FAC by the RAC Task Force. After revision, these recommendations were brought forward in the task force report (see below).

Standing Committee Reports are in the Appendix.

FUTURE PRIOIRITIES:

Looking ahead, key and ongoing initiatives of Standing Committee include:

- **APCC:** Continue to identify the ongoing policy needs and teaching opportunities for academic programs on campus, and propose or create a structure for their guidance and management (eg. UEAC), to also support coordination with tri-campus policy and teaching initiatives.

- **APT:** Provide EC with proposed Class A legislation to amend the current FA Bylaws on Appointment, Promotion and Tenure, to align with the UW Faculty Code and to protect the voting legitimacy and decision-making of campus-level faculty committees, as well as the privacy and confidentiality of faculty candidates.

- **FAC:**- Implement the recommendations of the RAC Task Force, to lead and support clarification of the NTTFF structure and campus role, and to collect and analyze data on the impact and experience of budget processes on faculty at the unit level across campus.

IV. TRI-CAMPUS ENGAGEMENT

A) *UW Senate*

In Autumn 2024, Class A legislation with revised definitions of Teaching Excellence was successfully approved to update the Faculty Code, drawing on work by the Faculty Council on Teaching and Learning and contributions by UW Tacoma faculty members.

In Spring 2025, the total number of UW Tacoma Senators increased from 7 to 11 total (currently) based on existing formulas for the representation of faculty in the UW Faculty Senate, and clarification of the Faculty Code approved by the Senate to conform to the established ratio and definitions. Each unit-level School qualifies for Senate representation, and for every 40 faculty members thereafter, the School is allocated an additional Senate seat.

B) *Faculty Councils*

The FA leadership team worked closely with the Faculty Council on Tri-Campus Policy (FCTCP) on key issues over the course of the year, including response to the proposed EO's described below. In recognition of the uneven reporting and engagement structure for the representation of UWT faculty on university-wide faculty councils, the Executive Committee (EC) instituted a standing agenda item and mechanism for the UWT members to report on activities and seek feedback and guidance as deemed necessary. Faculty Council representatives attended the final two EC meetings of the year, and annual reports are available on the Faculty Assembly website.

UW Executive Orders (EO's)
In Spring 2025, President Cauce circulated three draft Executive Orders (EO's) clarifying the Bothell and Tacoma campuses' roles in the tri-campus system, including P&T updates to EO V. UWT FA leadership coordinated with FCTCP, UW Senate, and UW Bothell counterparts to submit unified feedback requesting: stronger faculty protections; formal recognition of FA and GFO as governance bodies; retention of campus-level curriculum and APT authority; and optional School-level representation on the Provost's Board of Deans and Chairs.

V. CAMPUS-LEVEL INITIATIVES

Campus level initiatives led by Faculty Assembly that have helped to strengthen campus faculty culture and will continue to make improvements and contributions central to faculty experience include the following:

ISSUE	INITIATIVE	OUTCOME(S)
• **Faculty research support and campus scholarly culture**	• **Ad Hoc Task Force on the Future of the Research Advisory Committee**	• **Recommendation to structure to strengthen the connection to EC, and further empower in collaboration with the OR** • **Report here and in Appendix**
• **Teaching faculty advocacy and support**	• **Non-Tenure Track Faculty Forum (NTTFF)**	• **Determination to clarify structure: arm of FAC, Standing Committee, or other – pushed clarification of Bylaws definitions**
• **Engagement with School-level Elected Faculty Councils (EFCs)**	• **Dedicated email list; regular updates, direct invitations**	• **Rapid ID of School level UW Senators;** • **Active participation in Spring OST gathering;** • **Stronger communication between FA and units, to reinforce EC reps**

• Strengthened attendance, engagement, and efficacy for FA meetings	• Revised quarterly retreat format • Introduction of hybrid EC meetings and enforcement of OPMA standards	• Collaborative structure with clear action items from each gathering
• Faculty-driven agenda for pressing relevant governance activities	• Open Space Technology (OST) introduced at quarterly spring gathering • Renamed simply the "Faculty Assembly," from "retreat"	• Multiple faculty-led next steps, eg 'Pint and Plan' • Regular in-person gatherings • App-based coordination to communicate re campus conditions
• Unclear policy guidance on FA committee structure, roles and responsibilities	• 3 updates approved to UWT Faculty Assembly Bylaws via Class A Legislation	• Strengthened definition and authority of FA committees, consistent with UW Faculty Code • Improved mechanism for representation and faculty contribution to cross-campus committees (eg Safety Planning)
• Clarity on faculty governance mechanisms and forms of support	• Regular communication with committee chairs • Standard EC agenda structure and timely circulation of upcoming votes with necessary materials	• Improved confidence in FA meetings and process • Efficient use of time with substantive, collaborative actions that follow effectively

Appendices

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1. Faculty Assembly and Executive Council meetings, 2024-2025

UWT Executive Council Meeting Dates, Agendas, Motions, and Minutes

Meeting Date	Agenda	Motions and Minutes
September 16, 2024	12:30: Welcome 12:35: Introductions 12:40: Tri-Campus Teaching@UW Initiative *(Guest: Dr. Andy Harris, Executive Vice Chancellor for Academic Affairs)* 12:45: Vice Chair Vacancy 12:50: Review of Options for Vice Chair 1:00: Request for a Motion; Vote 1:15: FA Fall Retreat Agenda 1:20: Adjourn	Motions: 1. Solicit nominations for Vice Chair and extend nomination window **Vote: Passed** Minutes: September 16, 2024 Minutes
October 11, 2024	*Meeting Cancelled*	*Motions:* *Minutes:*

October 28, 2024	12:30: Welcome
	12:35: Chair's Report
	  1. UWT Faculty Assembly (Vice Chair election, Fall Retreat)
	  2. UW wide updates (Teaching@UW; DEI Council; AI Task Force; President Search)
	  3. FA practices for EC (goals, team-based leadership)
	12:45: Executive Council Orientation
	12:55: Standing Committee Chair's Reports
		Motions:
		1. Support the Charge letter for Faculty Affairs
		2. Support the Charge letter for the Academic Policy & Curriculum Committee

	1:10: Discussion: UW Regents Meeting: Police Presence *(Guest: Susan Wagshul-Golden)* 1:20: Adjourn	3. Support the Charge Letter for the Appointment, Promotion and Tenure Committee **All motions passed** Minutes: October 28, 2024 Minutes

November 15, 2024	1:00: Welcome
	1:05: Chair's Report
	    1. UW Senate, SEC, and DEI Council
	    2. FCTCP and Budget planning initiatives
	    3. UW Regents; OPMA
	1:15: Standing Committee Chair's Reports
	1:45: Library Update: Student-centered information, Course Reserves and Textbooks *(Guests: Marisa Petrich, Megan E Gregory, Layne Gonzales, Amanda Pirog)*
	2:00: Student Affairs Update *(Guest: Mentha Hynes-Wilson)*
	2:30: Discussion: Emergent issues faculty governance and EC planning/responsibility
	3:00: Adjourn
		Motions: No motions
		
		Minutes: November 15, 2024 Minutes

November 25, 2024	12:30: Welcome
	12:35: Chair's Report
	    1. FCTCP and UW budget process
	12:40: Executive Vice Chancellor for Academic Affairs Update to Executive Council
	12:55: Standing Committee Chairs' Reports
	1:00: Emerging Faculty Governance Topics
	    1. Non-Tenure Track Faculty Forum (NTTFF) leadership – update
		Motions: No motions
		
		Minutes: November 25, 2024 Minutes

	2. Current contract negotiations in SIAS a. Policy, decisions, and timeline b. Impact on campus climate 1:20: Adjourn	
December 6, 2024	1:00: Welcome 1:05: Chair's Report 1. Budget update and unit-level adjustments 2. EO's and Faculty Code; tri-campus policy 1:15: Chancellor's Update to Executive Council 1:30: Standing Committee Chairs' Reports 1:45: Campus Safety Update (Guests: Susan Wagshul-Golden, Sylvia James), Requested Updates from Campus Safety Committee 2:30: Winter FA Retreat (Discussion and planning) 3:00: Adjourn	Motions: No motions Minutes: December 6, 2024 Minutes
January 10, 2025	1:00: Welcome 1:05: Chair's Report 1. UW Policy and Tri-Campus Update 2. Budget Update 3. UWT Strategic Plan and 2025 campus community growth 1:15: Standing Committee Chair's Reports 1:45: Discussion: *Shared Outcomes*, **Faculty Workload Equity Reporting** 2:15: Discussion: *Shared Outcomes*, **Academic Plan Survey Results** 2:45: Discussion: Recruitment plan for Winter Retreat 3:00: Adjourn	Motions: No motions Minutes: January 10, 2025 Minutes
February 7, 2025	1:00: Welcome 1:05: Chair's Report 1. UW tri-campus leadership – President and Faculty Regent selection	Motions: 1. Create Ad Hoc Task Force on instituting a

	2. Budget, Bylaws, Hiring and UWT consultative processes for FA 3. Vice Chair: FCTCP and filling seats AY 25-26 1:15: Standing Committee Chair's Reports 1:45: Discussion and Vote: FA Ad Hoc Task Force on Instituting a Permanent Research Advisory Council 2:15: Discussion and Vote: FA Resolution on Faculty Workload Equity Reporting 2:30: Discussion: EFC's, EO's, and tri-campus structures 3:00: Adjourn	permanent research advisory council 2. Creation of Class C Resolution on Faculty Workload Equity Reporting **All motions passed** Minutes: February 7, 2025 Minutes

February 24, 2025	12:30: Welcome
	12:35: Chair's Report
	    1. UW wide and responding to federal transition
	    2. UWT opportunities with clarified governance (EFCs, bylaws, seats for next year)
	12:40: Standing Committee Chairs' Report
	12:55: Discussion: Executive Orders V, XX
	1:20: Adjourn
		Motions: No Motions
		
		Minutes: February 24, 2025 Minutes

March 7, 2025	1:00: Welcome
	1:05: Chair's Report
	    1. Campus events – Paulsen Lecture 4/15; Senate reception 4/28
	    2. Elections and open seats
	    3. Policy updates
	1:15: UWT Employee Engagement Survey (Gallup Survey): (Guest: Abby Zorn, Director of Organizational Development and Human Resources)
	1:30: Standing Committee Chair's Reports
	2:00: Responding to Federal Policy Updates
	    1. Guidance for researchers
		Motions: No Motions
		
		Minutes: March 7, 2025 Minutes

	2. Budget cuts and implications 3. Guidance for classroom practices 2:30: Faculty Assembly Spring Retreat Discussion 3:00: Adjourn	

March 31, 2025	12:30: Welcome
	12:35: Chair's Report
	   1. FA Communications, Blog, Spring meeting
	   2. Bylaws, Faculty Code, and Executive Orders
	12:40: Standing Committee Chair's Reports
	12:55: Discussion Spring Retreat
	1:20: Adjourn
		Motions: No Motions
		
		Minutes: March 31, 2025 Minutes

April 28, 2025	Faculty Senate Reception	Motions: No motions Minutes: No minutes, Faculty Senate Reception

May 9, 2025	1:00: Welcome
	1:05: Chair's Report
	   1. Climate: Big Ten statement and opportunities for action; Climate Survey
	   2. Tri-campus: E.O.'s, faculty councils, and Class A re-apportionment of UW Senate representatives
	   3. Faculty leadership nominations: open calls
	1:15: Standing Committee Chairs' Reports
	1:45: Bylaws updates: Class A legislation *notice of intent*
	2:15: Budget – State, UW, and UWT
	2:30: Tri-campus councils: Reports and Discussion
	3:00: Adjourn
		Motions:
		
		1. Approve proposed notice of intent on Class A Legislation on Standing Committee Definitions
		
		2. Approve proposed notice of intent on Class A Legislation on definition of Advisory Liaisons as written.
		
		3. Approve proposed notice of intent on

		Class A Legislation on Campus Safety Advisory Liaisons as written. **All motions passed** Minutes: [May 9, 2025 Minutes](#)

May 30, 2025	1:00: Welcome
	1:05: Chair's Report
	   1. Current political climate
	   2. Policy updates at the tri-campus and campus level
	   3. Open seats and 2025-2026
	1:15: Standing Committee Chair's Reports
	1:30: Class A – 3 pieces - vote
	1:45: Executive Orders
	   1. FA response
	   2. UWT Senators response
	2:30: Budget
	2:45: Tri-campus councils: Reports and Discussion
	3:00: Year-end synopsis and graduation; Adjourn
		Motions:
		
		Minutes: To be approved at the first 2025-2026 EC Meeting

2. Fall 2024 FA Retreat Agenda, and Summary of Feedback

a. Fall 2024 FA Retreat Agenda

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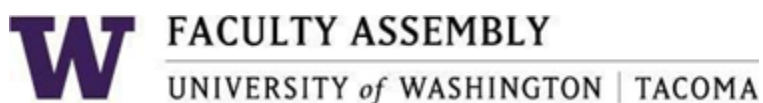
FACULTY ASSEMBLY FALL RETREAT

September 27, 2024   1:00p.m. – 3:00p.m.

Milgard Hall (MLG) 110

Agenda

1:00-1:05   *Welcome & Introduction*

Anne Taufen, Chair and Andrew Seibert, Program Coordinator

UWT Faculty Assembly

1:05 – 1:15 *Updates from Chancellor*

Sheila Edwards Lange, Chancellor

1:15-1:30   *Updates from EVCAA*

Andy Harris, Executive Vice Chancellor for Academic Affairs

1:30-2:00   *UW President Search and Presidential Search Advisory Committee (PSAC) feedback*

Robin Evans-Agnew, EC and SNHL

Workshop I

1) Faculty Development and Wellbeing;
2) Community Engagement, internal and external; and
3) Policy and Institutional Management.

~Break ~

2:10-2**:40** *Standing Committees, Advisory Councils, and Faculty Assembly Priorities*

Workshop II

Goals and 2024-2025 Objectives

1) **Standing Committees** – Academic Policy and Curriculum Committee (APCC); Appointment, Promotion, and Tenure (APT); Faculty Affairs (FA).
2) **Advisory Councils** – Research Advisory Committee (RAC); Budget Advisory Committee (BAC); Non-Tenure Track Forum (NTTF); Campus Safety Committee (CSC).
3) **This Moment** - top priority concerns?

2:40 – 2:55 *Special Election: Candidates for Vice Chair of Faculty Assembly*

Sharing of Candidate Statements and Guidance on Special Election process

2:55 – 3:00 – *Closing*

Anne Taufen

b. Summary of Feedback from FA Fall Retreat

September 27, 2024, 1-3 PM, Milgard Hall

Faculty Assembly Standing Committees
Faculty Affairs

- **Implement recommendations of workload equity report**
- Mechanisms to *improve and change practice*: faculty committees should not do work that is the proper purview and responsibility of administration; improved clarity on faculty work that we are empowered and enabled to do, under our own bylaws
    o Refrain from the desire to respond to and address every issue that comes up, affecting faculty; **this is a workload equity issue**. Take time to identify and understand where we have *spaces for action*, and where we need to press for and, when indicated, take more.
    o Continue the move to *enlist administration in sustaining programs* that are their purview and responsibility (e.g. faculty award programs for research, teaching, and community engagement; support and recognition for international faculty; safe classrooms, offices, and common spaces).
    o Undertake FA committee *work sparingly and intentionally* (standing, ad-hoc, and advisory committees) to align with likely impact and success, build trust, and respect faculty labor.
    o Create *more precision in role clarity* and communication practices. What is each committee empowered to do, who are they responsible to and what outcomes do they generate; sharing agendas, meeting schedules, decision points, and materials for review with sufficient notice and shared expectations; following Robert's Rules to ensure smooth and efficient EC meetings.
    o *Consider the role of the retreat*. Have we outgrown a full campus faculty gathering (direct democracy)? Does waning attendance indicate closer identification with, and maximized co-learning commitments at the unit level? Since we now have Schools with EFCs – not programs with directors – should we have a retreat for EC members and EFC chairs (representative democracy)? How can we use the quarterly retreats to further effective faculty governance, in line with changes in scale, numbers, and the locus of service activity for most faculty?

Appointment, Promotion, and Tenure

- **"black box" obscures and hinders** strong norms and shared practices at the campus level.

- Faculty need to have *confidence in how this committee works*, including norms of collegial review, expectations for stated and written evaluations, and understanding of time commitment, workload, and privacy for candidates.
    o Documenting expectations and best practices would help acknowledge the existing enormity of APT committee work, current and ongoing (increasing overall appreciation)
    o Labor and time in "reinventing the wheel" each year, or overly relying on past members as go-to antidote, would be aided by a guidance document for the committee
- Areas of importance and *needed policy change* in review practices, voting eligibility, and emphasis of evaluation (procedural/substantive) remain and need to be addressed.
    o Changes to our bylaws to adjust APT policy and practice through Class A legislation need to originate in the APT Standing Committee – EC cannot do this
    o Changes to bylaws need to be vetted and reviewed for compliance with the UW Faculty Code, in addition to responding to findings of the task force reports
    o Current UW Faculty Code trumps task force recommendations; APT membership voting rights are constrained by university policy, and faculty being reviewed must be protected by our campus-level policy
    o APT is the "natural" home for informed deliberation and proposed policy change as only members who have served have experience with the process, confidentiality, and potential conflicts that arise, unique to our campus and out of public view (by legal necessity)

Academic Policy and Curriculum Committee

- **"black box" relates to the specifics, volume, and multi-stage review** of new courses, programs, and proposed revisions of the same – not a need for privacy or a lack of clear procedural direction on who can vote or perform substantive review (as with APT)
    o Work with administration on *Workshops for Curriculum Development*; Academic Affairs has an interest in faculty becoming more adept and knowledgeable: how the process of approval works, best practices for how course learning outcomes (CLO's) support program learning outcomes (PLO's), stages of the process and what to expect
    o Support *use of available data* to strengthen curriculum proposals and align with our campus mission and regional human capital needs; partner with Academic Affairs to upskill EFC chairs (or a designee in each unit) on key metrics for program performance (PLO's) and course rationales (CLO's)

- Big picture *campus and tri-campus policy* may impose an unrealistic burden on APCC given the ongoing, year-long, deadline driven load of curriculum review on a still-growing and rapidly developing R2 campus
    o Require updates to APCC from, and coordination with academic policy bodies, permanent and ad-hoc (eg. Teaching@UW, UEAC, AI Taskforce)
    o Realism about, and support for APCC coordination with larger processes of Academic Planning (Academic Affairs) and Strategic Planning (Chancellor's Office)
        ▪ Do we want APCC to propose updates to the Academic Plan survey questionnaire for program invigoration, following the first cycle of new proposals that require its completion?
        ▪ Do we want APCC to provide leadership on shaping Strategic Plan curricular/spatial planning priorities, and/or implementing the same through future program review and evaluation?
        ▪ What support is needed for this, and given the current focus of APCC how can this be structured and enabled to activate those with interest/capacity?

