University of Washington  
Faculty Council on Women in Academia  
February 7, 2020  
11:00 a.m. – 12:30 p.m.  
OUGL 320

Meeting Synopsis:

1. Call to order  
2. Review of the minutes from January 10, 2020  
3. Training and Education subcommittee - Title IX working group Q &A  
4. Update on Promotion and Tenure transparency process  
5. Change to parking on Seattle’s campus  
6. Vote on endorsing FCMA Class A legislation  
7. Good of the order  
8. Adjourn

1. Call to order

The meeting was called to order at 11:00 a.m.

2. Review of the minutes from January 10, 2020

The minutes from January 10, 2020, were approved as written.

3. Training and Education subcommittee - Title IX working group Q &A

Kiana Swearingen, Prevention, Education, & Communications Manager, and Elizabeth Wilmerding, Counseling Services Coordinator, were present in their capacity as co-chairs of the Training and Education Subcommittee of the UW Title IX Working Group to share a brief update on the workings of the committee and answer questions. A PowerPoint was shown and information referred to in the slides (Exhibit 1).

During the presentation, a member asked about related UW student and employee trainings and what content is covered in the trainings. It was noted a “level I” online training is currently being built out that includes definitions of terms, tips for recognizing harm, a list of related University resources, and other information. The online “level I” training takes approximately 90 minutes-2 hours to complete, and the “level II” in-person training has about the same duration. It was noted the Policy Subcommittee (of the Title IX Working Group) will decide if this training will be required for new employees and students. One idea under consideration is that all new employees will be required to take the training within 90 days of their start date, and all new students must take the training during their first academic quarter at UW. It was reiterated that these requirements are being considered as possibilities but are not final.

A member asked if trainings will be tailored to different categories of UW community members. It is being considered that there will be slightly tailored versions for staff, faculty, students, and medical center personnel. The example scenarios within those trainings will be different based on one’s affiliation with the UW. A member noted she would like FCWA to consider the messaging that will go
out in relation to these trainings and to provide input. It was noted known best practices suggest that every person taking the trainings should be framed as a potential change-maker in their community, and no longer as a perpetrator or a victim as had been done previously. It was noted a common complaint of sexual harassment trainings is that they address issues/scenarios that are too obvious, while the “grey area situations” where there is subtlety is where real training is needed.

Bergman noted FCWA is at the disposal of the guests to provide feedback as needed or to act as a sounding board for the faculty perspective on the initiative. The guests noted they are interested in using the council as a focus group for various content, which members noted they would be happy to do. It was noted there is expected to be resistance on the part of faculty to requiring trainings along with other pieces of the initiative, and FCWA may be instrumental in this regard.

The guests were thanked for presenting and chose to sit in on the council’s business for the remainder of the meeting.

4. Update on Promotion and Tenure transparency process

Bergman explained she met with the Faculty Senate Chair, Joe Janes, Faculty Senate Vice Chair, Robin Angotti, and Associate Vice Provost for Faculty Advancement, Chad Allen. As a result of this meeting and of a separate discussion with the Secretary of the Faculty, Class A legislation has been suggested relating to the topic of transparency in the UW promotion and tenure process. Bergman explained a single word addition to the Faculty Code, Section 24-54.B, may be effective in requiring UW colleges and units to publish promotion guidelines.

The draft Class A legislation was shown (Exhibit 2). A motion was made to approve and forward the Class A legislation to the Senate Executive Committee for first consideration.

The motion was approved.

5. Change to parking on Seattle's campus

A member explained a recent change to University’s vehicle parking pass infrastructure has recently caused widespread outcry on campus. A website was shown with information on all the planned UW Transportation changes (Exhibit 2). It was noted relating to parents with young children, it may be very difficult to manage the change of discontinuing Individual Commuter Tickets (ICTs), which currently can be used to park on the UW Seattle campus at a reduced rate without prior planning. It was noted the parking option planned to replace ICTs will require purchasing the commuter tickets for a specific day in advance, which members felt would not be as useful for working parents that are often forced to drive into campus as a random occurrence. It was noted ICTs were also paid for by employees pre-tax, whereas a member noted the new Daily Permits will not follow that structure.

The council discussed methods for voicing its concerns to the heads of UW Transportation. It was noted a related town hall will take place on February 12 from 12:00-1:00 p.m. It was noted a letter from the council might be drafted and sent to the heads of UW Transportation. Robinson volunteered to author a first draft the letter. Members noted “access to the workplace environment” is a federal right and an important point to be made in this letter. The first draft will be made available in the council’s Google Drive.
6. Vote on endorsing FCMA Class A legislation

Bergman explained FCWA has been asked to review Class A legislation from the Faculty Council on Multicultural Affairs (FCMA) and consider a motion to endorse the legislation before it is forwarded to the Senate Executive Committee and Faculty Senate (Exhibit 3). It was noted the sample diversity statement appendix is useful for gaining a deeper understanding of the legislation. There was some discussion.

A member was interested in providing a reference for the meaning of the term “diversity” as it appears in the legislation, either through a footnote, within the rationale statement, or via a reference to the 2017-2021 UW Diversity Blueprint. The member felt that some problematic notions of the term exist around campus, and some reference could be made to a definition for clarity. It was noted FCMA had grappled with the question of defining the term previously, deciding it to be a worthwhile endeavor they plan to take on, though they did not want this legislation to become bogged down and suspended while those conversations are being held.

Following discussion, a recommendation was made that context be provided for what is meant by “diversity” at the University of Washington, and some reference material given for how to operationalize the requirement stipulated in the legislation.

After discussion, a motion was made to endorse the FCMA Class A legislation. The endorsement was given by majority vote.

7. Good of the order

Bergman explained Doug Simpson, Facilities Project Engineer/Architect in UW Facilities, has stated he could use the council’s input on adding the wellness room requirement (discussed in the January 10 FCWA meeting) to the UW Facilities Design Guide. Bergman noted this is a suitable outcome for the council’s work on this topic, as that document dictates requirements for new buildings on campus. She noted she plans to meet with Simpson in the near future and welcomed other members to consider joining the meeting.

