

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. Community Engagement, Internal and External

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 😊 relationship 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. Policy and Institutional Management

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