Faculty Assembly Advisory Committees

Non-Tenure Track Faculty Forum

This body is essential, the needs and concerns of NTTF are separate and distinct from TTF.

Campus wide pressure to reduce courseload for tenure-track faculty to improve research footprint, implies risk for non-tenured teaching faculty; at UWB this was accomplished on the backs of NTTF. How can we keep our eyes open about this, and recognize the structural need to hold policy and negotiating space for Teaching faculty, on a non-union campus, to realistically build rather than erode collegiality, as well as teaching and research practice? How is research being defined for NTTF, now that this is included in evaluation and review, and how does this differ (if at all) from TTF definitions?

NTTF may need to propose Class A legislation through Faculty Affairs or other standing committees, but they need to be a stand-alone body with discretion and charge and permanence, to identify and advocate for the needs of Teaching faculty.

Is this, or should this be a Standing Committee?

Budget Planning Committee

Faculty need to understand the budget.

Mismanagement of the budget can have negative consequences on faculty.

Non-salary budget – can affect how we work – having more knowledge can help us.

Workday has been a huge shift for everyone, and some faculty have made the shift (or have had to) more completely than others. What are the specific issues that this platform has introduced for faculty, what are the opportunities for learning and improvement that it provides, and how can this committee better represent the needs and interests of faculty in this transition?

Yes, we have a campus budget committee, and a great VCFA – faculty interests related to the budget and campus finance are sometimes distinct, and require coordination and an opportunity to learn together, use our voice, and be more effective in engaging the process.

Research Advisory Committee

Way to empower and be mindful of disciplinary differences – how can non-STEM colleagues secure strong research funding, how can PAR and CEL obtain extra-institutional support, and can we better leverage these faculty strengths at UWT with research resources?

Communicate more of what the RAC has accomplished, what they have advocated for and helped to provide, in the past.

Build skills to communicate across teams, and build interdisciplinary teams – business is different than the arts, how do we write a fungible proposal together, so we can amplify student support?

What are some effective ways to matchmake across units and disciplines, and build more connections for cross-departmental research? Can the RAC help enable and sustain these?

BIG PICTURE

These are not (or not currently treated as) "Standing Committees" but they are permanent faculty advocacy needs and require annual investment and empowerment to coordinate effectively with administration, and propose legislation (as necessary) to further faculty interests. "Advisory Councils"?

Each is absolutely mission-central and the faculty depend on the thriving function, respectful footprint, and wellness of Teaching Faculty, Budget Engagement, and Research Funding. Can we clarify the role of each of these groups; are they committees, councils, for a – does what we call them matter, how many people on each, who chairs, to what ends, and who decides?

Support for the policy and shared governance importance of NTTF, BAC, RAC, and desire to see this elevated and clarified, in our bylaws. Permanent, non-subsidiary, shared governance advocacy role for faculty.

3. FA Standing Committee Charges, October 2024

Academic Policy and Curriculum Committee Standing Committee Charge, 2024-2025

UWT Bylaws:

Charge - – The Academic Policy and Curriculum Committee shall be **responsible for matters of policy** relating to the academic affairs of the University of Washington Tacoma, including proposals for new academic programs; majors, minors, concentrations, and undergraduate and graduate certificate programs; applications for new and revised courses; scholastic standards including admissions; and campus graduation requirements. It shall also **provide guidance** to the Vice Chancellor for Academic Affairs on policies regarding the interpretation and administration of academic regulations of the campus, as well as **provide recommendations** on initiatives requested by the Executive Council related to academic excellence and equity. Upon approval, the Committee shall forward its recommendations to the Executive Council, which may bring proposals and recommendations to the Faculty Assembly for a vote or may adopt them as provided in Article V, Section 1, Part C of these bylaws. *(emphasis added)*

Dear Professors Masura, Feuerborn, Haerling, Horakova, Jolly, Kelley, Ramirez, Sakpal, Saudagaran and Sellmaier:

Thank you for serving on the Academic Policy and Curriculum Committee (APCC). Based on the provisions of our Faculty Assembly bylaws, the work of the 2023-2024 Faculty Affairs committee, feedback at our Faculty Retreat on September 27, 2024, and our meetings together, we are providing here the FAC annual charge.

AY 2024-2025 Charge: as above, with specific guidance:

1. *"responsible for matters of policy"*
    a. Review proposals for new and revised academic **programs:** design and approval of majors, minors, concentrations, undergraduate and graduate degrees and certificates
        i. Advise and guide development of new proposals for submission, in collaboration with Academic Affairs
        ii. Troubleshooting areas of clarification and improvement, in collaboration with Curriculum and Operations Management staff and proposing faculty
    b. Review applications for new and revised **courses**
        i. Manage proposals through UWCM portal
        ii. Provide guidance to faculty in the completion of course proposals, e.g. contact hours, measurable learning outcomes, course descriptions, use of pre-requisites

      iii. Support and help to improve course proposals going forward for tri-campus review

c. Set scholastic **standards** including admissions and campus graduation requirements
      i. Review and sustain minimum GPA for admission, ongoing matriculation, and graduation
      ii. Establish and maintain campus level course designations in specific learning areas: Writing, Research, Community Engaged Learning, Diversity
      iii. Support for developing learner-centered syllabi

d. Maintaining platform for shared, collaborative review of program and course proposals
      i. Regular meetings and materials (currently Canvas)
      ii. Links to review dashboards (currently UWCMS)
      iii. Use and maintenance of APCC best-practices living document

Deliverable: *Updates to EC at each meeting*, o*ngoing*

2. ***"provide guidance"***
a. UWT Academic Plan
      i. Review use of survey questionnaire data in PNOIs
      ii. Identify areas of curricular interest and survey improvement for subsequent cycles

b. UWT Strategic Planning
      i. Consult with administration on areas of projected growth and potential, based on PNOI and other sources
      ii. Identify opportunities for improvement in assessment and data collection, to support and inform campus strategic planning

c. UW wide initiatives
      i. Teaching@UW
      ii. A.I. Task Force
      iii. FCTL Core Elements – faculty code update
          1. Liaise with UWT faculty appointees; request updates as necessary

Deliverable: *Updates to EC once per quarter*, o*ngoing*

3. ***"provide recommendations"***
a. Propose **Class B legislation** to make changes and improvements to the Academic Plan survey tool/ assessment appendix, to better elicit and document measures of program performance, based on use and supplementation of survey questionnaire data

b. Propose **Class A legislation** to adjust the definition of an academic unit according to the UWT Bylaws, to assure equal representation and equitable impact across programs and faculties
      i. Share proposed amendments with the Secretary of the Faculty and the UW subcommittee on Code compliance, to assure viability and alignment with tri-campus policy and UW Faculty Code
      ii. Submit proposed amendments for EC deliberation and vote

      iii.   Identify any other areas of ongoing need for UWT academic policy and make recommendations for action

Deliverable: *Survey Questionnaire revisions for EC review, Monday 3/31/25 - Class B legislation*

Deliverable: *Bylaw Amendments for EC review, Monday 4/28/25 - Class A legislation*

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

Anne Taufen   Andrea Hill
Faculty Assembly Chair   Faculty Assembly Vice-Chair

Charge Letter Approved by the UWT Executive Council 10/28/2024

Appointment, Promotion, and Tenure (APT) Standing Committee Charge, 2024-2025

[UWT Bylaws](#):

Charge - The Faculty Committee on Appointment, Promotion and Tenure shall **advise the Chief Academic Officer** on cases involving promotion and tenure of the faculty in accordance with Sections 24-54.C and 25-41.B of the University of Washington Faculty Code. The Committee **coordinates discussion** of appointment, promotion, and tenure procedures and expectations across academic units and with administration. It shall also be the responsibility of the Faculty Committee on Appointment, Promotion and Tenure to review and, if necessary, **propose changes to policies and procedures** related to campus-level implementation of University appointment, promotion, and tenure policy in accordance with Section 13-23.A.5 and 13-31.A.4 and A.5 of the University of Washington Policy Directory. Proposed changes shall be referred to the Executive Council, which shall determine whether to refer the proposed changes to the Faculty Assembly for approval or may adopt them as provided in Article V, Section 1, Part C of these bylaws. **(emphasis added)**

Dear Professors Goda, Dierwechter, Feuerborn, Hanneman, Kim, Seow, Stevens:

Thank you for serving on the Appointment, Promotion, and Tenure Committee (APT). Based on the provisions of our Faculty Assembly bylaws, the work of the 2023-2024 Faculty Affairs committee, feedback at our Faculty Retreat on September 27, 2024, and our meetings together, we are providing here the FAC annual charge.

AY 2024-2025 Charge: as above, with specific guidance:

1. ***"advise the Chief Academic Officer"***
   a. Assemble and review for **completion of candidate files**, including narrative, CV, publication and research outputs, teaching evaluations, and external letters
   b. Check and confirm that timeline and **integrity of the process** has been respected, in accordance with campus and university policies
   c. Assess **procedural standard of unit-level APT committee** (or its equivalent), where discipline specific, expert substantive review takes place
   d. **Seek clarification** in any instances of discrepancies or negative decisions, and include this documentation in decisions for EVCAA
   e. **Communicate decisions** in a timely fashion to candidates and their Dean, following policy guidance and university practice, providing opportunity for response and documentation according to current policy

f. **Share assessment** of mandatory and non-mandatory promotion files and forward to EVCAA, with a focus on procedural integrity and including overall substantive evaluation, aligned with campus and university deadlines

Deliverable: *Record of votes and procedural documentation, December 2024/January 2025*
Deliverable: *Update to EC once per quarter*, o*ngoing*

2. ***"coordinate discussion...across academic units and with administration"***
   a. Confirm **representation and schedule** for APT committee-level review, to include members from all academic units and with key milestones clearly established
   b. Conduct **synoptic review of campus practice,** to include
      i. Committee workload and expectations, especially through the fall term
      ii. APT standing committee and task force reports ([2022](#) and [2024](#))
   c. **Establish guidelines** for APT Standing Committee standards of practice, working with Academic Affairs and Academic Human Resources to draft an APT Committee Handbook: clarifying expectations, norms, practices, and standards, for continuity and efficiency
      i. Codify a schedule for future Chairs and members of the campus faculty APT Standing Committee
      ii. Name explicit norms and expectations around file review and shared committee discussion, to protect and elevate the discourse within a dedicated academic community, in a spirit of continuous learning and mutual respect
      iii. Draft guidelines for all aspects of committee work and documentation, including how to write a review letter, where and how to share concerns, practices of confidentiality, and aligning goals and responsibilities in treating the careers of colleagues as well as shared interests with respect and care

Deliverable: *Draft Handbook to EC for review, Friday 3/7/25 - Class B legislation*
Deliverable: *Update to EC once per quarter*, o*ngoing – Winter/Spring*

3. ***"propose changes to policies and procedures"***
   a. Identify **needed revisions to UWT bylaws** for APT committee-level review and campus-level practice and policy, to strengthen and protect process and outcomes; review task force recommendations, and past initiatives to amend faculty bylaws, to propose
      i. Nature of review at each level – procedural, substantive, both
      ii. Definitive voting and membership standards
         a. Committee eligibility by rank and title
         b. Voting eligibility by rank and title
      iii. Other issues as determined by the committee
   b. Draft and provide **Class A legislation** to amend the UWT Faculty Assembly Bylaws on procedures for Appointment, Promotion, and Tenure
      i. Share proposed amendments with the Secretary of the Faculty and the UW subcommittee on Code compliance, to assure alignment with UW Faculty Code

        ii.   Submit proposed amendments for EC deliberation and vote

Deliverable: *Bylaw Amendments for EC review, Monday 4/28/25 - Class A legislation*
Deliverable: *Update to EC once per quarter, ongoing – Winter/Spring*

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

Anne Taufen   Andrea Hill
Faculty Assembly Chair   Faculty Assembly Vice-Chair

Charge Letter Approved by the UWT Executive Council 10/28/2024

Faculty Affairs Committee Standing Committee Charge, 2024-2025

The Faculty Affairs Committee shall **investigate and respond to issues of widespread concern** including, but not limited to, faculty governance, procedures regarding tenure and promotion, merit, teaching assessment, and an ongoing focus upon race and equity. **Issues about race and equity** will be taken to the Executive Council in order to develop a proactive and collaborative response by members of the Faculty Affairs Committee and the Executive Council. Matters for investigation may be brought before the Faculty Affairs Committee by the Executive Council or any member of the University of Washington Tacoma faculty. Where warranted this committee shall **formulate specific policy** proposals and forward its recommendations to the Executive Council, which may bring proposals and recommendations to the Faculty Assembly for a vote or may adopt them as provided in Article V, Section C of these bylaws. *(emphasis added)*

Dear Professors Cruz, Baiocchi, Drevdahl, Feroz, Lund, McGoogan, Weingarden, Weinstein:

Thank you for serving on the Faculty Affairs Committee (FAC). Based on the provisions of our Faculty Assembly bylaws, the work of the 2023-2024 Faculty Affairs committee, feedback at our Faculty Retreat on September 27, 2024, and our meetings together, we are providing here the FAC annual charge.

AY 2024-2025 Charge:

1. *"investigate and respond to issues of widespread concern"*

    a. *Faculty governance*
       Review current guidance defining Faculty Assembly consultative bodies: Research Advisory Committee (RAC), Budget and Planning Committee (BPC), Campus Safety Committee (CSC)
       How are these groups constituted, by whose authority, how do they interface with counterparts in administration and on campus to voice and advocate for faculty interests
    b. *Unit-level experience*
       Impact of enhanced monitoring status on UWT units and faculty
       Survey data and/or focus groups
    c. *Faculty experience*
       Impact of AI on faculty across the teaching, research, service and organizational practice of the campus and university
       Survey data and/or focus groups

    Deliverable: Analysis of data gathered, included in quarterly updates and year-end report

2. *Proactive and collaborative response to "issues about race and equity"*
    a. Workload Equity
       i. Following recommendations of Workload Equity Report, biannual reporting by unit level EFCs to Academic Affairs to be shared with Faculty Affairs and EC
    b. International Faculty

      i. Coordinate with International Scholars Office and Academic HR to establish recommended resources and faculty-specific, practical support from the 2023 FAC report, including Website Development and Communication.

   c. Teaching Faculty

      i. Invite regular updates from NTTFF leaders to remain aware of ongoing and emergent issues facing non-tenured faculty

Deliverable: Review of implementation actions, included in quarterly updates and year-end report

3. ***"formulate specific policy proposals"***

   a. Identify areas of the UWT Faculty Assembly Bylaws that require additions, alignment, and/or strengthening for essential faculty governance functions on our campus:

      i. Research Advisory Committee (RAC)

      ii. Budget and Planning Committee (BPC)

      iii. Campus Safety Committee (CSC)

      iv. Non-Tenure Track Faculty Forum

   b. Develop language to describe, empower, and refine the role of these bodies, relative to the needs of faculty on the UWT campus

   c. Outline key components and/or propose Class A legislation to update the Faculty Assembly bylaws, to clarify the purpose, role, membership, and powers of the above groups

Deliverable: Recommended policy actions for EC consideration and vote, May 2025

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

Anne Taufen   Andrea Hill

Faculty Assembly Chair   Faculty Assembly Vice-Chair

Charge Letter Approved by the UWT Executive Council 10/28/2024

4. UWT Faculty Feedback on UW President Search Process, October 2024

1. **Faculty Development and Wellbeing**

Group ONE

*responses that came out of workshop session, from individual faculty in attendance

What specific initiatives or strategies would you like to see from a new president to support

faculty research, teaching, and professional development?

Funding for tri-campus research support

How should the new president prioritize faculty needs in their vision for the university?

Understanding what makes Tacoma faculty unique. Full funding and accelerating [responses to] salary compression – [helping to create a] more realistic and predictable future.

Should the new president have a track record of tackling precarity in faculty contracts?

This would be a helpful skill, especially considering struggles with unaddressed social inequality in academia, intersectionality coupled with current socioeconomic and national political shifts.

What are the key factors affecting faculty morale and well-being at our university, and how

should the new president address these concerns?

Change in UWT's focus – shifting away from teaching and towards research. Teaching faculty are feeling a decrease in their value. Tenure track faculty are feeling increasing pressure for higher research output without an increase in resources or reduction in teaching load.

What initiatives could be introduced to improve work-life balance, mental health support, and

overall job satisfaction?

We need a president with concerns for childcare for faculty.

How should the new president address issues of DEIB, particularly concerning faculty

recruitment, retention, and development?

The president should have a demonstrated commitment to DEIB and should make this a priority for our institution. Resources should be devoted to these initiatives on all campuses with an equity lens.

What specific actions or policies would you expect them to implement to support an inclusive

academic environment, including disability access?

Commitment to access and the policies that support that

What are the most significant challenges currently facing faculty in terms of research and

innovation, and how should the new president address these challenges?

Time, compensation, financial support. Institution research guidance. Connection across tri-campus. Recognition for work, support for grad and undergrad participation in research.

What role should the president play in securing resources and fostering a culture that promotes

cutting-edge research?

Recognizing UW Tacoma's role as an engine of social mobility in the Pacific NW. Funding research that supports undergraduate research is part of that.

How important will it be to have a President who has risen through the academic ranks?

Very important – students are the most important element in the system – we are here to provide education for them. Faculty are directly responsible for providing that education. So, the admin must intimately understand faculty issues, needs, concerns, passions. Here at UWT we have a Chancellor who did not come up through the faculty ranks [ed: *inaccurate? Not here, but Lange is absolutely a leader who rose through the academic ranks, as opposed to business or NGO which may be what the question is referring to for leadership hires at this level*] and while I think she is doing a great job, she is not as attuned to faculty issues and concerns as I would like.

How will a candidate demonstrate their commitment to stay at the UW, their alignment

with our values, and/or their curiosity about us?

A record of DEI initiatives; public university experience, experience with branch campuses, attuned to patterns of inequity across campuses, esp w/urban-serving institutions

BIG PICTURE
- Understanding what makes Tacoma Unique: ie how we do our work
- Faculty are having a hard time getting housing on their salaries. better appreciation for compensation and time demands
- Demonstrated (with experience) commitment to DEI and Belonging.
- Use an equity lens in allocation of resources (ie UWT and region in the south have less resources)
- Demonstrated experience in public universities, navigating branch campus formats
- Commitment to access
- Have PhD and experience as a faculty member
- promoting social mobility
- Balance between teaching/research emphasis/support/demands
- Precarity in contracts, especially for faculty with backgrounds that are marginalized, such as previously incarcerated faculty
- Vision toward not just "job ready" skills in undergraduate programs, but emphasizes the importance of UW to uphold vision of social literacy and civic responsibility for our students
- capacity for increasing access in relation to disability involves altering old-structures for educating students (class sizes, time)

2. <u>Community Engagement, Internal and External</u>

Group TWO

*responses that came out of workshop session, from individual faculty in attendance; followed here by further group comments, after the first line/phrase

In the face of increasing external pressures, such as budget cuts, legislative influence, and shifting public perceptions of higher education, how should the new president advocate for the university and its faculty?