There was some discussion of what the council would like to see as far as volume of wellness rooms on UW campuses in relation to what is feasible. It was noted FCWA should have an understanding of the volume of rooms it will ask for relating to this question in the best- and worst-case scenario given the associated costs. A member reminded that minimum requirements for wellness room functionality/amenities was included in the council’s 2017 Class C resolution. It was noted the council should also seek to have information on the locations of wellness rooms published on the University’s website in an easily discoverable place. The Work Life Coordinator for the University was noted as a good contact for this effort.

Chung noted she received an email from a colleague concerning the cost of childcare in the Seattle area. A related article was forwarded to members. She asked that the item be placed on a future council agenda to be discussed, which was accepted.

8. Adjourn

The meeting was adjourned at 12:30 p.m.
Minutes by Joey Burgess, jmbg@uw.edu, assistant to the secretary of the faculty

Present:  
Faculty Code Section 21-61 A: Margo Bergman (chair), Elizabeth Umphress, Samantha Robinson, Whasun Chung, Lauren Lichty, Ankur Suri  
Faculty Code Section 21-61 B: Kristelle Calma, Alece Stancin  
President’s designee: TBD

Absent:  
Faculty Code Section 21-61 A: Tyler McCormick, Judy Chen  
Faculty Code Section 21-61 B: Andrea Joseph, Lynly Beard, Pamela Mitchell

Exhibits
Exhibit 1 – 2020.02.07 Faculty Council on Women in Academia  
Exhibit 2 – Class A Legislation_fcma_approved_020620  
Exhibit 3 – screencapture-transportation-uw-edu-parking-product-changes-2020-03-04
Title IX Training & Education Working Committee

Feb 2020
Title IX Training & Education Committee
Co-Chairs

Elizabeth Wilmerding, MSW
Violence Prevention & Advocacy
Program Manager
UW Bothell

Kiana Swearingen
Prevention, Education &
Communications Manager
SafeCampus
UW Charge Statement

> Training focused on the prevention of and response to sexual violence, sexual harassment, gender harassment, and other forms of sexual misconduct

> For new students and new employees

> 2 year charge timeline
  – Charged Aug 30, 2019
  – First Workgroup Meeting - Oct 2019
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- **Group Development**
- **Research & Stakeholder Engagement**
- **Resource Identification**
- **Learning Objective Development**
- **Build Curriculum**
- **Focus-group Curriculum**
- **Evaluation Development**
- **Technical Pilot (Online)**
- **Train the Trainer (In-Person)**
- **Marketing & Communications**
- **Launch & Evaluation**
- **Iterative, Ongoing Revision**

- **Resource and Needs Identification**
- **Stakeholder Engagement**
Preventing Violence Happens at Three Levels

Our goal is to stop violence before it occurs.

**Prevention**

Centers for Disease Control and Prevention

Continuing the Dialogue

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**PRIMARY**

Stopping Violence Before It Occurs

Strategies like healthy relationships & environments reduce risks & increase buffers.

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**SECONDARY**

Immediate Responses to Violence

Services like emergency and medical care address short-term consequences.

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**TERTIARY**

Long-Term Responses to Violence

Approaches in aftermath address trauma & rehabilitate perpetrators.
Good prevention is...

- Trauma-informed and survivor-centered
- Evidence-based
- Culturally-relevant
- Focused on the root causes of violence, not on the behavior of potential victims
- Intersectional
- Focused on creating healthier academic environments
- Like PIE: Positive, Inclusive, and Empowering
Questions?

What do you want to know? When do you want to know it?

How do you want to be involved?

What other priorities or issues should we be planning for?
To: Senate Chair Joe Janes  
From: Brenda Williams, Faculty Council on Multicultural Affairs, Chair  
CC: Faculty Council on Multicultural Affairs  
Date: February 21, 2020  
Re: Proposed Class A Legislation and Rationale

Introduction

During the 2018-19 academic year, the Faculty Council on Multicultural Affairs voted unanimously to forward proposed Class A legislation amending Faculty code section 24-32 to the Senate Executive Committee for ultimate consideration by the Faculty Senate. Following the initial circulation of the draft legislation that contemplated changes applicable to initial faculty appointments and promotion, the FCMA worked to refine the proposal and to provide responses to questions raised following circulation of the initial draft.

During the 2019-20 academic year, as the FCMA continued to refine the proposed legislation and the FCMA chair met individually with numerous members of campus leadership, to solicit additional feedback about the impact of the proposed change on both appointment and promotion.

In consideration of the questions raised, the feedback provided, and the continued discussion and debate during FCMA’s regularly scheduled meetings, the FCMA voted unanimously in February 2020 to amend the proposed legislation to clarify that the legislation requiring a diversity statement should apply prospectively to new faculty appointments to positions carrying voting privileges only, as defined within the faculty code.

Reasons for Proposed Changes

President Cauce described the University’s mission in the UW Diversity Blueprint 2017 – 2021 as one that values diversity in perspectives, creates a welcoming learning environment for all students and promotes broad access and equal opportunity. The Blueprint articulates diversity goals, recommended priorities and suggested action steps in support of the University’s mission, including the goal and recommended priority to attract and retain diverse faculty. The plan provides the following suggested action steps in support of this goal:

1. Strengthen and diversify faculty hiring practices;
2. Utilize best practices to improve the recruitment of underrepresented faculty; and
3. Develop school/college practices that support the retention and advancement of underrepresented faculty.

Through this proposed change, the Faculty Council on Multicultural Affairs supports the University’s mission to strengthen the recruitment of diverse faculty and to ensure that efforts at retention and advancement become central to the university. Moreover, FCMA seeks to support the recruitment of faculty who contribute to the University’s diversity and equity mission through the implementation of a diversity statement requirement for initial appointment and to encourage all faculty to support the development of diverse faculty members and students.