Value faculty ["budget cuts" and "shifting public perceptions" underlined, "how" circled]

Understaffed, under resourced, faculty health IS campus health, and staff for departmental support; realistic re market logics, then do it right, look at pay. Community life IS campus life.

What qualities are essential for the president to effectively navigate these challenges?

Understand the mission of the university, and that community thrive leads to university's thrive

Schmooze 😊 <u>relationship</u> skills… fundraising/marketing background. Resourcefulness. Flexibility. Value faculty and community. Someone with established community ties.

What should our new president's ideal track record be on issues of academic freedom?

(no individual response)

ROBUST – advocate for faculty and students; understand first amendment. Be comfortable with uncomfortable truths.

What should the new president's role be in promoting the university's engagement with the local

community and its public service mission?

President should be leader in local community and create institutional priorities and seek out funding sources

How can faculty be better supported in their efforts to connect their work with broader societal

needs?

More money / Raise Money / Raise More Money

FUND THEIR RESEARCH

What, in a candidate profile, would indicate an ability to work effectively across three campuses

while respecting their unique cultures?

Probably seeing value in undergraduate education and research since that's what our campus mostly focuses on; Maybe a desire to include satellite campus faculty and students in main campus events so we feel more like part of the UW community

Willingness to engage in "non dominant" campuses. Required number of hours in each campus; Live in Tacoma.

What are the most pressing issues related to tri-campus relations that you would like the new

president to address?

Workload equity across the campuses: teaching load

DEEPLY INVESTED in Tacoma campus – not an afterthought. Spend time @UWT, regularly.

In what ways should the new president address sustainability and environmental responsibility

on campus?

UW – State - Military - Federal - Use EU

How should the new president involve the faculty in shaping the university's approach to

sustainable practices and campus development?

Listening sessions to receive feedback on current and future expectations and norms on sustainability, i.e. net zero construction projects, etc.

Listening sessions to receive feedback from faculty… that is current and future plans (5 to 10 years) similar to European universities. Advisory Council with businesses – look at LSE. Sponsored partnerships with companies who want to be sustainable (sustainability reports) Use space in summer for less [reduce footprint OR lease it and partner for revenue and relationships]

BIG PICTURE

Person must understand the budget process in order to help faculty

Integrating faculty across campus can also help create innovative student learning opportunities

3. <u>Policy and Institutional Management</u>

Group THREE

***responses that came out of workshop session, from individual faculty in attendance; followed here by further group comments, after the first line/phrase**

What would be the ideal candidate's record on crisis management in the past. e.g. on public

health, campus safety, political protests etc.?

Someone with some experience and how they approached it; someone who considers various points of views based on data and science where applicable; promotes academic freedom and its associated discourse; is decisive and diplomatic

What leadership qualities are essential for navigating uncertainty and ensuring the university's

resilience?

Candor/transparency; humor and valuing the liberal arts 😊

How important is it to appoint a president who will prioritize faculty compensation?

Fair faculty compensation is critical. Annual 2% raises that lose purchasing power are demoralizing for faculty who have been asked to do have lifting for our students and UW as an institution.

What would you like to see our next President prioritize (or not) in budgetary decisions?

A balance: faculty development, student development, building maintenance

How will our next President demonstrate the ability to balance the budgets and demands of UW

Medicine with other programs?

Have experience working with different types of disciplines and those who have tons of funding and prestige, and those that are smaller; demonstrated skills in standing up to faculty with power

What qualities or approaches should the new president have to effectively collaborate with

faculty in decision-making processes?

(no individual response)

How should the new president approach faculty-administrator relations in general?

Respect, empathy, role clarity, shared interest-based discussion

How should the new president incentivize and recognize excellence in service and institution-

building, including recognition of hidden labor?

This is challenging, since we must reward and incentivize research and teaching. However, as the Faculty Code says, faculty go through different phases of their careers with different proportions of scholarship, teaching, and service. Assistant profs need to focus on research and teaching, but teaching faculty and

tenured faculty should take on more responsibility for service and institution building – and it needs to be rewarded. UWT and UWB have greater demands.

How should the new president incentivize and promote high-quality and innovative teaching for

student success?

Make it a stronger factor in decisions regarding promotion and tenure, for tenure-track faculty.

How should the new president recognize the workload implications of innovative and inclusive

teaching?

(no individual response)

What could the new president do to further recognize the contributions of our Teaching Faculty

to our core mission?

I'd like to see a vision as far as how scholarship applies to TF, and how that is different from, similar to, complementary to the definition of scholarship for TT. This is more of a Provost question, though. Maybe just not being dismissive of either TF or TTF.

BIG PICTURE discussion notes – group 3

Everyone is interested in the tri-campus question even though no one has idea of how to integrate

Leadership qualities
      uncertainty, candor, humor, valuing liberal arts
How to describe record on crisis management
      have they run from or participated in crisis
      COVID hit everyone – how navigated, what was learned
      Sense of humility
Service and institution building – how to recognize
Differential focus on service depending on rank
      Being efficient – we have too many things we (tend to) do. We have a duplicate set of processes
      and these have a tradeoff with inclusion

Recognizing differential service and institution building impacts on smaller campuses

Hidden labor – differences with other factors

Amount of service in some institutions spelled out in contracts in unionized faculty

Budget priorities, UW/UW medicine

Balanced budget?

Standing up to power

Faculty Senate is half UW Medicine

Med School currently running a deficit (issue across medical field) – COVID has hollowed out medical field

Faculty administration relations

Empathy, respect

Shared interest-based negotiations

Faculty compensation

2% not enough to keep up

Compression – have to address frequently

What role does President play – decentralized approach

Presidential role more related to legislative ask

We ask for other money besides for faculty compensation

Tri-campus

Listen to Bothell and Tacoma on issues that concern the whole university, not assume everything is like Seattle

5. Executive Summary, Academic Plan Survey Questionnaire, December 2024

UWT Academic Plan Survey Results Executive Report DRAFT (AY 2024-2025)

Executive Report - DRAFT

Summary and Analysis of AP Survey Plan Data

December 2024

Audience(s):

APCC

EFC's/Unit Curriculum Committees

EC

Academic Affairs
Council of Deans
Chancellor's
Cabinet Regents

Programs responding:

34 total

24 Undergraduate –10 Graduate

BA Arts Media Culture

BA History

BA Communication

BA Spanish Language and Culture

BA Writing Studies

BA Economics and Policy Analysis

BA Law and Policy

BA Politics Philosophy and Economics

BA Psychology

BS Biomedical Sciences

BS Environmental Science

BS Mathematics

BA Urban Studies

BA Sustainable Urban Development

BS Urban Design

BA Healthcare Leadership

Undergraduate:

BA Education

BA Business Administration

BS Civil Engineering

BS Mechanical Engineering

BS Information Technology

BA Criminal Justice

BA Social Welfare

Graduate:

MA Community Planning

M Education

Ed D

Ed S

M Nursing

MS Business Analytics

M Business Administration

MS Accounting

MS Information Technology

M Social Work

RN-BS Nursing

Response was **solid but not comprehensive**.

It is **stronger than expected**. There are inconsistencies in the programs represented due to the positionality of respondents, the timing and difficulty of soliciting input across entire units, and the challenges of reporting for shared programs (e.g. MCL or similar).

The responses include data and rationales for programs in planning and development, providing a helpful snapshot that is acknowledged and referenced as possible in this summary.

Responses are required for programs proposing changes in the current and upcoming cycle of APCC/UWCC review. The effective and widely communicated nature of this requirement likely accounts for the strength of responses, which are summarized below.

AP Survey categories:

Categories and questions were created with the 2018 Academic Plan. The 2023 revision added a framework for their evaluation; these are in Appendices A-B of the UWT [Academic](#) [Planning](#) [Policy](#).

The survey was designed to be general enough not to discourage participation, while eliciting baseline information for sharing and building understanding among program leaders. The responses provide helpful insights on each of the eight categories, including existing innovation and investment, aspirational areas of growth, and service contributions to the campus and community.

Internal and Community Demand

- 97% of respondents engage with diverse community partners to determine demand and needs
- 100% communicate about the major or program to current or potential students, including their needs, interests, and post-graduation opportunities

- 87% interact or interface with community technical colleges (CTCs) or high schools

Do you engage with diverse community partners to determine demand and needs?

"Do you engage with diverse community partners to determine demand and needs?"

Programs engage a range of different constituencies to develop curriculum and refine offerings. Connecting to area institutions where students are seeking further education opportunities is a widespread practice. More specific information about how programs are conducting this engagement and with what partners could be useful for all units, to learn from and reinforce one another, and save time and energy staying on-message and effective in relation to our local and regional partners.

Program Quality

- **50% of programs are professionally accredited**, 50% are not (through the professional accreditation boards of specific disciplines and fields)
- [NB: all programs are accredited by the University of Washington, and through the accredited status of the UW Tacoma campus]

- **Slightly more than half of programs have multiple tracks or pathways** (53%); of these, 81% support adequate enrollment and 88% consider their pathways "clear and transparent to students"
- **Just less than half of programs currently offer a minor** (47%); in addition, 44% identify the *possibility* of a new minor

- There are **hybrid/online options for 92% of programs**. Rationales include student access, meeting needs for non-traditional students, and providing flexible options for electives and courses with multiple sections
- Potential plans for invigoration based on student demographics:
    o Strengthened internship programs
    o Formalization of hybrid pathways
    o Training in multilingual approaches and intercultural competencies
    o More experiential and active-learning classroom pedagogy
    o Paid research opportunities, expanded financial aid for part-time students, and on-campus childcare
    o Longer lab sessions to ensure competitive job placement
    o Course schedules that respond to needs of working students
    o Increased focus on practical skills and technical training to aid job-placement success and professional efficacy
    o Learning community "clubs" to build student networks, develop disciplinary confidence and enjoyment
    o Intentionally incorporating diversity content in required courses
    o Accelerated degree completion options (1-yr Masters)
    o Direct, proactive engagement with regional partners and employers
    o Smoothing direct admit from undergraduate to graduate programs
    o Improved engagement with area high schools and CTC's
    o Research funding and training support for underrepresented groups
    o Doctoral programs to support practitioners and professional impact
    o Deepen surveys of current, potential, and future students
    o Lab spaces for simulation, clinical training, and skills development

- **86% see opportunities to optimize offerings**, based on current course enrollments
- Almost all programs assess student learning (97%); 72% track post-graduation pathways, and **83% have made program adaptations based on feedback** and assessment data
- 3/4 of programs report course caps appropriate to curricular goals (75%). 56% identify places where courses could be bigger or smaller, generally at the lower and more advanced levels,

respectively. 88% say courses are filling, and all programs say that students can   take
required classes in a timely manner to move towards graduation.

- 2/3 of programs support students in undergraduate general education, in the areas of
inquiry, writing, or diversity courses; and beyond the major, or pre-major students.
- All programs provide **support beyond graduation**, including invitations to campus events,
alumni networking, and maintenance of online groups and social media professional
networks (eg LinkedIn)

"Are there accreditation requirements that influence program decisions?

Yes – No – N/A

"Are there multiple options or tracks or pathways in the
program?" "Do all options, tracks, or pathways support

Green = Yes Blue = No

All programs are actively developing and improving accessible pathways for delivery of academic programs. Sharing more of these efforts and investments, and identifying areas of targeted success and potential support, can build efficiencies and strengthen the collective learning culture.

Human, Physical, and Technical Resources

- 77% of programs recognize opportunities to reassess available resources, 73% have resource needs that aren't met, and **68% see opportunities to collaborate** with other programs to optimize resources.
- **Most programs do some form of marketing and recruitment**. These include job fairs, professional networks, social media presence, outreach and introductory workshops at campus recruitment events; as well as program brochures, and the circulation of online and printed materials.

Resources and Collaboration - (response)

Opportunities to reassess?

Resource needs that aren't met?

Opportunity to collaborate with other programs to optimize the resources available? Purple = Yes

Programs seeking additional resources recognize that added collaboration could put this within reach and add appeal for marketing and recruitment purposes. Barriers to program collaboration should be evaluated in this light, with an emphasis on the potential upside to sharing of resources and increasing admissions yield for the campus as a whole.

Future Potential for the Program

- 85% of programs see opportunities for **attracting working professionals** or providing professional development, and 15% see this as a possibility
- 47% of programs currently offer minors, and 44% see opportunities to do so
- A variety of options could **expand student pathways** for content delivery, including
    - *New minors* (eg Web Design, Video Production, Digital Media);
    - *Certificate Programs* (eg Restorative Justice, Youth and Justice, Behavioral Health, Neurodiversity; Environmental Modeling, Statistics);
    - *Stacked certificates* (grad level) and *micro-credentials* (undergrad level) for targeted training that is legible to employers
    - Curriculum review and new program proposals currently underway (SIAS, SUS, SET, SNHCL) that could produce new or *realigned offerings*
    - Post-master's coursework for *Continuing Education* through accredited professional programs;
    - Encouraging students to *pursue minors concurrently* in other programs, with their own unit's major/degree program (eg BA in Education with a minor in Latinx Studies or American Indian Studies)
- Some programs currently offer online options; some respondents note the pedagogical unsuitability of doing so. Opportunities for expanded online delivery include:
    - Online professional programs for **undergraduate working adults** with an AA degree or existing apprenticeship training, who want a bachelor's degree in a specific field
    - Potential for fully online training and certification in **discrete, content-based areas** (eg grant writing, professional communication) - with appropriate staff support and curriculum development resources

o Online programs tailored to serve **rural students and/or military veterans** are an important online learning opportunity to expand our offerings and reach, potentially nationwide

o **Hybrid delivery** can support overall access and help sustain diverse student cohorts, without compromising the in-person strength and relational experience that are a competitive advantage for many of our students – and for our campus

- UWT has existing strengths to protect and grow:

  o Disciplinary limits on online viability favor our ***in-person, small campus*** setting, for example hands-on evaluations for clinical training and wet lab space for natural scientists

  o *Respondents note that market conditions – existing prevalence of fully online options at relatively accessible price points at other, well-established universities - make this an area in which to tread very carefully*

"Are there opportunities for attracting working professionals?"

Yes = 85%

Maybe = 15%

Is there a minor?

Are there opportunities to create a new minor? Yes = Green

No = Blue

Programs are clearly exploring and developing tailored approaches to meet the needs of our students, and further the opportunities and emerging knowledge content areas of their fields. Professional market value, skills training, and intentionality in design and delivery are key themes across the campus.

Student Enrollment, Retention, Well-being, and Engagement

Enrollment Strategies shared and implemented include:

- **Advising** – engaging early, regularly meeting, tracking the DARS process
- **Campus Events** – information sessions, open houses, admissions visits
- **Community Spaces** – outreach through professional partnerships, other higher education and secondary education settings
- **Program Pathways** – clarifying and modeling for students what a multi-term, multi-year pathway might look like
- **Nurturing Pivot Points** – teaching in the Core to activate program knowledge; smoothing equivalency requirements to recognize and value prior investment

Only 34% of respondents say that they have adequate staff to support enrollment. One unit (SOE) has an existing Student Enrollment Management (SEM) plan – other units note that a campus-wide SEM template, resources, activities, and support would be welcome.

Student focused mechanisms refer first and foremost to legible degree pathways where program learning outcomes (PLO's) and availability of needed class sequences are made explicit and clear. Academic clarity thus values students as independent learners and critical thinkers, empowers them to make sound judgments with often limited time and resources, and challenges them to consider trade-offs and seek informed guidance, to build confidence and success in their educational experience. Clear program pathways also challenge faculty and staff to communicate with one another efficiently and effectively, delivering well formulated, consistent, sustainable, and
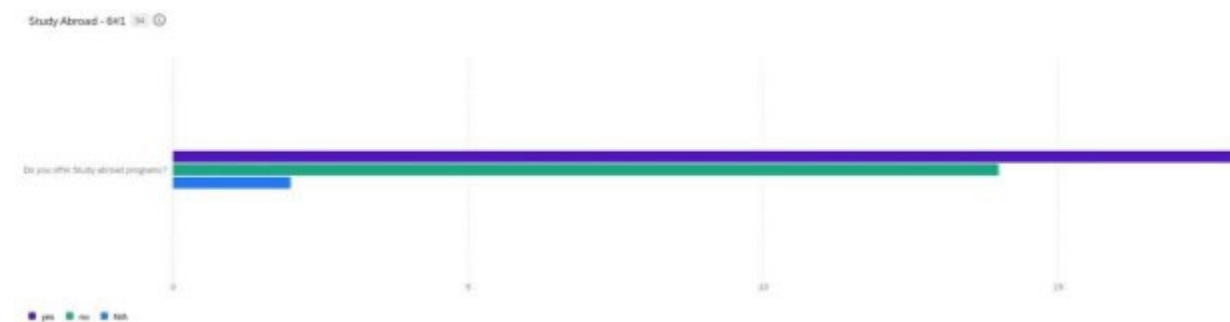
transparent degree options for our students. This can go a long way in improving student engagement and wellbeing, strengthening enrollment and retention at the programmatic core of educational experience.

With **clear and consistent degree pathways**, various enrichment and support mechanisms can contribute to enjoyment and success within programs and across campus units. These include:

- **Academic assistance** – faculty mentoring and guided research; campus wide resources that are enlisted to further program and course learning outcomes, such as Library Services and Subject Librarians; the Teaching and Learning Center; IT and Canvas support; and partnerships with affinity groups on-campus (eg Center for Equity and Inclusion, Office of Indigenous Engagement) as well as through the surrounding community (eg class speakers and seminars; community-engaged learning partnerships).
- **Student organizations** – RSO's with faculty advisors such as the Pre-Law Society, Civitas, Giving Garden, Psych Club, Muslim Student Association, Progressive Student Association, Criminal Justice League and others.
- **HIPs** – *High Impact Practices* within the classroom and related to course organization and program learning are shown to heighten student engagement and learning and improve student performance. https://www.aacu.org/trending-topics/high-impact

  Rates of participation for the following HIPs:
  - ο Independent research   69%
  - ο Global learning   60%
  - ο Community-engaged Learning (CEL)   86%
  - ο Learning Communities   49%
  - ο Internships   71%
- Other HIPs noted include writing-intensive classes; capstone projects; common intellectual experiences; field trips; recognition of excellence in student work
- **53% of programs offer Study Abroad support**, from stand-alone courses and trips to engaged alignment with programs on offer through other universities and UW units. *There may have been some inconsistencies in the responses to this question, as qualitative and quantitative responses indicated interpretive discrepancies on what it means to "offer

  Study Abroad programs"
- **59% of programs have scaffolded Internships** throughout their curriculum. Delivery models vary and indicate continuous learning and adaptation across units, with some desire for campus best-practice guidance and support mechanisms.

Study Abroad - 6#1

"Do you offer Study Abroad programs?"

Yes =
Purple
No =
Green
N/A =
Blue

Internships - 7.2#1

"Are internships scaffolded throughout your curriculum?"

Yes =
Purple
No =
Green
N/A =
Blue

There is opportunity for units and programs to continue to learn from one another in this area of **clarifying, delivering, and supporting Student Learning Outcomes (SLO's)**. HIPs activated and

aligned around coherent curricular pathways provide an essential first step in the provision of enrichment opportunities for our students.

Faculty and Staff Recruitment and Retention

Responses in this section cluster around three distinct stages of employment activity in UW academic units: *Search*, *Onboarding*, and *Professional Development*.

- *Search*: Committee composition; search process training for committee members; development of inclusive, intentional, and accurate job description and advertisement; review and use of clear evaluation criteria,
- *Onboarding*: Orientation and clarity of expectations; creating a welcoming environment; providing safe and direct opportunities for clarifying questions; showing recognition and skill in support of diverse staff and faculty needs
- *Professional development*: continuous improvement in formalization of practices as units grow and diversify; structured time and resources for career development areas that are essential for professional success (eg research support for faculty, technical and management skills known to be essential for different jobs and roles)
- Investment in DEI activities can be woven into the basic mechanics of employment; to do so, **objectives and activities of each stage need to be clearly established**, ahead of assumptions about positionality, bias, cultural conditioning as the area of intervention: make clear to potential, new, and longtime employees the professional expectations of all positions, as a first step before taking on longer term cultural approaches which require trust and respect that are established through mutual professional work commitments.

- Programs and units have established a variety of *internal* representative DEI bodies, including such groups as: Dean's Diversity Advisory Council; Race, Equity & Justice Committee; School Diversity Committee; Equity & Inclusion Committee; Diversity Workgroup; Justice Equity Diversity & Inclusion (JEDI) Council
- Programs liaise with campus, university, and professional associations *beyond the unit*, to leverage training, resources, and best practices to improve culture and environmental mechanisms for faculty and staff, such as: UWT Center for Equity and Inclusion, AHR and AA at the campus and university level, professional societies for women, people of color, LGBTQIA+ identifying colleagues.
- Programs use existing, emerging, and aspirational trend data for student enrollment, to devise **hiring plans to match and meet the needs of the student body**. Positionality and experience impact faculty and staff ability to engage students effectively, and deliver learning outcomes of individual programs – thus, hiring and retention in some units has kept pace with best available research showing that a diverse and inclusive professional environment is highly effective in serving students across the demographic spectrum of the state (and beyond).
- Mechanisms for support and retention include: DEI training for all faculty and staff; strategic engagement of national and regional expert practitioners to improve skills and understanding in a collaborative and supportive environment; creation and sustaining of formal mentorship programs; partnering with UW Advance on retention offers.

Program leaders note the utility of **clear functional practices** and **clarity in setting and executing on professional expectations**, as a first and essential step in enabling and empowering transformational cultural learning within units, to create working environments conducive to the success of *all* UW employees.

School or Division Level

Investments to strengthen **unit-level climate** include:

- Commitment to democratic practice and decision-making;
- transparency in work assignments, compensation, provision of opportunities;
- robust commitment to, and attendance at social events;

- intentional retreats and collaborative planning that include all staff and faculty, and taking proactive responsibility for any exclusion that occurs, whether intentional or not;
- published materials, meeting schedules, agendas, minutes, with sufficient lead time for all staff and faculty to anticipate discussions and decisions, and contribute to conversations in an informed and helpful manner;
- Accessibility and inclusion of all faculty and staff in communication platforms, scheduling norms/software/expectations (eg calendar and messaging systems), awareness of committee meetings and their timing – whether individual staff and faculty members need to be present, or not, as a matter of building a culture of trust, respect, clarity, routine, known decision points, professionalism;
- Shifting all-unit meetings from 100% 'informational' (Freirian banking or 'talking at') to 65-85% interactive work/discussion;
- Establishing a framework for leadership and unit priorities, to orient and aid evaluation of necessarily conflict-prone decisions, enabling understanding, sharing, discussion, and clarification of choices that are/not made, whether popular or not;
- Recognize individuality and unique contributions of different faculty and staff members, across a variety of genres, areas of scholarship, modes and strengths of teaching, forms of community engagement, and public intellectual work.

Support for Scholarship at the unit level includes:

- Course release policy – providing programmatic support for externally-funded course releases at a standard level across the unit (eg up to 3 per year for TT faculty, with appropriate sources for PTL replacement if necessary); making internal funds available for course releases in a transparent and timely manner for course development, service, leadership, and mentoring commitments (for instance)
- Policy on Distribution of Indirects – providing incentives for faculty to claim up to 50% of grant-generated indirect revenues, to guide individual project and lab-specific investments on primary research – remainder to school-wide stipends, writing retreats, scholarship productivity (for instance); establishing policy on program indirects (cost transfer indirects) to support professional development, curriculum development, instructional training.
- Professional Development Funds (PDF) - Provision of baseline annual support for research travel, fieldwork, and supplies; conferences, project development, dissemination of research; pedagogical and skills development

- Time and venues for the development of research – standard third-year research leave (TT, one quarter); eligibility and encouragement of regular sabbatical leave (requires planning and unit-level approval); formal and informal unit-level sharing of in-process research, eg seminar talks, brown-bags, research working groups
- UW funding guidance – highlighting, encouraging, and advising on creating successful applications for UW-based funding, and creating connections to UWT and UW-wide research office and research groups
- Administrative support – project-specific guidance for hiring and mentoring UG and grad research assistants; documenting and meeting grant-mandated reporting requirements; tracking and training on grant management tasks, eg budgets (proposed and approved/allocated), hiring, travel, human subjects review and renewals, space allocation

94% of programs report collaboration within the unit.

Collaboration: Do you collaborate with other programs in the school, unit, or division?

"Do you collaborate with other programs in the school, unit, or division?"

Yes = 94%

No = 4%

Opportunities for resource sharing are executed more easily within the unit. This may be for reasons of proximity, familiarity, and/or routinized budgetary practices (eg FTE and headcount accrue to specific units and have resourcing implications). While collaboration and partnership can be established across units, this requires intentional and strategic structural commitment. The underlying relationship between partners has been explored through:

- Co-teaching and shared course development. While cumbersome, this exercise can provide an opportunity for faculty to explore areas of potential interest, evaluate shared bibliography, and identify mutual or complementary expertise with a short-term, instructional, familiar framework to guide collaborative interaction.
- Co-authored publications. Beneficial to all parties, a distinct, peer-reviewed research output can enable identification and development of shared interests.
- Interdisciplinary and cross-disciplinary centers. Existing outside the boundaries of individual units, and bringing together members of different fields and disciplines, these can create a "value-add" for all participants that sustain themselves with unique and purpose-directed funding, to support existing units and amplify the reach and impact of programs, increasing and reinforcing rather than trading or threatening budgetary lines of institutional support.

The appeal of sharing resources for the development of degree programs and funded research is clear. To surmount the well-known institutional barriers, targeted support for faculty seeking to test and evaluate potential partnerships could be a high ROI practice for campus administrators to prioritize.

Interdisciplinary Exploration

Opportunities for development of interdisciplinary initiatives cluster in areas of teaching, applied research, and community engagement.

Teaching

Existing programs take advantage of the relatively small and agile nature of our campus, such as Global Honors. Tensions emerge; however, when interests and take-away are made clear for all students and their home units, can be resolved to mutual benefit.

Interdisciplinary and collaborative training programs (such as cybersecurity) require investment in developing balanced curricula, devising labor and compensation models that are sustainable, and identifying funding sources to support shared administrative needs.

Applied research

Centers and funded research projects that sustain commitment across units tend to have a very specific and comprehensible focus on a topic area or noted, highlighted, and high-need area of

regional development dynamics (eg the Center for Urban Waters, the Labor Solidarity Project, and other initiatives that draw in and enable collaboration among a variety of research and professional, practice-based communities)

In addition to foregrounding areas of important interest and civic need in our society and shared environment, applied research with external funding carries with it the benefits of supporting

student research, building campus reputation, and enabling requisite staff support (albeit on 'soft money' sources, requiring ongoing renewal).

Community engagement

Direct engagement with local non-profits, government agencies, and business groups helps to yield practical educational outcomes, and pragmatic, evidence-based, focused research designs that further faculty, staff, student, and alumni careers.

In some units, this engagement is engendered by professional accreditation and clinical training needs. Partnership models increasingly show that innovative growth in original, applied research and deeply rooted, highly beneficial experiential learning can continue to distinguish the UWT campus from our larger, longer established, and more traditional peers in higher education.

This could be an important area for campus leadership to strategically prioritize, identify and quantify/document the rationales for making specific investments. Data showing areas of opportunity, emerging needs, and existing abilities and strengths of the UWT campus will help to make optimal, responsible use of public resources in the ongoing development of our campus.

Conclusion

Based on our initial survey responses, the first Academic Planning cycle has yielded the following themes and recommendations.

1. Academic programs working to **clarify degree pathways** further the first, essential building block for all enrichment, inclusion, collaboration, evaluation, and engagement activities related to the fundamental purpose of the university, and the urban-serving mission of this campus. Clear, well operationalized, legible, and accessible curricula are the basis on   which all other activities of academic planning rely. Strong degree pathways support the invigoration and growth envisioned by the Academic Plan.
2. Enrichment practices and academic support to serve **student learning outcomes** (SLO's) drive successful utilization. SLO's must be established and clear for these investments to   be effective. See #1 above. DEI investments and practices can generate effective production of

this relationship: *reliably delivering on program-based SLO's*, so that students move efficiently and successfully through their degrees, graduating with a positive and well-prepared knowledge base to begin careers, and contribute to the health, prosperity, and vitality of the region and state (and beyond).

3. **Clear expectations for all academic positions** (faculty, staff, and students) contribute to a positive and productive climate. Job description, organization chart, search practices, regular review and feedback, and compensation practices produce and sustain basic understanding of professional roles and responsibilities, and how these fit within and further the purposes of the unit, program, campus, and university. DEI supports should reinforce and respond to this clarity in professional efficacy, improving and strengthening the ability of faculty and staff to excel in our work, based on this shared understanding.

4. Seeding **first-step interdisciplinary collaboration** (co-teaching, co-writing) can be an effective way to grow our funded research profile, as well as self-sustaining cross-unit centers to reinforce and grow existing strengths, and support capacity and career growth for students, staff, and faculty.

5. **Assessment practices using relevant data** (defined at the program, campus, and regional level) enable us to track and understand how we are performing on the delivery of SLO's. A culture of curiosity and continuous learning empowers us to become increasingly proficient at the skilled work that we do, which social science researchers tell us can be a key predictor of happiness (vague concept though that can be). The wellbeing of students, staff, and faculty is enabled by establishing and nurturing conditions where all members of the academic community become skilled contributors to the endeavors of that place (ie the overall project of knowledge production).

The first program survey of the UWT Academic Planning Policy yields helpful understanding of areas of substantial accomplishment, as well as highlighting places of shared opportunity. By moving forward on campus growth initiatives and program supports that amplify mutual benefits across units, UW Tacoma will continue to actualize its potential as an urban-serving, innovative, and impactful public research university.

Respectfully drafted and submitted,

Anne Taufen, Professor of Urban
Studies Chair, Faculty Assembly (2024-
2025)
Member, FA Academic Planning Task Force (2022-2023)

6. Survey questions and responses ahead of Winter Retreat, January 2025

FA Winter Retreat - availability and intent to attend

This has been a busy academic year for everyone, and we want to thank you for your investment in your units, your colleagues, your students, and our campus community.

Please reply to the following questions to help us assess the suitability of conducting a working retreat next Friday, January 24 as previously scheduled by Faculty Assembly. If a majority of faculty elected leaders are not available to attend, we wish to respect the time and commitments of our colleagues and defer to a future quarter for working sessions of the kind proposed for this month.

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1. Do you plan to attend the Faculty Assembly retreat on Friday 1/24 from 1-3 PM?

11 Yes

3 No

4 Maybe

2. The FA plan has been to share and develop facility with workload equity reporting and using available resources to support curriculum development. Please let us know if these topics are of particular interest to you and would be useful/valuable for your work as elected leaders in your unit (mark the topics that you find potentially interesting and useful, and add any others that you would like to see addressed):

9 selected workload equity report data and its use

11 selected using available resources to support curriculum development and program invigoration

1 additional response that mentioned the following: Support, community building for international faculty, staff, scholars, and students

3. Other topics that have been discussed in EC and brought forward for engagement with EFC Chairs and unit leadership are listed below. Please order/re-order these in order of preference for your goals and purposes, in your faculty governance role:

responded budget process and faculty empowerment/advocacy

responded campus safety and security

responded data literacy in community engaged learning (CEL)

responded tri-campus policy and building parity for UWT/UWB

Rank	Options	First choice ●●●● Last choice
1	budget process and faculty empowerment/advocacy	
2	tri-campus policy and building parity for UWT/UWB	
3	campus safety and security	
4	data literacy in community engaged learning (CEL)	

4. Thank you for sharing your availability and suggestions for building representative faculty governance on our campus. Whether or not we have the requisite commitment and availability of faculty colleagues for the 1/24 gathering, we will use this feedback to anticipate, communicate, and plan for our Spring quarter retreat.

Are there any other areas of feedback or suggestions you would like to share with the FA Leadership Team?

Responses:

No feedback or suggestions. Just wanted to note that I will be there for the first half but have a conflicting division meeting and won't be able to stay for the second half.

In general, I appreciate Andrea's ideas a great deal - to focus on practical issues that our Faculty Council can actually use

I would be able to attend if there is a zoom option. Thank you

It would be important to see a more detailed briefing of the plans and status to secure our campus, students, faculty and staff based upon the 49 or so vulnerabilities identified from the DHS Report received last year(2024).

We actually have our faculty council meeting that day starting at 12:30pm. It has been scheduled for some time. I will probably be able to come, but it most likely won't be at 1pm.

Thank you for this survey! With our for-now unique set of tasks related to departmentalizing, I'm not sure which of the listed possible activities would be most useful for SIAS, but I'm happy to participate if the meeting happens. My "maybe" above is because I can attend the first hour but am not sure about the second. My other note is that it seems like there's conflicting times between a lot of EC and SIAS meetings; while ours are set for the year (and I'm guessing yours are too), it would be great if Andrea Hill and SIAS Faculty Council's current vice chair (who will be chair next year) Rachel Hershberg could connect soon about the 25-26 schedule. Thanks again!

7. Ad Hoc Task Force on the Future of the RAC Charge, February 2025

Ad Hoc Task Force on Instituting a Permanent Research Advisory Council
UW Tacoma Faculty Assembly
Spring 2025

Charge:
Review existing practices and recommend improvements to strengthen the role of UWT faculty in setting priorities, securing resources, and coordinating with campus leaders to better support the work of the Research Advisory Committee.

Membership:
      Ken Cruz, Chair, Faculty Affairs Committee
      Anne Taufen, Chair, Faculty Assembly
      Heather Dillon, Chair, Research Advisory Committee
      Peter Selkin, Research Advisory Committee
      Randy Nichols, Research Advisory Committee

The task force is asked to:
- propose and justify any needed changes to the structure, purpose, composition, faculty workload, and name of the "Research Advisory Committee" (RAC) of Faculty Assembly, first to the Faculty Affairs Standing Committee;
- if approved, forward proposed RAC updates to Executive Council as Class A legislation for Faculty Assembly Bylaws revision;
- make any other recommended governance improvements to support this work, as may arise, through the Faculty Affairs Standing Committee.

Timeline:
February 2025   Inform Faculty Affairs of task force existence and charge (2/10/25);
                      Task force to review existing structure, purpose, activities of RAC

March 2025   Draft proposed changes for Faculty Affairs review (3/3/25):
Name and purpose of the RAC
Number of seats, composition, terms of membership

Reporting structure and expected outcomes

April 2025	Discussion, vote on Faculty Affairs (4/21/25); first review at EC (4/28/25); final review of draft legislation with UW Code Advisors
May 2025	Class A legislation to EC for final discussion, vote (5/9/25)
June 2025	EC to forward any approved legislation for full faculty vote

8. Class C Resolution regarding Faculty Workload Equity, February 2025

Class C Resolution regarding the University of Washington Tacoma Faculty Workload Equity Reporting Process

WHEREAS, the Faculty Assembly charged the Faculty Affairs Standing Committee with a thorough, place-based, evidence-driven approach to devising a transparent and inclusive reporting process for unit-level workload equity assessment;

WHEREAS, the 2024 Faculty Affairs leadership developed, guided, collaborated, and completed unit-level reports, and provided these reports to unit leaders based on their own self-reported data;

WHEREAS, opportunities have been provided to unit-level leaders to review, revise, improve, update, reflect on, and utilize the information and analysis that was produced, from within the unit;

and

WHEREAS, the available and transparent utility of unit-level workload distribution and compensation data (teaching load, service load, research support, forms of acknowledgement and compensation) are statistically known to improve workplace culture, decision-making, effectiveness, efficiency, and management outcomes;

BE IT RESOLVED, that the units of the University of Washington Tacoma shall make available to their faculty the full content of the information contained in the 2024 Faculty Workload Reports, provided to unit Deans, Elected Faculty Council (EFC) Chairs, and the Executive Vice Chancellor for Academic Affairs by the Chair of the Faculty Affairs Standing Committee, in 2024,

And in solidarity with the aspirational values of an urban-serving, public research university where faculty, staff, students, and administrative leaders in years to come require sufficient available data to regulate their affairs and distributional resource allocations in a

spirit of dignity, shared information, mutual respect, integrity, contextual knowledge, and transparency.

as supported and indicated by the UW Faculty Code regarding the responsibilities of Deans and the Provost (and their representatives), to the faculty;

For consideration by:

Faculty Assembly Executive Committee

February 7, 2025

Approved by the Executive Council on February 7, 2025

9. Class A Legislation update to UW Tacoma Faculty Assembly Bylaws, May 2025

a. Definition of Standing Committees on Faculty Assembly

Definition of Standing Committee in the UWT Faculty Bylaws

The UWT Bylaws provide for amendment "at any regularly scheduled Faculty Assembly meeting by two-thirds vote of those present provided notice of intent is given at the previous regular meeting or when submitted in writing to all faculty at least two weeks prior to the meeting at which action is taken." Article XI Amendments.

Proposed Legislation Background and Rationale

The proposed amendment intends to provide a definition for the work already being accomplished by Faculty Assembly Standing Committees, and to establish the role and expectations for such bodies within the structure of the UWT Faculty Assembly.

This legislation is a codification of existing practice, consistent with the provisions and expectations of the UW Faculty Code. It does not introduce a change to the established responsibilities of our faculty governance committee structure, rather it clarifies the nature of the work done by Standing Committees in relation to the central obligations of faculty governance and the organization of the Faculty Assembly to administer the areas of university activity that are the purview of the faculty.