Over the course of this and the previous Academic year, the FCMA reviewed and ultimately selected Faculty Code Chapter 24.32 (Appointment and Promotion of Faculty Members) for proposed revision to support the University’s ongoing effort to attract and retain diverse faculty in new appointments. Requiring new faculty applicants to provide a statement of past and proposed contributions to diversity, equity, and inclusion strengthens faculty hiring practices by providing additional information to appointment committees that allows for more informed decisions when deliberating on the hiring of new faculty.
Procedural Background

At the initial meeting of the Faculty Council on Multicultural Affairs in October 2018, the council reviewed goals provided by then Senate Chair George Sandison. Among the goals was a mandate to continue to evaluate relevant sections of the Faculty Code and associated practices through the lens of multicultural affairs, diversity, and difference, with the objectives of strengthening equity and fairness.

During the course of the fall (2018) and winter (2019) quarter meetings, the Council engaged in a discussion regarding the practice on other campuses to require a statement regarding contributions to diversity for all faculty hiring. A similar policy requiring a personal statement detailing contributions to diversity exists at all University of California campuses, prior to consideration for hiring. Many of the UC campuses also consider the diversity statement during the promotion review process. The FCMA proposal includes the option to provide a statement of proposed contributions to diversity in order to include all candidates in the overall mission of the University. During the fall (2019) quarter meetings, the FCMA amended the proposed legislation to its current form, rendering the requirement applicable to initial appointments only.

Sample Diversity Statements:

See Appendix A for a local UW sample diversity statement:

Appendix A: Sample

See below links for models from other schools:

[Berkeley recommendations on Diversity Statements](#)
[UC Davis describes various types of contributions to diversity](#)
[UC San Diego offers examples of diversity statements](#)
[Six examples of submitted Diversity Statements](#)

Overview of Questions Considered before December 2019 amendment:

- Is this intending to add "diversity" to the existing 3 aspects of appointment/promotion/tenure (scholarship, teaching, service)? Cut across them? And since we do articulate what we mean by those, why not also do so for diversity?
  - i. The FCMA proposed legislation intends to incorporate diversity, equity, and inclusion into each of the three existing aspects of appointment (scholarship, teaching and service);
  - ii. The FCMA is unaware of a University wide definition of diversity. Individual schools and units do have local definitions of diversity and the definitions are not uniform across the campus. This Class A legislation does not propose a definition for diversity.

- Why add to this section rather than 24-52?
  - i. 24-52 appears to provide procedural guidance to appointment committees, whereas 24-32 provides for the Scholarly and Professional Qualifications of faculty members.

- Would this also impact merit reviews (24-57)?
i. The FCMA proposed legislation intends to amend section 24-32 as it relates to new faculty appointments to the voting rank (listed in 21-32 A) only.

- I also think there are political considerations (the prior revision was explicitly described as "not" requiring this, which might raise concerns among many).
  i. The FCMA discussed, drafted and ultimately recommended this proposed legislation following a motion by a member of the Council made during the 2018-19 Academic year. The legislation was not considered during the 2017-18 academic year when the prior revision was proposed.

- In a future holistic evaluation of a candidate does council anticipate just an evaluation of a personal statement assuming the candidate does not have a significant contribution in any of the three traditional areas of evaluation for appointment and promotion. Just wondering how junior faculty might respond to this requirement. (Can council members easily give example responses for themselves?)
  i. The FCMA proposed legislation intends to amend section 24-32 as it relates to new faculty appointments only. The legislation contemplates an opportunity by candidates to present on their planned contributions where past contributions are lacking.
  ii. The FCMA provides a model Diversity Statement in the appendix and also provides links to models statements from other campuses.

Following discussion of the questions raised and the feedback provided by campus leadership, in February 2020, the FCMA voted unanimously to amend the proposed legislation for a third time, clarifying that the legislation requiring a diversity statement applies only to new faculty appointments to a rank or title that carries with it voting privileges as provided in the faculty code.

Proposed Change

The FCMA proposes one change to the section governing the appointment and promotion of faculty members, specifically to the Section 24-32, governing the Scholarly and Professional Qualification of Faculty members.
Section 24-32 Scholarly and Professional Qualifications of Faculty Members

The University faculty is committed to the full range of academic responsibilities: scholarship and research, teaching, and service. Individual faculty will, in the ordinary course of their development, determine the weight of these various commitments, and adjust them from time to time during their careers, in response to their individual, professional development and the changing needs of their profession, their programs, departments, schools and colleges, and the University. Such versatility and flexibility are hallmarks of respected institutions of higher education because they are conducive to establishing and maintaining the excellence of a university and to fulfilling the educational and social role of the institution. All candidates for initial faculty appointment to the ranks and/or titles listed in Section 21-32.A (Voting Membership in the Faculty) shall submit a statement of past and planned contributions to diversity, equity, and inclusion. Academic units and search committees shall consider a candidate’s statement as part of a comprehensive evaluation of scholarship and research, teaching, and service, in accord with the University’s expressed commitment to excellence and equity, any contributions in scholarship and research, teaching, and service that address diversity and equal opportunity shall be included and considered among the professional and scholarly qualifications for appointment and promotion outlined below.

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

B. The creative function of a university requires faculty devoted to inquiry and research, whose attainment may be in the realm of scholarly investigation, in constructive contributions in professional fields, or in the creative arts, such as musical composition, creative writing, or original design in engineering or architecture. While numbers (publications, grant dollars, students) provide some measure of such accomplishment, more important is the quality of the faculty member’s published or other creative work.