This is important for faculty serving in elected and leadership roles on our Standing Committees, and for the Faculty Assembly Chair and Vice Chair as they develop each committee's charge and organize the activities of the Executive Council on an annual basis. It also provides a template for organized groups of faculty leaders who are actively involved in the executive activities of the faculty (eg curriculum and academic policy, tenure and promotion, program budgets and those areas specifically reserved for faculty in the UW Faculty Code) to make a case for Standing Committee status. By defining Standing Committee

responsibilities, this addition to our Bylaws provides criteria for evaluating and approving such proposals in the future.

Proposed Changes to the UWT Bylaws

The following change will be made to the Bylaws:

• Article V, Section 2: add a paragraph describing the purpose and role of the Standing Committees and locating the authority for these committees in the UW Faculty Code.

The Proposed Class A Legislation

Be it resolved by the UWT Faculty Assembly to submit to the faculty for approval or rejection that Article V, Section 2 of the UWT Faculty Bylaws be amended to read as shown below.

Section 2. Standing Committees *(existing section head and title)*

(new language defining Standing Committees at UWT)
Faculty Assembly Standing Committees are seated and charged with areas of faculty governance that are directly in the purview of the faculty, as outlined in the UW Faculty Code. The work of faculty Standing Committees relates to "matters affecting the general welfare of [the] ...campus, matters of faculty promotion and tenure, and... matters involving academic policy" (Section 23-45). The charge and membership of Standing Committees are designed to meet regularly occurring, precise, and predictable requirements of clear faculty workload expectations and responsibilities at the University of Washington Tacoma. In addition to meeting interim milestones in the execution of that area of faculty activity, and where warranted, Standing Committees shall formulate and forward policy proposals and recommendations to the Executive Council. The annual charge will be co-produced by the Chair and Vice Chair in collaboration with the Chairs of each Standing Committee on an annual basis. Each Standing Committee shall produce and submit an annual report to the Chair of Faculty Assembly and provide regular progress updates to the Executive Council over the course of the academic year.

b. Definition of Advisory Liaisons

Definition of Advisory Liaisons in the UWT Faculty Bylaws

The UWT Bylaws provide for amendment "at any regularly scheduled Faculty Assembly meeting by two-thirds vote of those present provided notice of intent is given at the previous regular meeting or when submitted in writing to all faculty at least two weeks prior to the meeting at which action is taken." Article XI Amendments.

Proposed Legislation Background and Rationale

The proposed amendment intends to provide a definition for the role of "Faculty Liaison" to establish a role for faculty to represent and be consulted on matters of significant importance for the wellbeing of faculty on the UW Tacoma campus.

Proposed Changes to the UWT Bylaws

The following change will be made to the Bylaws:

• Article V, Section 4: add a paragraph describing the purpose and role of Advisory Liaisons.

The Proposed Class A Legislation

Be it resolved by the UWT Faculty Assembly to submit to the faculty for approval or rejection that Article V, Section 4 of the UWT Faculty Bylaws be amended to read as shown below.

Section 4. Advisory Liaisons

Faculty Assembly Advisory Liaisons are seated and charged by the Executive Council, to advise administration in areas central to faculty work, experience, and career development, for which faculty do not have direct responsibility under the UW Faculty Code, and for which faculty voice is essential. Advisory Liaison charges shall be formulated to make clear the administrative unit being advised, as well as the expectations of and need for a distinct faculty voice in that area. Advisory Liaisons shall submit an annual report to the Chair of Faculty Assembly, provide updates and interim reports as requested by the Faculty Assembly Executive Council (EC) and answer questions at EC meetings on the status of campus activities and the need for faculty engagement, in that area.

c. Addition of Campus Safety Advisory Liaison

Creation of Campus Safety Advisory Liaison in the UWT Faculty Bylaws

The UWT Bylaws provide for amendment "at any regularly scheduled Faculty Assembly meeting by two-thirds vote of those present provided notice of intent is given at the previous regular meeting or when submitted in writing to all faculty at least two weeks prior to the meeting at which action is taken." Article XI Amendments.

Proposed Legislation Background and Rationale

The proposed amendment enlists the newly established role of Faculty Liaison to establish a **Campus Safety Advisory Liaison.** This position provides a representative voice between EC and the broader campus community, on faculty interests regarding campus safety being addressed by the UW Tacoma Campus Community Safety Advisory Committee.

Proposed Changes to the UWT Bylaws

The following change will be made to the Bylaws:

• Article V, Section 4, Letter A: a Liaison for Campus Safety.

• Article V, Section 4, A1: a Charge for the Campus Safety Liaison.

• Article V, Section 4, A2: Election and Term for the Campus Safety Liaison.

The Proposed Class A Legislation

Be it resolved by the UWT Faculty Assembly to submit to the faculty for approval or rejection that Article V, Section 4, A.1 and A.2 of the UWT Faculty Bylaws be amended to read as shown below.

A. Campus Safety Advisory Liaison

1. Charge – The Campus Safety Advisory Liaison shall serve as a point of contact between the Faculty Assembly Executive Council and the Campus Community Safety Advisory Committee, which focuses on safety, security and preparation issues on the UW Tacoma campus. The liaison shall also investigate issues of widespread faculty concern regarding campus safety and advise both the Faculty Assembly Executive Council and the Campus Community Safety Advisory Committee on such matters. The liaison shall attend all Campus Community Safety Advisory Committee meetings and provide quarterly reports as directed by the Faculty Assembly Executive Council.

2. Election and Term – The Faculty Assembly Executive Council shall call for nominations and elect the Campus Safety Advisory Liaison. The liaison will serve a term of three years; limited to no more than two consecutive terms

10. Letter to the Secretary of the Faculty of the University of Washington regarding proposed Executive Orders (E.O.'s), May 2025

May 30, 2025

Dear Secretary Reddy:

Thank you for the opportunity to provide comments and feedback on three draft Executive Order actions (EO V, EO XX, EO XX). These address Promotion and Tenure (EO V) and the structure and functional roles within the UW Bothell and UW Tacoma campuses (both provisionally titled EO XX). The draft E.O.'s have been shared with the Faculty Council on Tri-Campus Policy (FCTCP) by the Office of the President, as well as with the administrative leadership of each campus, Deans and Directors on each campus, and elected faculty leaders of the UW Senate, the UW Bothell General Faculty Organization (GFO), and the UW Tacoma Faculty Assembly (FA). We are writing to express the topmost issues for faculty at UW Tacoma:

> 1) **Parity** among Schools, Colleges, and Deans throughout the University of Washington;
>
> 2) **Academic freedom** for faculty on each campus, expressed through directly named responsibility for curriculum and academic policy, tenure and promotion, and program management as the purview of the faculty at UW Tacoma (whose student body differs substantially from that of UWS and UWB); and
>
> 3) **Campus-level faculty governance** as the primary body responsible for organizing and conducting the work of faculty at UW Tacoma.

Ana Mari Cauce's retirement impacts all of us across the University. At UW Tacoma, we are grateful for and especially aware of the leadership role and impact of a President who has championed our urban-serving identity as a distinct expression of the University of Washington's public mission. Importantly, our student body is not the same as those of the Seattle and Bothell campuses. With more first-generation students, older and returning students, veterans and military students, and a high percentage of place-bound and transfer students, it is essential that we retain the right of self-governance in the creation of program curricula, the evaluation of excellent teaching and research, and the prioritization of academic areas of investment and growth. President Cauce's personal support for our campus and its mission has been crucial to our successful contributions to the unique ecology of public higher education in the State of Washington. It would be a travesty to strip UWT faculty of basic

rights of self-determination, at this time in our mutual development as a public university. Our requests related to the three points above are as follows:

- o First, we ask that **existing language affirming the role and standing of all UW Schools, Colleges, and Deans** <u>be retained</u> in EO V. Removal of this language which has been in place for over two decades (2004) is unnecessary for the purposes of the EO revision, which seeks to clarify the processes of promotion and tenure on all three campuses. The rescission of this language impacts standing and rights for units and leadership on the UW Bothell and UW Tacoma campuses. Specifically, we ask that the sentence "*If the Regents create colleges or schools within the campuses of the University of Washington, Bothell, or the University of Washington, Tacoma, headed by a dean, then for those UWB or UWT colleges and schools the words colleges and schools and dean in the Faculty Code and Governance shall have the same meaning as they do at the University of Washington, Seattle*" (EO V, #2) be re-inserted, as it is significant and impactful across all units and faculty leadership roles.
- o Second, we ask that **language naming the role, rights, and responsibilities of UW Tacoma faculty** <u>be added</u> to EO XX, #8. These specific elements of faculty work are directly constitutive of academic freedom and are the proper purview of all university faculty, specific to their context, setting, and student bodies. We request that reference to the authority for these areas of faculty work be directly located in the UW Faculty Code (23-45) rather than previous Executive Orders. We ask that this limited, additional language (in italics) be direct, concise, and unequivocal:
    - § "The organization and legislative authority of UW Tacoma Faculty is consistent with EO II, EO III, EO IV, EO V, EO VI, and EO VIII and related provisions within the *faculty code: the Faculty Assembly at UW Tacoma and the General Faculty Organization at UW Bothell "shall advise their respective chancellors on matters affecting the general welfare of their respective campuses, matters of faculty promotion and tenure, and on matters involving academic policy, including priorities, resource and salary allocation, and budgets" (Section 23-45).*
- o Finally, we request that **the authority of UW Tacoma faculty** to self-govern through the UW Tacoma Faculty Assembly, in cooperation with the tri-campus UW Faculty Senate, <u>be explicitly named</u> and acknowledged in EO XX, #8, UW Tacoma, Faculty. Specifically, we request that the phrasing at the outset of Section 8, Faculty include the following (italicized):
    - § The President authorizes the faculty to share in the formulation of rules and policies, acting through the faculty senate, *as described* in EO II, *and through the Faculty Assembly, the campus-wide elected faculty body on the UW Tacoma campus, governed by the UW Tacoma Faculty Assembly Bylaws.*

Thank you for receiving written documentation of these areas of concern, which we have also raised in shared meetings and over email with the Office of the President. We appreciate your

governance leadership for all faculty at the University of Washington, and we thank you for formally conveying these areas of concern and feedback to our administrative leadership in the Office of the UW President.

Sincerely

Anne Taufen
Chair, 2024-2025 UW Tacoma Faculty Assembly

Andrea Hill
Vice Chair, 2024-2025 and Chair-elect, 2025-2026 UW Tacoma Faculty Assembly

11. RAC Task Force Report, June 2025

Ad Hoc Task Force on Instituting a Permanent Research Advisory Council
UW Tacoma Faculty Assembly
Spring 2025

Charge:
Review existing practices and recommend improvements to strengthen the role of UWT faculty in setting priorities, securing resources, and coordinating with campus leaders to better support the work of the Research Advisory Committee.

Membership:
　　Ken Cruz, Chair, Faculty Affairs Committee
　　Anne Taufen, Chair, Faculty Assembly
　　Heather Dillon, Chair, Research Advisory Committee
　　Peter Selkin, Research Advisory Committee
　　Randy Nichols, Research Advisory Committee

The task force is asked to:
- propose and justify any needed changes to the structure, purpose, composition, faculty workload, and name of the "Research Advisory Committee" (RAC) of Faculty Assembly, first to the Faculty Affairs Standing Committee;
- if approved, forward proposed RAC updates to Executive Council as Class A legislation for Faculty Assembly Bylaws revision;
- make any other recommended governance improvements to support this work, as may arise, through the Faculty Affairs Standing Committee.

Timeline:
February 2025　　　　Inform Faculty Affairs of task force existence and charge (2/10/25);
　　　　　　　　　　　Task force to review existing structure, purpose, activities of RAC

March 2025　　　　　Draft proposed changes for Faculty Affairs review (3/3/25):
Name and purpose of the RAC
Number of seats, composition, terms of membership
Reporting structure and expected outcomes

April 2025	Discussion, vote on Faculty Affairs (4/21/25); first review at EC (4/28/25); final review of draft legislation with UW Code Advisors
May 2025	Class A legislation to EC for final discussion, vote (5/9/25)
June 2025	EC to forward any approved legislation for full faculty vote

Approved by EC 2/7/2025

Ad Hoc Task Force on Instituting a Permanent Research Advisory Council
2024-2025 Annual Report
Written and submitted by UW Tacoma Faculty Assembly Chair and RAC Task Force Member,
Anne Taufen
May 20, 2025

_____

Summary: In Spring 2025 the Ad Hoc Task Force on Instituting a Permanent RAC was constituted by the Executive Council of the UWT Faculty Assembly, to further the determination by FAC Chair Ken Cruz in collaboration with the RAC that becoming a permanent part of Faculty Assembly was indicated. The task force met twice, once ahead of the 3/3/25 FAC meeting to formulate a proposed revised structure, charge, and membership terms for the RAC; and once following the 5/9/25 EC meeting where initial changes to the FA Bylaws clarifying the nature of different FA bodies were reviewed to gain preliminary approval. Based on ongoing conversations among RAC members, research leaders at UWT, and the FAC Chair, the task force determined that 1) the RAC should become a permanent Advisory Council; 2) the definition of Advisory Council must first (or simultaneously) be created and approved in the FA Bylaws; 3) the preliminary definition of Standing Committees and Advisory Liaisons having taken precedence in the process of introducing and approving Class A legislation in 2024-2025, these recommendations be introduced and followed by EC in collaboration with FAC at the start of the 2025-2026 academic year.

Report on elements and execution of the Task Force Charge:

Based on past work and recommendations of the RAC, as well as inquiry led by FAC Chair Ken Cruz in Autumn 2024 and early Winter 2025, the task force was charged with determining and proposing a structure for making the RAC a permanent body of Faculty Assembly. The RAC voted unanimously and affirmatively on 11/22/24 to be named and defined in the UWT Faculty Assembly Bylaws; and agreed that the description of the RAC's work and responsibilities should

be authorized someplace other than the FA Handbook, which is not a formally approved guidance document for the UWT Faculty Assembly. Thus, the current task force was formed and charged by the 2024-2025 Executive Council to:

- *propose and justify any needed changes to the structure, purpose, composition, faculty workload, and name of the "Research Advisory Committee" (RAC) of Faculty Assembly, first to the Faculty Affairs Standing Committee*

The task force met and agreed that formulation as an Advisory Council rather than a Standing Committee makes sense for the RAC, since research is a campus-wide function that is not the sole purview of UWT faculty. **The task force drafted two pieces of Class A legislation to formalize the RAC within Faculty Assembly.** These prioritized changing the name of the RAC from a Committee to a Council; defining the role of an Advisory Council in a proposed draft revision to the FA Bylaws (Article V, Section X), following the definition of a Standing Committee; then proposing the formation of a Research Advisory Council, in accordance with the new definition in a second draft proposed revision to the FA Bylaws.
The proposed formulation of the revised Research Advisory Council included a seven-person membership, with no more than three members from any one unit, representation of different fields and methodological orientations, and terms of three years. These draft proposals were brought before the FAC on 3/3/25, as described in the charge, for review and discussion.

- *if approved, forward proposed RAC updates to Executive Council as Class A legislation for Faculty Assembly Bylaws revision;*

The proposed bylaws changes to create Advisory Councils and form the Research Advisory Council were introduced and discussed at length by FAC members. **They were not approved** to be forwarded to the Executive Council for consideration.

Rather, FAC members expressed their concerns regarding faculty labor, and whether FA is taking on work that properly belongs to the Office of Research; making the charge sufficiently feasible, limited, concise, and likely to attract and sustain the faculty investment needed to sustain the role of the Advisory Council; avoiding overly simplistic characterization of research methodology (eg "quantitative and qualitative"); and further clarifying expectations so that the RAC does not become saddled with program development and management that is beyond the scope and resources of Faculty Assembly.

The task force agreed to continue refining the proposed bylaws revisions to respond to this feedback; and the FAC recognized the importance of prioritizing a preliminary Bylaws revision to institutionalize faculty work and presence on campus-wide issues: namely the creation of

Faculty Liaisons and the formation of a Campus Safety Advisory Liaison, to further and honor the recommendations of a prior Ad Hoc FA Task Force, on Campus Safety Planning (co-chaired by Robin Evans-Agnew and Jim West). The RAC Task Force paused, briefly, in April 2025 to enable this preliminary work to move forward; FAC Chair Ken Cruz, former Campus Safety Ad-Hoc co-chair Robin Evans-Agnew, and FA Chair Anne Taufen worked together to draft, introduce, and gain approval for three pieces of Class A legislation at the 5/9/25 EC meeting, creating a definition of Standing Committees, a definition of Advisory Liaisons, and the creation of Campus Safety Liaisons. All three were unanimously approved in their first reading. This cleared the way for the RAC Task Force to reconvene and consider clear options for the reformulation and establishment of the RAC function vis a vis FA.

- *make any other recommended governance improvements to support this work, as may arise, through the Faculty Affairs Standing Committee.*

Armed with the additional option of Faculty Advisory Liaison, freshly and provisionally approved by EC, the RAC task force reconvened on 5/16/25, inviting former RAC member and chair, and current tri-campus Faculty Council on Research Chair Professor Jim Gawel (UWT Environmental Sciences) to join the conversation. The RAC task force re-considered the proposed Advisory Council option, as well as the need to introduce this additional definition as the next form of proposed Class A legislation to amend the FA Bylaws; as well as the possibility of seating multiple faculty Advisory Liaisons to a campus-wide Research Committee run and administered by the Office of Research in collaboration with Academic Affairs (addressing some of the major feedback about sparing faculty labor, previously offered by FAC members in early March).

The RAC task force reviewed an alternative draft Class A proposal which would create Faculty Liaisons with some of the same requirements and characteristics of the earlier proposal for an Advisory Council. The RAC task force expressed strong hesitation about locating responsibility for the RAC in a campus administrative unit, rather than as a body of FA. These include concern over the commitments and relative investment of subsequent administrative personnel who lead the Office of Research and Academic Affairs; the difficulty of "driving" the agenda for a body that has always been led and populated primarily by faculty; and the importance of being able to grow and guide the research function of the campus on behalf of faculty interests, especially in a challenging budgetary environment.

The recommendation of the Spring 2025 RAC task force is thus to pursue formulation as an Advisory Council, consistent with the draft Class A legislation proposed to FAC in March 2025. This will require two readings at EC, followed by a vote of the full faculty; or at a minimum online review of the proposed legislation at least two weeks prior to the EC vote, with enough time to secure the voting input of the full faculty, before the close of the academic year. May 16

was the date by which the RAC task force would have needed to authorize the Chair of FA to circulate the original Class A proposals for an Advisory Council definition, and the Research Advisory Council, to be added to the FA Bylaws as an amendment. The RAC task force opted instead to take limited yet important time to further simplify the proposed legislation ahead of EC consideration, and in light of the very brief and busy time left for EC in 2024-2025.

Going forward, the recommendations of the task force are to:

1) Seat the 2025-2026 RAC following the existing practice to provide continuity and ongoing capacity to accomplish this work.
2) Reintroduce the proposed Class A legislation to define FA Advisory Councils.
3) Revise, simplify, and reintroduce the Class A legislation to create a Research Advisory Council.
4) Adopt a "less is more" approach to the charge and membership language to be adopted into the FA Bylaws for the Research Advisory Council; this can provide flexibility for faculty leaders in coming years, and protect the capacities and resources of FA from becoming overburdened by responsibilities that are rightly based in administrative units on the UWT campus.

12. Standing Committee Annual Reports

a. Faculty Affairs Committee, May 2025

Faculty Affairs Committee Year-End Report: AY 2024-2025

Charge from Faculty Assembly	Faculty Affairs Committee's Response	Further Actions Required	Ongoing Work for 2025-2026
Review current guidance defining Faculty Assembly consultative bodies: Research Advisory Committee (RAC), Budget and Planning Committee (BPC), Campus Safety Committee (CSC) How are these groups constituted, by whose authority, how do they interface with counterparts in administration and on campus to voice and advocate for faculty interests	• The FAC Chair reviewed the descriptions of RAC, BPC and CSC on the UWT website and in the Faculty Assembly Handbook • The FAC Chair also consulted with the Chair of Faculty Assembly, and the Chairs and former Chairs of the RAC, BPC and CSC to inquire about their charges and recommended changes to the Faculty Assembly Bylaws.		
Identify areas of the UWT Faculty Assembly Bylaws that require additions, alignment,	• Based on consultation with RAC and the Chair of Faculty Assembly, the FAC Chair proposed the	• FAC will follow up with RAC in Autumn of 2025 regarding the recommended revisions to the	• FAC will review revised RAC proposal

and/or strengthening for essential faculty governance functions on our campus: i. Research Advisory Committee (RAC) ii. Budget and Planning Committee (BPC) iii. Campus Safety Committee (CSC) iv. Non-Tenure Track Faculty Forum b. Develop language to describe, empower, and refine the role of these bodies, relative to the needs of faculty on the UWT campus c. Outline key components and/or propose Class A legislation to update the Faculty Assembly bylaws, to clarify the purpose, role, membership, and powers of the above groups	creation of a *Research Advisory Council Taskforce* to craft recommended changes to the Faculty Assembly Bylaws to institute a Research Advisory Council that is seated by Faculty Assembly and advises the Office Research • FAC reviewed the proposal of the Research Advisory Council Taskforce and made suggestions for revisions • Based on consultation with BPC Chair, a FAC subcommittee inquired with faculty members on the campus level Budget Advisory Committee, the Chair of the Budget Advisory Committee, and the Chair of Faculty Assembly regarding faculty voice on the Budget Advisory Committee • Based on consultation with	proposed changes to the Faculty Assembly Bylaws • FAC recommends the discontinuation of the ad hoc BPC given the experience of former members that the BPC was not able to fulfill its charge in a meaningful way • FAC will follow up with NTTFF regarding their recommended changes to the Faculty Assembly Bylaws governing NTTFF	during AY 2025-2026 • FAC will inquire if there is interest in the creation of a Budget Advisory Liaison that is seated by Faculty Assembly and advises the campus level Budget Advisory Committee during AY 2025-2026 • FAC will consult with NTTFF regarding their recommended changes to the Faculty Assembly Bylaws during AY 2025-2026

	CSC Chair, a FAC subcommittee inquired with faculty members on the campus level Campus Community Safety Advisory Committee regarding faculty voice on the committee • The FAC Chair attended a meeting of the Campus Community Safety Advisory Committee and proposed the creation of *Campus Safety Advisory Liaison* to serve as a requested point of contact between Faculty Assembly and the Campus Community Safety Advisory Committee • The FAC Chair worked with the Chair of CSC to craft recommended changes to the Faculty Assembly Bylaws to create a Campus Safety Advisory Liaison position		

	• FAC reviewed and approved the suggested revisions to the Faculty Assembly Bylaws creating a Campus Safety Advisory Liaison position • The FAC Chair presented the suggested revisions to the Faculty Assembly Bylaws creating a Campus Safety Advisory Liaison position to Faculty Assembly in the Spring of 2025 • The FAC Chair and an FAC subcommittee consulted with the Chair of the NTTFF regarding recommended changes to the Faculty Assembly Bylaws governing NTTFF		
Impact of enhanced monitoring status on UWT units and faculty Survey data and/or focus groups	• The FAC Chair and a FAC subcommittee crafted a pilot survey on the experiences of enhanced monitoring • The FAC subcommittee consulted with	• FAC decided to table the enhanced monitoring survey because the impacts are still being experienced	

	Deans and EFC members in their units to assess the pilot survey		
Impact of AI on faculty across the teaching, research, service and organizational practice of the campus and university Survey data and/or focus groups	• FAC facilitated discussions with two AI experts from UWB in the Autumn of 2024 • A FAC subcommittee reviewed the AI survey conducted by the UW AI Taskforce	• FAC decided to table the AI survey given the recent AI Taskforce survey	• FAC will revisit the creation of a survey of faculty concerns and experiences of AI in AY 2025-2026
Following recommendations of Workload Equity Report, biannual reporting by unit level EFCs to Academic Affairs to be shared with Faculty Affairs and EC	• FAC followed up with the Deans of each UWT toward the end of the Spring of 2025 to inquire about the sharing of the workload equity reports as recommended by Faculty Assembly Class C legislation in February of 2025	• FAC will follow up with the 4 units that have not responded yet	• FAC will follow up on the sharing of the workload equity reports in AT 2025-2026
Coordinate with International Scholars Office and Academic HR to establish recommended resources and faculty-specific, practical support from the 2023 FAC report, including Website	• The FAC Chair decided to table the follow up on the 2023 FAC report for next AY	• FAC will follow up on the 2023 FAC report	• FAC will consult with the International Scholars Office and Academic HR in AY 2025-2026 regarding recommendations made in

Development and Communication.			the 2023 FAC report
Invite regular updates from NTTFF leaders to remain aware of ongoing and emergent issues facing non-tenured faculty	• FAC invited the Chair of NTTFF to provide regular updates and emerging issues		• FAC will continue to invite the Chair of NTTFF to provide regular updates and emerging issues in AY 2025-2026

Faculty Affairs Committee Members in AY 2024-2025

Ken Cruz, FAC Chair, 2024-2025, School of Social Work & Criminal Justice, 2021-2027
Denise Drevdahl, School of Nursing & Healthcare Leadership, 2024-2025
Gregory Lund, School of Urban Studies 2024-2027
Matthew Weinstein, School of Education, 2024-2027
Orlando Baiocchi, School of Engineering and Technology, 2022-2025,
Ehsan Feroz, Milgard School of Business, 2021-2027
Maria-Tania Bandes Becerra Weingarden, School of Interdisciplinary Arts & Sciences, 2022-2025
Tom McGoogan, Chair of Non-Tenure Track Faculty Forum, Ex-Officio, 2024-2025

b. Appointment, Promotion and Tenure Committee, June 2025

APT COMMITTEE REPORT
2024 -2025 (Compiled by Chair – Bryan Goda)

Committee Members: Mary Hanneman (SIAS), Bryan Goda (SET), JaeRan Kim (SWCJ), Gim Seow (Milgard), Christine Stevens (Nursing), Laura Feuerborn (Education), Yonn Dierwechter (Urban Studies)

SUMMARY MATRIX: TOTAL CASES REVIEWED

Promotion Cases	Number	Further Action
Tenure Track Mandatory Appointment Cases: Assistant to Associate, with tenure	**10**	completed
Tenure Track Non-Mandatory Appointment Cases: Associate to Professor	**6**	completed
Tenure Track Non-Mandatory Going up early for tenure	**3**	completed
Teaching Faculty Non-Mandatory Appointment Cases: Teaching Assistant to Teaching Associate	**3**	completed
Teaching Faculty Non-Mandatory Appointment Cases: Teaching Associate to Teaching Professor	**2**	completed
TOTAL CASES*	**24 cases**	

Activity Report

1. Met with the EVCAA to discuss promotion cases. This was a very productive meeting and should continue in the future.
2. On May 7 & 8, Sarah Davies Breen presented an outline of the tenure and promotion process, expectations, and a review of the faculty code. Dr Harris and Bryan Goda (2024-2025 Chair) were also in attendance.
3. Created an APT Handbook for faculty review.

Suggested goals for 2025-2026:

c. Academic Policy and Curriculum Committee, July 2025

Annual Report from Academic Policy and Curriculum Committee (APCC) 2024-2025

Submitted by Julie Masura, Chair on 9/4/25

Committee Members

Voting Faculty

- **Chair: 2024-25:** Julie Masura, School of Interdisciplinary Arts & Sciences, 2020-2026 x
- Ingrid Horakova, School of Engineering and Technology 2022-2025 x
- Raghavi Sakpal, School of Engineering and Technology 2022-2025 x
- Katie Haerling, School of Nursing & Healthcare Leadership 2024-2027 x
  - o Weichao Yuwen, School of Nursing & Healthcare Leadership Spring 2025 *x*
- Claudia Sellmaier, School of Social Work & Criminal Justice 2022-2027 x
- Laura Feuerborn, School of Education 2022-2025 x
- Matt Kelley School of Urban Studies 2024-2025 x
- Loly Alcaide Ramirez, School of Interdisciplinary Arts & Sciences 2024-2027 x
- Natalie Jolly, School of Interdisciplinary Arts & Sciences 2024-2027 x
- Shahrokh Saudagaran, Milgard School of Business 2021-2027 x

Ex-Officio

- Andrew Harris, Executive Vice Chancellor for Academic Affairs, ex-officio, non-voting
- Andrea Coker-Anderson, Registrar, ex-officio, non-voting x
- Patrick Pow, Vice Chancellor of Information Technology, ex-officio, non-voting x
  - o Bill Fritz, Senior Director, Information Technology, ex-officio, non-voting x
- Megan Elizabeth Gregory, Library representative, ex-officio, non-voting x
- Will Taylor, Advising Representative, University Academic Advising, ex-officio, non-voting x

- o [BethAnn Hoover](#), University Academic Advising representative, ex-officio, non-voting x
- NONE, Student representative - ex-officio, non-voting
- [Tammy Jez](#), Curriculum and Operations Manager, Academic Affairs, ex-officio, non-voting x
- [Darcy Janzen](#), Director, Office of Digital Learning, ex-officio, non-voting x

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.
- Implementation of Academic Plan Policy
- Conducted policy and business discussions.
- Attended meetings for APCC

Proposal Reviews September 2024 to June 2025

Type of Proposal	# Reviewed 2023/24	# Reviewed 2024/25	Change
New Programs	0	5	5
Program Changes	13	12	-1
New Courses	21	37	16
Course Changes	48	70	22
Graduation Petitions	7	5	-2

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 Academic Planning Policy was discussed at every meeting. The APCC was recognized as key players in the implementation of the academic plan. Program Notice of Intents will come in beginning in Winter 2024. Tammy Jez & Julie Masura completed process documents for new program proposals. The Chair met with NUMEROUS faculty to clarify intent and approach to completing this task. Progress can be viewed in table below.

Proposal	Presently	Next Step
MS Mechanical Engineering	Proposal Draft @ Graduate School	UWT Stakeholders & COD Review
BS Statistics and Data Science	Proposal EVCAA Review – received requested updates from proposers	Upload to Kuali to UWWCO Review
BA Interdisciplinary Visual and Performing Arts	Proposal EVCAA Review – locating space	Upload to Kuali to UWCO Review

DNPAP	Partnering with UWS	Awaiting update from SNHCL – Tri-campus Priority
MS Environmental Science	Proposal EVCAA Review	Graduate School Review
MS Civil Engineering	PNOI APCC Review – significant change, will need additional APCC Review	PNOI EVCAA Review
SET – AI Graduate & Certificate	Idea Stage	PNOI Development
SIAS – World Language Graduate Requirement	Process Development – PNOI Expectations (met with SIAS rep.)	PNOI Development
EdD – Remote Cohort	UW Provost Review	NCWWU and ICAPP review
Revision of Sociology Program	Idea Stage	PNOI Development
SIAS Food Science Minor	PNOI received – cover sheet missing	Stakeholder Review

Anne Taufen met with Chair and reviewed campus survey on Academic Plan and Program Growth.   Anne Taufen created an Executive Report to be used during the 2025-2026. See Appendix A for report.

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. This spreadsheet will be updated prior to the Autumn meeting by the FA Administrator and as noted by APCC members.

Tri-campus Curriculum Review

University Committed on Curriculum Administration – Chair is member of this committee.

University Committee on Undergraduate Education – Chair is member of natural science sub-committee. Recruited for membership on other sub-committees

Completion of Tasks for 2024-2025 Charge Letter

See Appendix B for copy of charge letter.

1. ***"responsible for matters of policy"***
   a. Review proposals for new and revised academic **programs:** design and approval of majors, minors, concentrations, undergraduate and graduate degrees and certificates
      See tables above with proposal reviews & academic planning progress.
      i. Advise and guide development of new proposals for submission, in collaboration with Academic Affairs
         Met regularly with Tammy Jez, Curriculum and Operations Manager for Academic Affairs.
      ii. Troubleshooting areas of clarification and improvement, in collaboration with Curriculum and Operations Management staff and proposing faculty
         Met upon demand with Deans, campus stakeholders (i.e., library, technology, distance learning), school curriculum staff, proposing faculty, & EVCAA.
   b. Review applications for new and revised **courses**
      i. Manage proposals through UWCM portal
         Reviewed initial proposals, provided feedback, shared with APCC members, provided feedback after APCC review, sent to EVCAA for campus approval
      ii. Provide guidance to faculty in the completion of course proposals, e.g. contact hours, measurable learning outcomes, course descriptions, use of pre-requisites
         Updated Best Practices Document created prior to my tenure as Chair.
      iii. Support and help to improve course proposals going forward for tri-campus review
         Sponsored Winter workshops for faculty to successfully develop course proposals in partnership with campus stakeholders. See Appendix C.
   c. Set scholastic **standards** including admissions and campus graduation requirements
      i. Review and sustain minimum GPA for admission, ongoing matriculation, and graduation
         Did not work on these.
      ii. Establish and maintain campus level course designations in specific learning areas: Writing, Research, Community Engaged Learning, Diversity
         APCC Administration Coordinator contacted each school's curriculum coordinator and updated these in fall.
         Updated Course Designation Lists here: https://www.tacoma.uw.edu/faculty-assembly/w-ce-r-course-designations
         Chair worked with Registrar to ensure both lists were in sync. Chair worked with Center for Community Partnerships to ensure courses were identified as service withing UWT's curriculum. Actively reviewing and developing assessment protocols for Service courses.
      iii. Support for developing learner-centered syllabi

Syllabi reviewed with each new and modified course. Offered series of workshops for faculty to develop student-centered curricula in Winter 2025. See Appendix C.

d. Maintaining platform for shared, collaborative review of program and course proposals
  i. Regular meetings and materials (currently Canvas)
  Meeting materials are archived here: https://www.tacoma.uw.edu/faculty-assembly/apcc-archived-agenda-minutes-other-documents
  AND here: https://canvas.uw.edu/courses/1698656
  ii. Links to review dashboards (currently UWCMS)
  Link to UWCMS: https://uw.kuali.co/cm/#/dashboard
  iii. Use and maintenance of APCC best-practices living document
  Best Practices documents can be found here: **APCC Best Practices for Course Proposals**
  AND here: **APCC Best Practices for Program Proposals**

2. *"provide guidance"*
  a. UWT Academic Plan
    i. Review use of survey questionnaire data in PNOIs
    ii. Identify areas of curricular interest and survey improvement for subsequent cycles
  b. UWT Strategic Planning
    i. Consult with administration on areas of projected growth and potential, based on PNOI and other sources
    ii. Identify opportunities for improvement in assessment and data collection, to support and inform campus strategic planning
  c. UW wide initiatives
    i. Teaching@UW
    ii. A.I. Task Force
    iii. FCTL Core Elements – faculty code update
      1. Liaise with UWT faculty appointees; request updates as necessary

  Deliverable: *Updates to EC once per quarter*, o*ngoing*

3. *"provide recommendations"*
  a. Propose **Class B legislation** to make changes and improvements to the Academic Plan survey tool/ assessment appendix, to better elicit and document measures of program performance, based on use and supplementation of survey questionnaire data
  Did not complete. Removed survey/assessment tool from PNOI requirement. Suggest exploring in 2025/25 academic year.
  b. Propose **Class A legislation** to adjust the definition of an academic unit according to the UWT Bylaws, to assure equal representation and equitable impact across programs and faculties

      i. Share proposed amendments with the Secretary of the Faculty and the UW subcommittee on Code compliance, to assure viability and alignment with tri-campus policy and UW Faculty Code

     ii. Submit proposed amendments for EC deliberation and vote

    iii. Identify any other areas of ongoing need for UWT academic policy and make recommendations for action

Did not complete. Expectation was unclear.

Suggested Focus for 2025-2026

- Distribute survey results to stakeholders.
- Assess academic planning process and update for incoming chair.
- Select incoming chair in winter to train during remaining service.
- Focus on diversity and writing designations for consistency across campus.

APPENDIX A – 2024 Academic Planning and Program Growth Executive Summary

Executive Report

Summary and Analysis of AP Survey Plan Data

December 2024

Audience(s):
        APCC
        EFC's/Unit Curriculum Committees
        EC
        Academic Affairs
        Council of Deans
        Chancellor's Cabinet
        Regents

Programs responding:

34 total

24 Undergraduate –10 Graduate

Undergraduate:

- BA Arts Media Culture
- BA History
- BA Communication
- BA Spanish Language and Culture
- BA Writing Studies
- BA Economics and Policy Analysis
- BA Law and Policy
- BA Politics Philosophy and Economics
- BA Psychology

- BS Biomedical Sciences
- BS Environmental Science
- BS Mathematics
- BA Urban Studies
- BA Sustainable Urban Development
- BS Urban Design
- BA Healthcare Leadership
- RN-BS Nursing
- BA Education
- BA Business Administration
- BS Civil Engineering
- BS Mechanical Engineering
- BS Information Technology
- BA Criminal Justice
- BA Social Welfare

Graduate:

- MA Community Planning
- M Education
- Ed D
- Ed S
- M Nursing
- MS Business Analytics
- M Business Administration
- MS Accounting
- MS Information Technology
- M Social Work

Response was **solid but not comprehensive**.

It is **stronger than expected**. There are inconsistencies in the programs represented due to the positionality of respondents, the timing and difficulty of soliciting input across entire units, and the challenges of reporting for shared programs (e.g., MCL or similar).

The responses include data and rationales for programs in planning and development, providing a helpful snapshot that is acknowledged and referenced as possible in this summary.