Important elements in evaluating the scholarly ability and attainments of faculty members include the range and variety of their intellectual interests; the receipt of grants, awards, and fellowships; the professional and/or public impact of their work; and their success in directing productive work by advanced students and in training graduate and professional students in scholarly methods. Other important elements of scholarly achievement include involvement in and contributions to interdisciplinary research and teaching; participation and leadership in professional associations and in the editing of professional journals; the judgment of professional colleagues; and membership on boards and committees.

C. The scope of faculty teaching is broader than conventional classroom instruction; it comprises a variety of teaching formats and media, including undergraduate and graduate instruction for matriculated students, and special training or continuing education. The educational function of a university requires faculty who can teach effectively. Instruction must be judged according to its essential purposes and the conditions which they impose. Some elements in assessing effective teaching include:

- The ability to organize and conduct a course of study appropriate to the level of instruction and the nature of the subject matter;
- The consistency with which the teacher brings to the students the latest research findings and professional debates within the discipline;
• The ability to stimulate intellectual inquiry so that students develop the skills to examine and evaluate ideas and arguments;

• The extent to which the teacher encourages discussion and debate which enables the students to articulate the ideas they are exploring;

• The degree to which teaching strategies that encourage the educational advancement of students from all backgrounds and life experiences are utilized;

• The availability of the teacher to the student beyond the classroom environment; and

• The regularity with which the teacher examines or reexamines the organization and readings for a course of study and explores new approaches to effective educational methods.

A major activity related to teaching is the instructor's participation in academic advising and counseling, whether this takes the form of assisting students to select courses or discussing the students' long-range goals. The assessment of teaching effectiveness shall include student and faculty evaluation. Where possible, measures of student achievements in terms of their academic and professional careers, life skills, and citizenship should be considered.

D. Contributions to a profession through published discussion of methods or through public demonstration of an achieved skill should be recognized as furthering the University's educational function. Included among these contributions are professional service activities that address the professional advancement of individuals from underrepresented groups from the faculty member's field.

E. The University encourages faculty participation in public service. Such professional and scholarly service to schools, business and industry, and local, state, national, and international organizations is an integral part of the University's mission. Of similar importance to the University is faculty participation in University committee work and other administrative tasks and clinical duties, including the faculty member's involvement in the recruitment, retention, and mentoring of scholars and students in an effort to promote diversity and equal opportunity. Both types of service make an important contribution and should be included in the individual faculty profile.

F. Competence in professional service to the University and the public should be considered in judging a faculty member's qualifications, but except in unusual circumstances skill in instruction and research should be deemed of greater importance.
Appendix A:

Sample Contributions to Diversity - Understanding of Barriers

My Story
When I was four years old, my family immigrated to America. On the surface, my story might
seem similar to that of many other Americans, but of course each person’s experience is unique.
Over the course of American history, many have traversed a more treacherous path – voluntary
or involuntary – to reach our shores, and they have endured unspeakable hardship. Other
Americans have ancient roots in the land and have been decimated by more recent arrivals.
Although my lived experience is privileged in many ways, I empathize with and try to
understand the struggles of those who have had to overcome barriers and continue to face
obstacles such as poverty, racial profiling, mass incarceration, violence, cultural and language
differences, societal or family pressures, inadequate access to education, the loss of ancestral
lands, or the legacy of enslavement.

My Understanding of Educational Barriers
I have attended implicit bias, anti-bias, anti-racism, sexual harassment, and sexual assault
workshops to better understand these topics. Women, underrepresented minorities, unauthorized
immigrants, members of the LGBTQ community, socioeconomically or educationally
disadvantaged individuals, and people with disabilities have encountered and still face
harassment, violence, discrimination, and hidden bias, thereby hindering their educational
opportunities. Women are disadvantaged in their education and careers by sexism and implicit
bias, sexual harassment and violence, a disproportionate share of childcare and household
responsibilities, and cultural, religious, and social expectations and stereotypes. I-200 of 1998
has placed constraints on Washington’s public universities in the consideration of race/ethnicity
and gender, thereby making it more difficult to remedy inequities.

Past Activities
Admissions Committee
As a member of my school’s admissions committee for the past four years, in every
interview I have asked questions about diversity. During committee deliberations, I try to
be a vocal proponent of diversity, though my goal is to persuade gently rather than
harangue. I am especially proud of successfully advocating for and recruiting
underrepresented and disadvantaged students.

Mentorship and Advising
I have advised and mentored dozens of students and junior faculty members, and I have
counseled some who have been in difficult situations. One my students sustained a spinal cord
injury in a biking accident. He returned to school after a year of physical therapy and
rehabilitation, and I helped him with his reintegration into school. His resilience, persistence, and
optimism shone through. He was a role model for other students, who adored working with him.
Several years ago, one of my students came out, and although it might seem that it is easy to
come out in Seattle, it can be difficult anywhere, especially for someone from a culturally
conservative African American family from South Carolina. In part due to this stress, this student
made poor decisions and was arrested twice for driving under the influence of alcohol. He
underwent treatment and joined Alcoholics Anonymous, and since then, he has maintained
soberly, has completed his degree, and has flourished in an academic position. Some of my former
students still reach out to me for guidance. I helped a former student navigate the process
of applying to serve as a department chair and negotiating the terms, and she was just appointed
as the head of her department at a large research university.

Professional Societies, Journals, Lectures, and Scholarly Work
At a meeting of my professional association, I organized a panel on diversity, equity, and
inclusion, with a featured talk by the chief diversity officer of a major national society. I spoke at
the same panel on the topics of implicit bias and diversity and inclusion. The following year, the
theme of the entire conference program was diversity and cultural competency. At that meeting, I presented a talk on socioeconomic and cultural sensitivity. At the meeting of another professional society, I organized and moderated a session on women’s issues, during which I presented a talk. Based on the success of this session, I conceived of and was senior author on an article on the topic. I organized and slated follow-up sessions on this topic in subsequent years. As a current or past scientific or educational program chair, committee chair, or officer in several professional societies, as well as a deputy editor of two journals, I have strived to be inclusive regarding race/ethnicity, gender, and LGBTQ identification. Although only one society that I am involved with explicitly asks leaders to consider diversity, I have followed the principle of inclusion in all organizations in which I have held a leadership role.