Responses are **required for programs proposing changes** in the current and upcoming cycle of APCC/UWCC review. The effective and widely communicated nature of this requirement likely accounts for the strength of responses, which are summarized below.
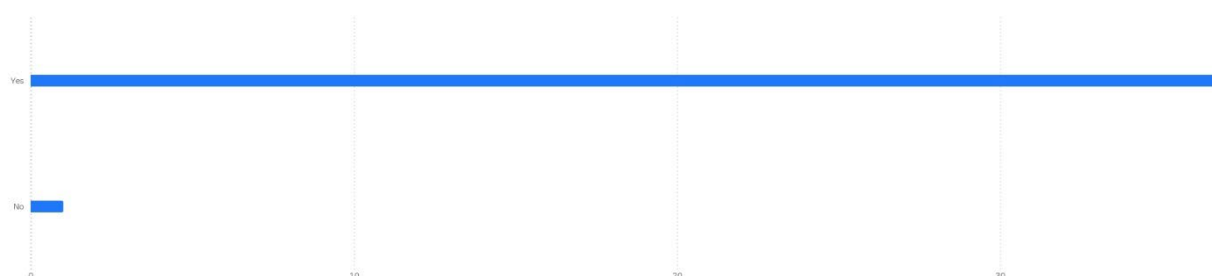
AP Survey categories:

Categories and questions were created with the 2018 Academic Plan. The 2023 revision added a framework for their evaluation; these are in Appendices A-B of the UWT Academic Planning Policy.

The survey was designed to be general enough not to discourage participation, while eliciting baseline information for sharing and building understanding among program leaders. The responses provide helpful insights on each of the eight categories, including existing innovation and investment, aspirational areas of growth, and service contributions to the campus and community.

Internal and Community Demand

- 97% of respondents engage with diverse community partners to determine demand and needs
- 100% communicate about the major or program to current or potential students, including their needs, interests, and post-graduation opportunities
- 87% interact or interface with community technical colleges (CTCs) or high schools

"Do you engage with diverse community partners to determine demand and needs?"

Programs engage a range of different constituencies to develop curriculum and refine offerings. Connecting to area institutions where students are seeking further education opportunities is a widespread practice. More specific information about how programs are conducting this engagement and with what partners could be useful for all units, to learn from and reinforce one another, and save time and energy staying on-message and effective in relation to our local and regional partners.
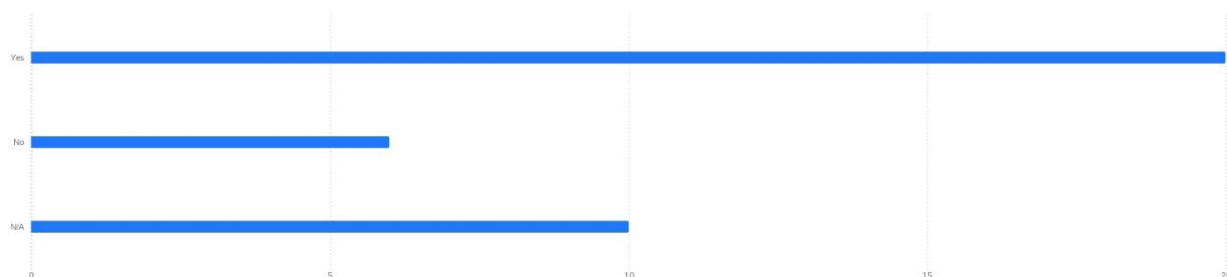
Program Quality

- **50% of programs are professionally accredited**, 50% are not (through the professional accreditation boards of specific disciplines and fields)
- [NB: all programs are accredited by the University of Washington, and through the accredited status of the UW Tacoma campus]
- **Slightly more than half of programs have multiple tracks or pathways** (53%); of these, 81% support adequate enrollment and 88% consider their pathways "clear and transparent to students"
- **Just less than half of programs currently offer a minor** (47%); in addition, 44% identify the *possibility* of a new minor
- There are **hybrid/online options for 92% of programs**. Rationales include student access, meeting needs for non-traditional students, and providing flexible options for electives and courses with multiple sections
- Potential plans for invigoration based on student demographics:
  - Strengthened internship programs
  - Formalization of hybrid pathways
  - Training in multilingual approaches and intercultural competencies
  - More experiential and active-learning classroom pedagogy

Paid research opportunities, expanded financial aid for part-time students, and on-campus childcare

  - Longer lab sessions to ensure competitive job placement
  - Course schedules that respond to needs of working students
  - Increased focus on practical skills and technical training to aid job-placement success and professional efficacy

- o Learning community "clubs" to build student networks, develop disciplinary confidence and enjoyment
- o Intentionally incorporating diversity content in required courses
- o Accelerated degree completion options (1-yr Masters)
- o Direct, proactive engagement with regional partners and employers
- o Smoothing direct admit from undergraduate to graduate programs
- o Improved engagement with area high schools and CTC's
- o Research funding and training support for underrepresented groups
- o Doctoral programs to support practitioners and professional impact
- o Deepen surveys of current, potential, and future students
- o Lab spaces for simulation, clinical training, and skills development

- **86% see opportunities to optimize offerings**, based on current course enrollments
- Almost all programs assess student learning (97%); 72% track post-graduation pathways, and **83% have made program adaptations based on feedback** and assessment data
- 3/4 of programs report course caps appropriate to curricular goals (75%). 56% identify places where courses could be bigger or smaller, generally at the lower and more advanced levels, respectively. 88% say courses are filling, and all programs say that students can take required classes in a timely manner to move towards graduation.
- 2/3 of programs support students in undergraduate general education, in the areas of inquiry, writing, or diversity courses; and beyond the major, or pre-major students.
- All programs provide **support beyond graduation**, including invitations to campus events, alumni networking, and maintenance of online groups and social media professional networks (eg LinkedIn)
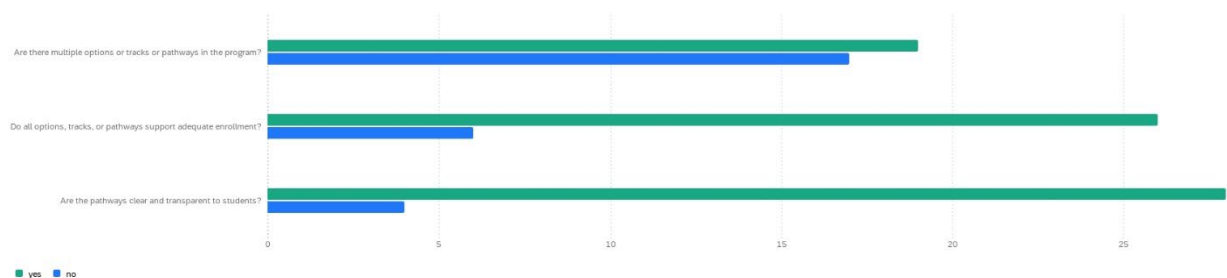
Are there accreditation requirements that influence program decisions? 36 ⓘ

"Are there accreditation requirements that influence program decisions?
Yes – No – N/A

Options and Pathways - 2#1 36 ⓘ

yes ■ no

"Are there multiple options or tracks or pathways in the program?"
"Do all options, tracks, or pathways support adequate enrollment?"
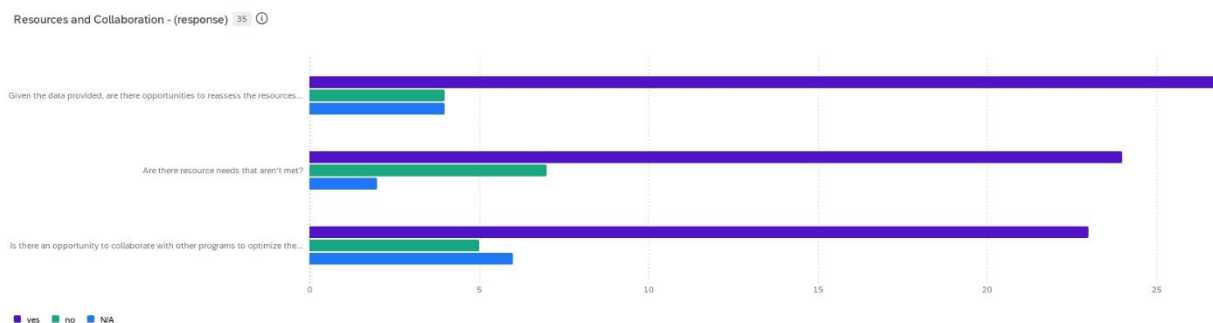*"Are the pathways clear and transparent to students?"*
Green = Yes
Blue = No

All programs are actively developing and improving accessible pathways for delivery of academic programs. Sharing more of these efforts and investments, and identifying areas of targeted success and potential support, can build efficiencies and strengthen the collective learning culture.

Human, Physical, and Technical Resources

- 77% of programs recognize opportunities to reassess available resources, 73% have resource needs that aren't met, and **68% see opportunities to collaborate** with other programs to optimize resources.
- **Most programs do some form of marketing and recruitment**. These include job fairs, professional networks, social media presence, outreach and introductory workshops at campus recruitment events; as well as program brochures, and the circulation of online and printed materials.

Resources and Collaboration - (response) 35 ⓘ

■ yes   ■ no   ■ N/A

Opportunities to reassess?
Resource needs that aren't met?
Opportunity to collaborate with other programs to optimize the resources available?
Purple = Yes

Programs seeking additional resources recognize that added collaboration could put this within reach and add appeal for marketing and recruitment purposes. Barriers to program collaboration should be evaluated in this light, with an emphasis on the potential upside to sharing of resources and increasing admissions yield for the campus as a whole.

Future Potential for the Program

- 85% of programs see opportunities for **attracting working professionals** or providing professional development, and 15% see this as a possibility
- 47% of programs currently offer minors, and 44% see opportunities to do so
- A variety of options could **expand student pathways** for content delivery, including
    - *New minors* (eg Web Design, Video Production, Digital Media);

- o *Certificate Programs* (eg Restorative Justice, Youth and Justice, Behavioral Health, Neurodiversity; Environmental Modeling, Statistics);
- o *Stacked certificates* (grad level) and *micro-credentials* (undergrad level) for targeted training that is legible to employers
- o Curriculum review and new program proposals currently underway (SIAS, SUS, SET, SNHCL) that could produce new or *realigned offerings*
- o Post-master's coursework for *Continuing Education* through accredited professional programs;
- o Encouraging students to *pursue minors concurrently* in other programs, with their own unit's major/degree program (eg BA in Education with a minor in Latinx Studies or American Indian Studies)

- Some programs currently offer online options; some respondents note the pedagogical unsuitability of doing so. Opportunities for expanded online delivery include:
  - o Online professional programs for **undergraduate working adults** with an AA degree or existing apprenticeship training, who want a bachelor's degree in a specific field
  - o Potential for fully online training and certification in **discrete, content-based areas** (eg grant writing, professional communication) - with appropriate staff support and curriculum development resources
  - o Online programs tailored to serve **rural students and/or military veterans** are an important online learning opportunity to expand our offerings and reach, potentially nationwide
  - o **Hybrid delivery** can support overall access and help sustain diverse student cohorts, without compromising the in-person strength and relational experience that are a competitive advantage for many of our students – and for our campus

- UWT has existing strengths to protect and grow:
  - o Disciplinary limits on online viability favor our ***in-person, small campus*** setting, for example hands-on evaluations for clinical training and wet lab space for natural scientists
  - o *Respondents note that market conditions – existing prevalence of fully online options at relatively accessible price points at other, well-established universities - make this an area in which to tread very carefully*

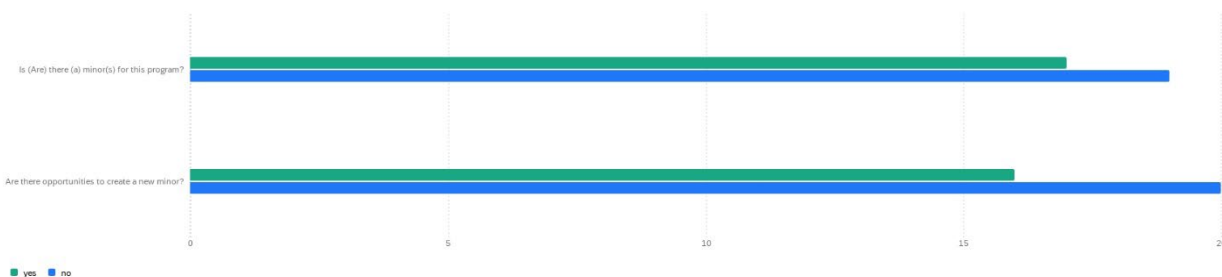Are there opportunities for attracting working professionals or providing professional development? 34 ⓘ

"Are there opportunities for attracting working professionals?"
Yes = 85%
Maybe = 15%

Minors - 3#1 36 ⓘ

■ yes ■ no

Is there a minor?
Are there opportunities to create a new minor?
Yes = Green
No = Blue

Programs are clearly exploring and developing tailored approaches to meet the needs of our students, and further the opportunities and emerging knowledge content areas of their fields. Professional market value, skills training, and intentionality in design and delivery are key themes across the campus.

Student Enrollment, Retention, Well-being, and Engagement

Enrollment Strategies shared and implemented include:

- **Advising** – engaging early, regularly meeting, tracking the DARS process
- **Campus Events** – information sessions, open houses, admissions visits

- **Community Spaces** – outreach through professional partnerships, other higher education and secondary education settings
- **Program Pathways** – clarifying and modeling for students what a multi-term, multi-year pathway might look like
- **Nurturing Pivot Points** – teaching in the Core to activate program knowledge; smoothing equivalency requirements to recognize and value prior investment

Only 34% of respondents say that they have adequate staff to support enrollment. One unit (SOE) has an existing Student Enrollment Management (SEM) plan – other units note that a campus-wide SEM template, resources, activities, and support would be welcome.

Student focused mechanisms refer first and foremost to legible degree pathways where program learning outcomes (PLO's) and availability of needed class sequences are made explicit and clear. Academic clarity thus values students as independent learners and critical thinkers, empowers them to make sound judgments with often limited time and resources, and challenges them to consider trade-offs and seek informed guidance, to build confidence and success in their educational experience. Clear program pathways also challenge faculty and staff to communicate with one another efficiently and effectively, delivering well formulated, consistent, sustainable, and transparent degree options for our students. This can go a long way in improving student engagement and wellbeing, strengthening enrollment and retention at the programmatic core of educational experience.

With **clear and consistent degree pathways**, various enrichment and support mechanisms can contribute to enjoyment and success within programs and across campus units. These include:

- **Academic assistance** – faculty mentoring and guided research; campus wide resources that are enlisted to further program and course learning outcomes, such as Library Services and Subject Librarians; the Teaching and Learning Center; IT and Canvas support; and partnerships with affinity groups on-campus (eg Center for Equity and Inclusion, Office of Indigenous Engagement) as well as through the surrounding community (eg class speakers and seminars; community-engaged learning partnerships).

- **Student organizations** – RSO's with faculty advisors such as the Pre-Law Society, Civitas, Giving Garden, Psych Club, Muslim Student Association, Progressive Student Association, Criminal Justice League and others.
- **HIPs** – *High Impact Practices* within the classroom and related to course organization and program learning are shown to heighten student engagement and learning and improve student performance. https://www.aacu.org/trending-topics/high-impact

  Rates of participation for the following HIPs:
    - Independent research   69%
    - Global learning   60%
    - Community-engaged Learning (CEL)   86%
    - Learning Communities   49%
    - Internships   71%
- Other HIPs noted include writing-intensive classes; capstone projects; common intellectual experiences; field trips; recognition of excellence in student work
- **53% of programs offer Study Abroad support**, from stand-alone courses and trips to engaged alignment with programs on offer through other universities and UW units. *There may have been some inconsistencies in the responses to this question, as qualitative and quantitative responses indicated interpretive discrepancies on what it means to "offer Study Abroad programs"
- **59% of programs have scaffolded Internships** throughout their curriculum. Delivery models vary and indicate continuous learning and adaptation across units, with some desire for campus best-practice guidance and support mechanisms.
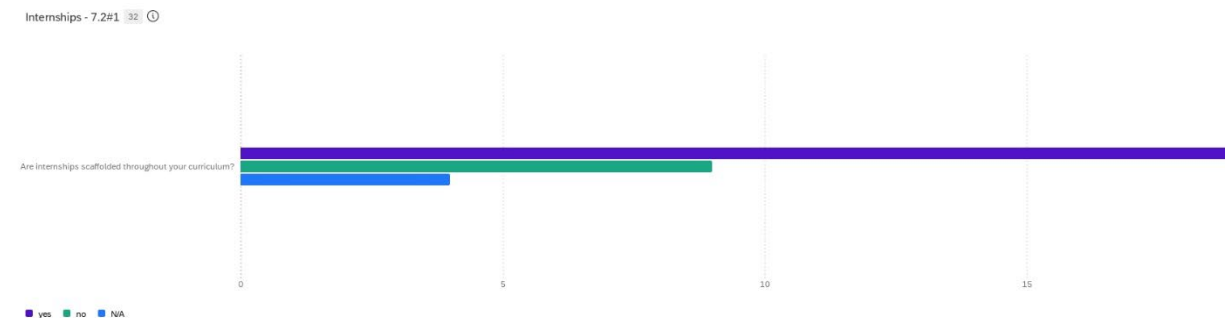
Study Abroad - 6#1 34 ⓘ

"Do you offer Study Abroad programs?"
Yes = Purple
No = Green

N/A = Blue

Internships - 7.2#1 32 ⓘ

Are internships scaffolded throughout your curriculum?

| 0 | 5 | 10 | 15 |

■ yes ■ no ■ N/A

"Are internships scaffolded throughout your curriculum?"
Yes = Purple
No = Green
N/A = Blue

There is opportunity for units and programs to continue to learn from one another in this area of **clarifying, delivering, and supporting Student Learning Outcomes (SLO's)**. HIPs activated and aligned around coherent curricular pathways provide an essential first step in the provision of enrichment opportunities for our students.

Faculty and Staff Recruitment and Retention

Responses in this section cluster around three distinct stages of employment activity in UW academic units: *Search*, *Onboarding*, and *Professional Development*.

- *Search*: Committee composition; search process training for committee members; development of inclusive, intentional, and accurate job description and advertisement; review and use of clear evaluation criteria,

- *Onboarding*: Orientation and clarity of expectations; creating a welcoming environment; providing safe and direct opportunities for clarifying questions; showing recognition and skill in support of diverse staff and faculty needs
- *Professional development*: continuous improvement in formalization of practices as units grow and diversify; structured time and resources for career development areas that are essential for professional success (eg research support for faculty, technical and management skills known to be essential for different jobs and roles)
- Investment in DEI activities can be woven into the basic mechanics of employment; to do so, **objectives and activities of each stage need to be clearly established**, ahead of assumptions about positionality, bias, cultural conditioning as the area of intervention: make clear to potential, new, and longtime employees the professional expectations of all positions, as a first step before taking on longer term cultural approaches which require trust and respect that are established through mutual professional work commitments.
- Programs and units have established a variety of *internal* representative DEI bodies, including such groups as: Dean's Diversity Advisory Council; Race, Equity & Justice Committee; School Diversity Committee; Equity & Inclusion Committee; Diversity Workgroup; Justice Equity Diversity & Inclusion (JEDI) Council
- Programs liaise with campus, university, and professional associations *beyond the unit*, to leverage training, resources, and best practices to improve culture and environmental mechanisms for faculty and staff, such as: UWT Center for Equity and Inclusion, AHR and AA at the campus and university level, professional societies for women, people of color, LGBTQIA+ identifying colleagues.
- Programs use existing, emerging, and aspirational trend data for student enrollment, to devise **hiring plans to match and meet the needs of the student body**. Positionality and experience impact faculty and staff ability to engage students effectively, and deliver learning outcomes of individual programs – thus, hiring and retention in some units has kept pace with best available research showing that a diverse and inclusive professional environment is highly effective in serving students across the demographic spectrum of the state (and beyond).
- Mechanisms for support and retention include: DEI training for all faculty and staff; strategic engagement of national and regional expert practitioners to improve skills and understanding in a collaborative and supportive environment; creation and

sustaining of formal mentorship programs; partnering with UW Advance on retention offers.

Program leaders note the utility of **clear functional practices** and **clarity in setting and executing on professional expectations**, as a <u>first and essential step</u> in enabling and empowering transformational cultural learning within units, to create working environments conducive to the success of *all* UW employees.

School or Division Level

Investments to strengthen **unit-level climate** include:

- Commitment to democratic practice and decision-making;
- transparency in work assignments, compensation, provision of opportunities;
- robust commitment to, and attendance at social events;
- intentional retreats and collaborative planning that include all staff and faculty, and taking proactive responsibility for any exclusion that occurs, whether intentional or not;
- published materials, meeting schedules, agendas, minutes, with sufficient lead time for all staff and faculty to anticipate discussions and decisions, and contribute to conversations in an informed and helpful manner;
- Accessibility and inclusion of all faculty and staff in communication platforms, scheduling norms/software/expectations (eg calendar and messaging systems), awareness of committee meetings and their timing – whether individual staff and faculty members need to be present, or not, as a matter of building a culture of trust, respect, clarity, routine, known decision points, professionalism;
- Shifting all-unit meetings from 100% 'informational' (Freirian banking or 'talking at') to 65-85% interactive work/discussion;
- Establishing a framework for leadership and unit priorities, to orient and aid evaluation of necessarily conflict-prone decisions, enabling understanding, sharing, discussion, and clarification of choices that are/not made, whether popular or not;

- Recognize individuality and unique contributions of different faculty and staff members, across a variety of genres, areas of scholarship, modes and strengths of teaching, forms of community engagement, and public intellectual work.

Support for Scholarship at the unit level includes:

- Course release policy – providing programmatic support for externally-funded course releases at a standard level across the unit (eg up to 3 per year for TT faculty, with appropriate sources for PTL replacement if necessary); making internal funds available for course releases in a transparent and timely manner for course development, service, leadership, and mentoring commitments (for instance)
- Policy on Distribution of Indirects – providing incentives for faculty to claim up to 50% of grant-generated indirect revenues, to guide individual project and lab-specific investments on primary research – remainder to school-wide stipends, writing retreats, scholarship productivity (for instance); establishing policy on program indirects (cost transfer indirects) to support professional development, curriculum development, instructional training.
- Professional Development Funds (PDF) - Provision of baseline annual support for research travel, fieldwork, and supplies; conferences, project development, dissemination of research; pedagogical and skills development
- Time and venues for the development of research – standard third-year research leave (TT, one quarter); eligibility and encouragement of regular sabbatical leave (requires planning and unit-level approval); formal and informal unit-level sharing of in-process research, eg seminar talks, brown-bags, research working groups
- UW funding guidance – highlighting, encouraging, and advising on creating successful applications for UW-based funding, and creating connections to UWT and UW-wide research office and research groups
- Administrative support – project-specific guidance for hiring and mentoring UG and grad research assistants; documenting and meeting grant-mandated reporting requirements; tracking and training on grant management tasks, eg budgets (proposed and approved/allocated), hiring, travel, human subjects review and renewals, space allocation

94% of programs report collaboration within the unit.

Collaboration: Do you collaborate with other programs in the school, unit, or division? 35 ⓘ

"Do you collaborate with other programs in the school, unit, or division?"
Yes = 94%
No = 4%

Opportunities for resource sharing are executed more easily within the unit. This may be for reasons of proximity, familiarity, and/or routinized budgetary practices (eg FTE and headcount accrue to specific units and have resourcing implications). While collaboration and partnership can be established across units, this requires intentional and strategic structural commitment. The underlying relationship between partners has been explored through:

- Co-teaching and shared course development. While cumbersome, this exercise can provide an opportunity for faculty to explore areas of potential interest, evaluate shared bibliography, and identify mutual or complementary expertise with a short-term, instructional, familiar framework to guide collaborative interaction.
- Co-authored publications. Beneficial to all parties, a distinct, peer-reviewed research output can enable identification and development of shared interests.
- Interdisciplinary and cross-disciplinary centers. Existing outside the boundaries of individual units, and bringing together members of different fields and disciplines, these can create a "value-add" for all participants that sustain themselves with unique and purpose-directed funding, to support existing units and amplify the reach and impact of programs, increasing and reinforcing rather than trading or threatening budgetary lines of institutional support.

The appeal of sharing resources for the development of degree programs and funded research is clear. To surmount the well-known institutional barriers, targeted support for

faculty seeking to test and evaluate potential partnerships could be a high ROI practice for campus administrators to prioritize.

Interdisciplinary Exploration

Opportunities for development of interdisciplinary initiatives cluster in areas of teaching, applied research, and community engagement.

Teaching

Existing programs take advantage of the relatively small and agile nature of our campus, such as Global Honors. Tensions emerge; however, when interests and take-away are made clear for all students and their home units, can be resolved to mutual benefit.

Interdisciplinary and collaborative training programs (such as cybersecurity) require investment in developing balanced curricula, devising labor and compensation models that are sustainable, and identifying funding sources to support shared administrative needs.

Applied research

Centers and funded research projects that sustain commitment across units tend to have a very specific and comprehensible focus on a topic area or noted, highlighted, and high-need area of regional development dynamics (eg the Center for Urban Waters, the Labor Solidarity Project, and other initiatives that draw in and enable collaboration among a variety of research and professional, practice-based communities)

In addition to foregrounding areas of important interest and civic need in our society and shared environment, applied research with external funding carries with it the benefits of supporting student research, building campus reputation, and enabling requisite staff support (albeit on 'soft money' sources, requiring ongoing renewal).

Community engagement

Direct engagement with local non-profits, government agencies, and business groups helps to yield practical educational outcomes, and pragmatic, evidence-based, focused research designs that further faculty, staff, student, and alumni careers.

In some units, this engagement is engendered by professional accreditation and clinical training needs. Partnership models increasingly show that innovative growth in original, applied research and deeply rooted, highly beneficial experiential learning can continue to distinguish the UWT campus from our larger, longer established, and more traditional peers in higher education.

This could be an important area for campus leadership to strategically prioritize, identify and quantify/document the rationales for making specific investments. Data showing areas of opportunity, emerging needs, and existing abilities and strengths of the UWT campus will help to make optimal, responsible use of public resources in the ongoing development of our campus.

Conclusion

Based on our initial survey responses, the first Academic Planning cycle has yielded the following themes and recommendations.

1. Academic programs working to **clarify degree pathways** further the first, essential building block for all enrichment, inclusion, collaboration, evaluation, and engagement activities related to the fundamental purpose of the university, and the urban-serving mission of this campus. Clear, well operationalized, legible, and accessible curricula are the basis on which all other activities of academic planning rely. Strong degree pathways support the invigoration and growth envisioned by the Academic Plan.

2. Enrichment practices and academic support to serve **student learning outcomes** (SLO's) drive successful utilization. SLO's must be established and clear for these investments to be effective. See #1 above. DEI investments and practices can generate effective production of this relationship: *reliably delivering on program-based SLO's*, so that students move efficiently and successfully through their degrees, graduating with a positive and well-prepared knowledge base to begin careers, and contribute to the health, prosperity, and vitality of the region and state (and beyond).

3. **Clear expectations for all academic positions** (faculty, staff, and students) contribute to a positive and productive climate. Job description, organization chart,

search practices, regular review and feedback, and compensation practices produce and sustain basic understanding of professional roles and responsibilities, and how these fit within and further the purposes of the unit, program, campus, and university. DEI supports should reinforce and respond to this clarity in professional efficacy, improving and strengthening the ability of faculty and staff to excel in our work, based on this shared understanding.

4. Seeding **first-step interdisciplinary collaboration** (co-teaching, co-writing) can be an effective way to grow our funded research profile, as well as self-sustaining cross-unit centers to reinforce and grow existing strengths, and support capacity and career growth for students, staff, and faculty.

5. **Assessment practices using relevant data** (defined at the program, campus, and regional level) enable us to track and understand how we are performing on the delivery of SLO's. A culture of curiosity and continuous learning empowers us to become increasingly proficient at the skilled work that we do, which social science researchers tell us can be a key predictor of happiness (vague concept though that can be). The wellbeing of students, staff, and faculty is enabled by establishing and nurturing conditions where all members of the academic community become skilled contributors to the endeavors of that place (ie the overall project of knowledge production).

The first program survey of the UWT Academic Planning Policy yields helpful understanding of areas of substantial accomplishment, as well as highlighting places of shared opportunity. By moving forward on campus growth initiatives and program supports that amplify mutual benefits across units, UW Tacoma will continue to actualize its potential as an urban-serving, innovative, and impactful public research university.

Respectfully drafted and submitted,
Anne Taufen, Professor of Urban Studies
Chair, Faculty Assembly (2024-2025)
Member, FA Academic Planning Task Force (2022-2023)

APPENDIX B - 2024-25 APCC Charge Letter

**Academic Policy and Curriculum Committee
Standing Committee Charge, 2024-2025**

UWT Bylaws:

Charge - – The Academic Policy and Curriculum Committee shall be **responsible for matters of policy** relating to the academic affairs of the University of Washington Tacoma, including proposals for new academic programs; majors, minors, concentrations, and undergraduate and graduate certificate programs; applications for new and revised courses; scholastic standards including admissions; and campus graduation requirements. It shall also **provide guidance** to the Vice Chancellor for Academic Affairs on policies regarding the interpretation and administration of academic regulations of the campus, as well as **provide recommendations** on initiatives requested by the Executive Council related to academic excellence and equity. Upon approval, the Committee shall forward its recommendations to the Executive Council, which may bring proposals and recommendations to the Faculty Assembly for a vote or may adopt them as provided in Article V, Section 1, Part C of these bylaws. *(emphasis added)*

Dear Professors Masura, Feuerborn, Haerling, Horakova, Jolly, Kelley, Ramirez, Sakpal, Saudagaran and Sellmaier:

Thank you for serving on the Academic Policy and Curriculum Committee (APCC). Based on the provisions of our Faculty Assembly bylaws, the work of the 2023-2024 Faculty Affairs committee, feedback at our Faculty Retreat on September 27, 2024, and our meetings together, we are providing here the FAC annual charge.

AY 2024-2025 Charge: as above, with specific guidance:

4. *"responsible for matters of policy"*
    a. Review proposals for new and revised academic **programs:** design and approval of majors, minors, concentrations, undergraduate and graduate degrees and certificates
        i. Advise and guide development of new proposals for submission, in collaboration with Academic Affairs
        ii. Troubleshooting areas of clarification and improvement, in collaboration with Curriculum and Operations Management staff and proposing faculty
    b. Review applications for new and revised **courses**
        i. Manage proposals through UWCM portal
        ii. Provide guidance to faculty in the completion of course proposals, e.g. contact hours, measurable learning outcomes, course descriptions, use of pre-requisites
        iii. Support and help to improve course proposals going forward for tri-campus review

    c. Set scholastic **standards** including admissions and campus graduation requirements
- i. Review and sustain minimum GPA for admission, ongoing matriculation, and graduation
- ii. Establish and maintain campus level course designations in specific learning areas: Writing, Research, Community Engaged Learning, Diversity
- iii. Support for developing learner-centered syllabi

    d. Maintaining platform for shared, collaborative review of program and course proposals
- i. Regular meetings and materials (currently Canvas)
- ii. Links to review dashboards (currently UWCMS)
- iii. Use and maintenance of APCC best-practices living document

Deliverable: *Updates to EC at each meeting*, o*ngoing*

5. ***"provide guidance"***
    a. UWT Academic Plan
- i. Review use of survey questionnaire data in PNOIs
- ii. Identify areas of curricular interest and survey improvement for subsequent cycles

    b. UWT Strategic Planning
- i. Consult with administration on areas of projected growth and potential, based on PNOI and other sources
- ii. Identify opportunities for improvement in assessment and data collection, to support and inform campus strategic planning

    c. UW wide initiatives
- i. Teaching@UW
- ii. A.I. Task Force
- iii. FCTL Core Elements – faculty code update
  - 1. Liaise with UWT faculty appointees; request updates as necessary

Deliverable: *Updates to EC once per quarter*, o*ngoing*

6. ***"provide recommendations"***
    c. Propose **Class B legislation** to make changes and improvements to the Academic Plan survey tool/ assessment appendix, to better elicit and document measures of program performance, based on use and supplementation of survey questionnaire data

    d. Propose **Class A legislation** to adjust the definition of an academic unit according to the UWT Bylaws, to assure equal representation and equitable impact across programs and faculties
- i. Share proposed amendments with the Secretary of the Faculty and the UW subcommittee on Code compliance, to assure viability and alignment with tri-campus policy and UW Faculty Code
- ii. Submit proposed amendments for EC deliberation and vote
- iii. Identify any other areas of ongoing need for UWT academic policy and make recommendations for action

Deliverable: *Survey Questionnaire revisions for EC review, Monday 3/31/25 - Class B legislation*

Deliverable: *Bylaw Amendments for EC review, Monday 4/28/25 - Class A legislation*

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

Anne Taufen   Andrea Hill
Faculty Assembly Chair   Faculty Assembly Vice-Chair

Charge Letter Approved by the UWT Executive Council 10/28/2024

APPENDIX C – 2025 Curriculum Planning Workshops

Julie E. Masura

From: Julie E. Masura <jmasura@uw.edu>

Sent: Friday, March 21, 2025 11:21 AM

To: Marisa Petrich <marisp2@uw.edu>; atharris <atharris@uw.edu>; Megan E Gregory <meganes0@uw.edu>; Darcy Janzen <janzen@uw.edu>; Dwayne Chambers <dwaynech@uw.edu>; Ashley Burchett <aburchet@uw.edu>; Anne Taufen <atw5@uw.edu>

Cc: Kelvin Keown <kelvin3@uw.edu>; Su-Miao Lai <sml10@uw.edu>; Amanda Pirog <piroga@uw.edu>; Erika Bailey

<erikaab@uw.edu>; Chris Lott <clott@uw.edu>

Subject: RE: Positive faculty development outcomes

I would like to share with this group the resources that were created during the workshops. You may find them at the link below.

Sailing Through Curriculum – Workshop Materials

Best,

-Julie

JULIE E. MASURA, M.S.

Teaching Professor / Research Scientist
Sciences & Mathematics Division, School of Interdisciplinary Arts & Sciences
Academic Policy and Curriculum Committee Chair
University of Washington Tacoma Microplastics Monitoring Lab

Box 358436

1900 Commerce Street, Tacoma, WA 98402

253.692.4317

jmasura@uw.edu / tacoma.washington.edu

To schedule a meeting with me, click on the link:

Book Time with Me Personal Zoom Room:

https://washington.zoom.us/my/jmasurageo

From: Marisa Petrich <marisp2@uw.edu>

Sent: Thursday, March 20, 2025 9:01 AM

To: atharris <atharris@uw.edu>; Megan E Gregory <meganes0@uw.edu>; Darcy Janzen <janzen@uw.edu>; Dwayne Chambers <dwaynech@uw.edu>; Ashley Burchett <aburchet@uw.edu>; Anne Taufen <atw5@uw.edu>; Julie E. Masura

<jmasura@uw.edu>

Cc: Kelvin Keown <kelvin3@uw.edu>; Su-Miao Lai <sml10@uw.edu>; Amanda Pirog <piroga@uw.edu>; Erika Bailey

<erikaab@uw.edu>; Chris Lott <clott@uw.edu>

Subject: Positive faculty development outcomes

Dear Colleagues,

We write to share the positive outcomes from Sail Through Curriculum Review, a faculty development workshop series co-sponsored by the UWT Academic Policy and Curriculum Committee, Teaching and Learning Center, Office of Digital Learning, and Library. Ultimately, we found the workshops provided an important example of how collaboration and administrative support can greatly enhance UW Tacoma's culture of faculty development.

The workshops consisted of four separate, in-person sessions on different topics (listed on the graphic below) related to course design and the curriculum review process. They reached 21 different participants from a range of campus units including the Milgard School of Business, School of Interdisciplinary Arts & Sciences, School of Social Work and Criminal Justice, School of Engineering and Technology, and the School of Nursing and Healthcare Leadership. Seventeen of these participants attended more than one session in the series with 11 participants attending three or more workshops. Motivating voluntary attendance at on-campus events can be extremely challenging, and the repeat attendance speaks volumes about the value of this learning community.

In a final assessment form for the series, participants mentioned that learning about aligned learning objectives, digital accessibility, assignment design, and Open Educational Resources were helpful aspects of the workshops. Several told us the workshops would be particularly helpful to early career faculty and that they hoped the series would continue, possibly with added elements like networking or informal course design time for faculty. "Thank you! I learned a lot and appreciate you all very much. It's nice to just spend time together," one participant wrote.

We feel the collaboration between campus units and the APCC was a particularly helpful aspect of this project that could be used to enhance future faculty development work. The sessions were led by staff with expertise in each topic, but the combined effort allowed all of us to reach participants we might not normally see. Just as important, the association with APCC lent authority to the series and created a valuable platform to connect faculty to existing campus support services. After months of planning by all involved, we are impressed with the impact of this series and look forward to building on its success.

We are extremely grateful to the APCC leadership, workshop presenters, and faculty attendees for making this series possible and would like to extend a special thank you to the Faculty Assembly leadership for providing funding for coffee, tea, and snacks. In the words of one attendee, "Fantastic series! I look forward to working with my colleagues more in the future."

Sincerely,

Marisa Petrich
Julie Masura

SAIL THROUGH
CURRICULUM REVIEW

Join us for a series of workshops to help you navigate the curriculum review process and plan a course. Participants will leave this series ready to complete the curriculum review process. All sessions will be held in TLB 115. Bring your lunch, coffee and snacks provided.

Registration link: https://bit.ly/SailThroughCR

THURS 1/16 12:00-1:30
Session 1: Backwards Design & Aligned Learning Objectives

THURS 1/30 12:00-1:30
Session 2: Using & Creating Open Course Materials

THURS 2/13 12:00-1:30
Session 3: Exploring Culminating Assignments

THURS 2/27 12:00-1:30
Session 4: Navigating APCC & Sharing Syllabi

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Marisa Petrich

Instructional Design Librarian, UW Tacoma Library
marisp2@uw.edu
Pronouns: She, her, hers