Service in the Community
At a progressive school that embraces diversity and inclusion related to socioeconomic status, race/ethnicity, LGBTQ identification, and family structure, I served as the vice president of the board. We funded, planned, and built a second campus to increase access to the school.

Future Plans
My future role requires a commitment to diversity, given the wide scope of programs in the office. I am impressed by the breadth and depth of UW’s programs related to diversity, equity, and inclusion, and I have thought about ways in which I can contribute and help create an even more robust environment. If appointed to the position, I would meet with stakeholders and obtain feedback about programs that are going well, aspects that can be improved, and potential new programs. I plan to conduct a climate survey to garner the opinions of students and to assess the well being of women, students of color, and LGBTQ, disadvantaged, and first generation students. I would make it a practice to meet regularly with students to discuss diversity, equity, and inclusion; proactive communication can help avert misunderstanding. I will ensure that our community includes mentors of diverse backgrounds who can serve as role models. All committees under my purview will be diverse and inclusive, and mentors and staff members will be committed to diversity, equity, and inclusion. Our public face will project diversity and inclusion: photos and written material on our website, on social media, and in our hallways and lobbies. I would like to recruit a funded investigator and expand our research efforts to assess how well we meet the goals of diversity, equity, and inclusion in our admissions and student programs. I would redouble our efforts to recruit underrepresented students who have experienced especially great disadvantages, such as Dreamers. Black Americans who have descended from slaves, bearing the legacy of 400 years of racism, are less well represented in my field than are immigrants or the children of immigrants from Africa or the Caribbean, and an important goal of mine will be to increase the number of the former group.
Parking changes coming Spring Quarter

Transportation Services is transforming our sales and parking operations with new technology that offers increased flexibility and reliability. These changes will give customers new buying options and help us better utilize the University’s parking infrastructure. Beginning in Spring Quarter 2020, customers will be able to buy and manage most parking products online. Most permits will no longer require a physical permit and will instead be tied to a license plate. Several existing products are also being modified.

Most current customers will not need to take any action until it is time to renew their permits. Customers who currently use Individual Commuter Tickets (ICTs) will need to act sooner, as well department and event coordinators.

Thank you for your patience and please see the links below for more information about how specific products are changing. Or go to the parking modernization page for more information about the project as a whole.

What’s changing and how will it affect me?

Please select one or more of the links below for more details, or view all the changes at once.

### STUDENT

- Student resident permits
- Student commuter day permits
- Student commuter night permits

### FACULTY OR STAFF MEMBER

#### Parking Infrequently
- Pay-per-use parking (PPUP)
- Daily permits

#### Parking Frequently
- Single occupancy vehicle (SOV) permits
- Pay-per-use parking (PPUP)

### OTHER PRODUCTS

- Carpool permits
- Night permits
- Motorcycle permits
- Multi-lot permits (replaces UF designations)
- Bike parking

### VISITOR

- General information
- UWI retiree parking
- Vendor parking

### DEPARTMENT OR EVENT COORDINATOR

#### Department Products

- Department products

#### Event Parking

- Arranged parking
- Coupon codes

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### Student resident permits

Students who live in UW residence halls are eligible for a student resident permit, which grants access to a lot near the student’s residence hall based on availability.

- Parking lots will be assigned each quarter based on lot availability at the time of purchase.
- Permits for the upcoming quarter will be available for purchase at a set time before the end of the previous quarter.
- Permits will be linked to vehicle license plates, with no need to display a paper hang tag.

**What’s changing:**

- You will no longer be able to automatically keep the same lot assignment from one quarter to the next. Instead, lots will be assigned each quarter.
- Permits will be linked to vehicle license plates. You will be able to manage this online.
- Please continue to use your existing hang tag for now. License plate-linked permits won’t be issued to most students until after the end of Spring Quarter 2020.

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### Student commuter day permits

Students who commute to UW’s campus on a regular basis are eligible for a student commuter day permit, which grants access to a specific parking lot near the student’s workplace or residence.

- Parking lots will be assigned each quarter based on lot availability at the time of purchase.
- Permits for the upcoming quarter will be available for purchase at a set time before the end of the previous quarter.
- Permits will be linked to vehicle license plates, with no need to display a paper hang tag.

**What’s changing:**

- You will no longer be able to automatically keep the same lot assignment from one quarter to the next. Instead, lots will be assigned each quarter.
- Permits will be linked to vehicle license plates. You will be able to manage this online.
- Please continue to use your existing hang tag for now. License plate-linked permits won’t be issued to most students until after the end of Spring Quarter 2020.
Students who drive to campus are eligible to purchase parking in E18.

- Quarterly permits for E18 are available to students who plan to park every day.
- Students who only plan to park occasionally can purchase daily parking in E18 using pay machines or PayByPhone.
- All permits will be linked to vehicle license plates, with no need to display a paper hang tag.

What's changing:

- Quarterly permits will be linked to vehicle license plates instead of using paper hang tags. You will be able to manage this online.
- Please continue to use your existing hang tag for now. License plate-linked permits won't be issued to most students until Summer or Autumn Quarter 2020.

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### Student commuter night permits

Students enrolled in night classes may purchase a night permit valid from 4pm to midnight. Permits will be linked to vehicle license plates, with no need to display a paper hang tag.

Students who plan to park every night may purchase an academic quarter night permit.

- Parking lots will be assigned each quarter based on lot availability at the time of purchase.
- Permits for the upcoming quarter will be available for purchase at a set time before the end of the previous quarter.

Students who only park on campus occasionally at night may purchase daily night permits.

- Students will select the lot they want to park in using the online customer portal, based on availability at the time of purchase.
- Permits are available the same day or up to two weeks in advance.

What's changing:

- Quarterly permit holders will no longer be able to automatically keep the same lot assignment from one quarter to the next. Instead, lots will be assigned each quarter.
- Permits will be linked to vehicle license plates. You will be able to manage this online.
- Please continue to use your existing quarterly permit hang tag for now. License plate-linked quarterly permits will not be issued to most students until after the end of Spring Quarter 2020.

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### Pay-per-use permits (PPUP)

Pay-per-use parking (PPUP) is offered in gated garages, based on availability.

- To set up PPUP, please reach out to the Transportation Office for an Automatic Vehicle Identification (AVI) card. PPUP is not available for purchase online because an AVI card is required for access into the assigned lot.
- More details about PPUP are available here.

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### Daily permits

Daily permits are a new pay-as-you-go option for non-gated facilities. They are available to everyone, but may be of particular interest to people who previously used Individual Commuter Tickets (ICTs). They are not available to students or visitors.

- Daily permits can be purchased for same-day parking or for a future day up to two weeks in advance. They can be purchased online or at the Transportation Services office.
- You select the lot you want to park in based on availability at purchase, enter your license plate information and then make payment. Both day and night rates are available.
- You can purchase up to 10 daily permits at a time. Each permit is sold for a specific day and expires at midnight. Daily permits can be canceled and refunded prior to midnight of the day for which they were purchased.
- Permits are linked to your license plate, so you will not need to display a physical permit.
- You can buy Daily permits with a credit card on the new customer portal or at the Transportation Services office with cash, check or a credit card. Daily permits are not eligible for payroll deduction.

Where to park

Daily permits are available in the following lots, subject to availability on any given day. If you currently have approval from your department to purchase ICTs in a controlled lot, such as N05 or a South Campus lot, you will be able to purchase Daily Permits for those lots as well. Not sure where a lot is? Check out the Lots & Garages map:

### Weekly permits (5 a.m. to midnight)

<table>
<thead>
<tr>
<th>Garages</th>
<th>Lots</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Plaza Garage (C01-C06)</td>
<td>C19, C12, C15</td>
</tr>
<tr>
<td>Paddleford Garage (N16, N18, N20, N21)</td>
<td>B22, E33, E55, E69, E71, E16, E19, E21</td>
</tr>
<tr>
<td>4548 Garage (N47, N60*)</td>
<td>N60, N62, N63, N65, N72, N13, N22*, N24, N25, N26</td>
</tr>
<tr>
<td>UV Tower (W46)</td>
<td></td>
</tr>
</tbody>
</table>

### Night permits (4 p.m. to 6 a.m.)

<table>
<thead>
<tr>
<th>Garages</th>
<th>Lots</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Plaza Garage (C01-C06)</td>
<td>C19, C12</td>
</tr>
<tr>
<td>Paddleford Garage (N16, N18)</td>
<td>B22, E33, E55, E69, E71, E21</td>
</tr>
<tr>
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<td>N60, N62, N63, N65, N72, N13, N22, N24, N25</td>
</tr>
<tr>
<td>UV Tower (W46)</td>
<td></td>
</tr>
</tbody>
</table>

### Saturday permits (5 a.m. to noon)

<table>
<thead>
<tr>
<th>Garages</th>
<th>Lots</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>UV Tower (W46)</td>
<td></td>
</tr>
</tbody>
</table>

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Options for former ICT users

Individual Commuter Tickets (ICT) are being retired with the new system. Existing ICTs will be valid for parking through June 30, 2021. If you wish to return your most recent batch of ICTs and receive a refund, you will need to do so before March 18, 2020. The last day to order new ICTs online will be Tuesday, March 17. The last day to order new ICTs in person at the Transportation Services office will be Wednesday, March 18.

Faculty and staff who previously used ICTs have several product options, listed below. All parking is based on availability at time of purchase and waiting lists will continue to exist for certain locations and products. All rates are as of FY20.

• Switch to one of the Pay-per-use (PPUP) lots located around campus. PPUP gives you access to one specific lot. You pay only when you park and are billed every pay period for the days you use. PPUP access must initially be set up through the Transportation Services office and you must be payroll-deduction eligible.
  Cost: $8.40/day
  Locations: Portage Bay Garage, E12, N29, W40, W44, W45

• Use the new Daily permits. These give you access to dozens of lots across campus, subject to availability on any given day. You select the day and lot you want to park in on that day. You can purchase Daily permits online anytime up to two weeks in advance. Daily permits are not eligible for payroll deduction.
  Cost: $8.40/day, $2.00/night
  Locations: Central Place Garage (C11-C28), Paddockell Garage (N10, N18, N20, N21), UW Tower (W44), Roosevelt Commons (W52), 4545 Garage (N47, N48), C10, C12, C15, E02, E03, E06, E08, E16, E19, E21, N01, N02, N03, N09, N12, N13, N22, N24, N25, N26, W10, W12, W19, W20, W35, W40, W44.

• Additional restrictions apply to some lots. Please see the “Where to park” section on the Daily permits page for more information.

• If you currently have approval from your department to purchase ICTs in a controlled lot, such as N05 or a South Campus lot, you will be able to purchase Daily permits for those lots as well.

Self-serv parking lots are available at visitors, but are also available to faculty and staff. Parking can be purchased by the hour or by the day in most lots. Self-serv parking is not eligible for payroll deduction.

Cost: $4/hour or $17/day in most locations. E01 and E18 are $6.75/day.


• If you need to park every day for a limited period of time, a short-term or longer single occupancy vehicle (SOV) permit may be a better choice. Annual SOVs are eligible for payroll deduction.

For concerns about accessibility, please see the Disability Services Office web page on disabled parking for employees.

What to do with your existing ICTs

You may continue to use your existing ICTs to park at the UW through June 30, 2021. Please display them in your vehicle as you currently do now.

If you wish to return your unused ICTs and receive a refund, you must bring them to Transportation Services in person before March 18, 2020. The Transportation Services office is open from 7:30 a.m. to 5 p.m., Monday through Friday. Please note, as per current policy, Transportation Services can only process refunds for the most recent batch of ICTs purchased.

Why ICTs are being retired

ICTs have been offered to faculty and staff for more than 20 years. Although popular, the product itself became very problematic to manage in our existing parking system. While the intent is that people use them to park no more than twice a week, that is only an average. Some people go months without using them, then park every day for two weeks, while other people do indeed use them only a couple days a week. Because paper ICTs cannot be tracked, there is no way of knowing how many ICT holders are parking on any given day, or where. Some parking areas were also frustrated by not finding space in their designated ICT lot. In addition, fraudulent use has been an issue with paper permits.

Given the popularity of the ICT product, we tried to find a way to incorporate the functionality of the ICT in the new online offerings, but found it to be not possible. While we are unable to sell new ICTs once we move to the new system, we wanted to give everyone time to make the transition, so existing ICTs will be valid for parking through June 30, 2021.

To learn more about why and how these decisions were made, please see our parking modernization page.

Single occupancy vehicle (SOV) permits

All single occupancy vehicle (SOV) permits will be linked to your license plate, with no need to display a physical hang tag. You may have up to five vehicles linked to your permit, but you may only park one vehicle on campus at a time.

• SOV permits in gated parking lots or garages will be available for purchase on the customer portal as well as in person at the Transportation Services office.

• Permits in geared facilities must be purchased through the Transportation Services office.

• If you are eligible to obtain an out-of-area permit, you will be able to do so through the customer portal as well as at the gatehouse.

• SOV permits are assigned lots based on availability at time of purchase. Annual and financial quarter permits may keep the same lot assignment when renewed, but academic quarter permits will get a new lot assignment each quarter.

What’s changing:

• Faculty and staff with academic quarter permits will no longer be able to automatically keep the same lot assignment from one quarter to the next. Switching to an annual permit or a calendar quarter permit will allow you to keep the same lot assignment.

• Permits will be linked to vehicle license plates. You will be able to manage this online.

• Short-term SOV permits will be available for weekday parking only.

• Please continue to use your existing hang tag for now. You will switch to the license plate-linked permit when you renew your products or if you make any changes to your permit after the start of Spring Quarter 2020.
Carpool permits

Carpool members split the cost of parking on campus.

- Designated drivers of carpools receive a Carpool Driver permit, while passengers receive a Carpool Rider permit.
- The carpool permit will be linked to one or more license plates in the designated driver's account. No physical tag will be displayed.
- A Carpool U-PASS is available to all carpool members, unless they already have a Fully Subsidized Employee or Universal Student U-PASS.
- To set up a new Carpool or make changes to the members of an existing one, please come in person with all carpool members to the Transportation Services office.

Same-day “improvised” carpooling permits are available to current UW students, staff and faculty by stopping at a gatehouse and displaying each rider’s Husky Card. You will receive a discount code to be used at a parking machine in one of the self-service lots.

What’s changing:

- Carpool members will be able to see their permit in the customer portal.
- A Carpool U-PASS will now be available to up to four carpool members, unless they already have a Fully Subsidized Employee or Universal Student U-PASS.
- Permits will be linked to vehicle license plates. You will be able to manage the online.
- Improvised carpool will no longer receive a paper pass, but instead will receive a discount code to use at a parking machine.
- Please continue to use your existing hang tag for now. You will switch to the license plate-linked permit when you next renew your products or if you make any changes to your permit after Spring Quarter 2020.

Night permits

Faculty and staff who plan to park every night may purchase a night permit valid from 4 p.m. - 8 a.m. Permits will be linked to vehicle license plates, with no need to display a paper hang tag.

- Parking lots are assigned each quarter based on lot availability at the time of purchase.
- Permits in unassigned parking lots or garages will be available for purchase on the customer portal as well as in person at the Transportation Services office.
- Permits in gated facilities must be purchased through the Transportation Services office.
- If you are eligible to obtain an out-of-area permit, you will be able to do so through the customer portal as well as at the gatehouse.

Faculty and staff who park on campus infrequently may wish to purchase the night version of the new Daily permits.

- Lots are selected when purchasing the permit on the online customer portal, based on availability at the time of purchase.
- Permits are available the same day or up to two weeks in advance.

Night permit holders who work later than usual can purchase an overtime permit through the customer portal. This permit is sold at the daily rate (currently $8.49) for any time after 8 a.m. and is valid until the following midnight.

What’s changing:

- Permits will be linked to vehicle license plates. You will be able to manage the online.
- Please continue to use your existing quarterly permit hang tag for now. You will switch to the license plate-linked permit when you next renew your products or if you make any changes to your permit after the start of Spring Quarter 2020.
- Overtime permits will be available online, instead of having to make a phone call and then stopping at the gatehouse. Overtime permits will be sold at the daily rate, rather than by the hour.

Motorcycle permits

All motorcycle permits will be linked to your license plate, with no need to display a physical hang tag. You may have up to five vehicles linked to your permit, but you may only park one vehicle on campus at a time.

Motorcycle permits will be available for purchase on the online customer portal as well as in person at the Transportation Services office.

What’s changing:

- Permits will be linked to vehicle license plates. You will be able to manage the online.
- Please continue to use your existing hang tag for now. You will switch to the license plate-linked permit when you next renew your products or if you make any changes to your permit after the start of Spring Quarter 2020.

Multi-lot permits

Employees who need to park in multiple locations on campus may purchase a Multi-lot permit.

- Multi-lot permits are based on availability and must be approved by the Transportation Services office.
- The cost difference between a regular permit and a Multi-lot permit may be paid for by a University Department.
- Permits are linked to your license plate, with no need to display a physical hang tag. You may have more than one vehicle linked to your permit, but you may only park one vehicle on campus at a time.

You do not have to replace your U-designator permit until it is time for your annual or quarterly renewal or if you make changes your permit. You will then switch to the Multi-lot permit, which will be linked to your license plate. At that time, you will no longer need to display a hang tag.

What’s changing:

- The new Multi-lot permit replaces the previous practice of purchasing both a main parking permit (typically an SMO) and a Universal (U) designator. It will have the same functionality as a U designator.
- Permits will be linked to vehicle license plates. You will be able to manage the online.
- Please continue to use your existing hang tag for now. You do not have to replace your U-designator until it is time for your annual or quarterly renewal.
Bike parking

Bike house and bike locker permits will be available for purchase on the online customer portal as well as in person at the Transportation Services office.

General visitor information

Visiting the University for the first time? You will need to stop at a one of our gatehouses to purchase a permit before parking. Our parking specialists are happy to help.

If you are familiar with the campus, you may want to use one of our self-serve parking options and pay at a machine or by using pay by phone.

Parking permits are required Monday through Friday, 8 a.m. to 9 p.m., and Saturdays from 7 a.m. until noon.

- Be aware that weekend rates may affect parking cost and availability.
- Gatehouse staff accept cash or Visa/MasterCard/Discover/American Express. Pay machines take Visa/MasterCard/American Express or dollar coins and quarters.
- A state or UW-issued disability placard is required to use disability stalls in addition to a valid parking permit.
- Parking fees are not refundable.
- Please see our visitor parking page for more information.

What's changing:

- Visitors who are coming to campus as part of an arranged event may now be given permits linked to their license plates, instead of having to display a paper permit.
- Because most faculty, staff, and students will park using license plate-linked permits, visitors may notice more cars parked on campus that do not have visibly displayed parking permits.

UW retirees

Complimentary parking is available to fully retired UW retirees and their spouses at the UW Seattle campus. Retirees may obtain a daily parking permit either online or at a gatehouse.

- On the day you want to visit campus, you will sign into the customer portal, select the primary lot you want to park in and add your license plate information. You can then just drive onto campus and skip the gatehouse.
- If you'd rather not go online, you can stop at any gatehouse and present your UW Retiree Handy Card. Our gatehouse staff will be happy to assist you.
- Permits are only available for the current day.
- Retirees who have a state or UW-issued disability placard or plate are welcome to park in disability parking spaces. The disability placard or plate must be displayed. Please see the accessible parking page for more information.

The following lots are currently available for retiree parking, based on availability:
- Central Plaza Garage
- E01, E02, E03, E08, E18, E19
- N01, N18, N20, N21, N24, N25
- S01, S05, S08
- W10, W12, W20, W35, W40

- Please review the UW retirees parking page for more information about eligibility for this benefit.

What's changing:

- UW retirees will now have the option to obtain a permit online as well as at a gatehouse.
- While access to multiple lots continues, retirees will be asked to indicate a primary lot they plan to park in.
- You will not need to display a paper permit. Your license plate will act as your permit. (Please note that parking in disability stalls will still require a state or UW-issued placard.)
- In order to park in a disability parking space, you must display a state or UW-issued disability placard or plate.

Vendors

A vendor or supplier with a term or service maintenance contract with the University may apply for a Service permit valid for up to a one-year period.

What's changing:

- The Service (S) designator is being replaced. The new Service permit will have the same functionality but will be sold as one permit instead of the current combination of a permit and a S-designator.
- You do not have to replace your S designator until your current one has expired.

Department products

Department administrators can arrange to pay for parking for guests. The ordering process varies depending on the product.

The following products will continue to be ordered from the current department products ordering form:

- Validation coupons
- Departmental out of area permits
- Short-term permits

The following products will be ordered from the arranged parking page:

- Arranged parking
- Coupon codes

The following products will be ordered by emailing uccommuter@uw.edu
Exhibit 3

- Reserved stall
- Multi-lot permits (formerly U-designator)

**What's changing:**

- Department Commuter Tickets (DCTs) are being discontinued. Existing tickets will be valid through June 2021.
- Departments who want to distribute paid parking to visitors before they arrive will now use the arranged parking product instead.
- Coupon codes can be used in self-serve parking lots with a pay machine, based on availability.
- Validation coupons will only be valid in So1, Central Plaza Garage and the Triangle Parking Garage.

Please review our separate web page listing all department product changes.

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### Arranged parking

Event organizers can arrange for parking for their visitors and have it billed to an invoice or a UW budget number.

- Arranged parking permits reserve space in a specific lot on a specific day. They must be paid for in advance and are not refundable.
- Arranged reserved stalls in a specific lot are available for an additional fee. Reserved signage and a cone to block the space will be set up either the night before or morning of the event.
- Please use the [Arranged Parking form](#) to schedule parking for your event.

**What's changing:**

- Visitors with arranged parking will still need to stop at a gatehouse and provide the UID given by the department or organizer, but in many cases they will no longer receive a paper permit. Instead, the gatehouse will just enter their license plate information into the parking system.
- Arranged parking in Central Plaza Garage and So1 will continue to use paper permits issued at the gatehouse.
- Arranged reserved stall parkers will need to stop at a gatehouse to have their license plate information entered into the parking system.

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### Coupon codes

Coupon codes are virtual codes that can be used in self-serve parking lots with pay machines. Organizers can give the same code to multiple visitors and are only billed after the code has been used.

- Visitors must enter the code and their license plate into a pay machine upon arrival.
- Space is not guaranteed in a specific lot; availability is first-come, first-served.
- The code can be used for two-hour or three-hour increments or at a daily rate for more than three hours.
- Coupon codes are not available in So1, Central Plaza Garage or the Triangle Garage.

**What's changing:**

- Visitors will need to enter their license plate number into the pay machine as well as the coupon code.

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### General changes

- Online sales and the new customer portal
- Virtual permits
- Disability parking
- Out of area

[+] How can we make this page better for you?