

## **Faculty Affairs Committee (FAC) Annual Report, 2014-2015**

University of Washington, Tacoma (UWT) Faculty Assembly  
Nita McKinley, Chair  
Marcie Lazzari, Vice-Chair

### **FAC Membership:**

Anne Wessells, Chair (Urban Studies and by proxy, Social Work)  
Tyler Budge (IAS)  
Katie Haerling (Nursing and Healthcare Leadership)  
David Schuessler (Institute of Technology)  
Gim Seow (Business)  
Matthew Weinstein (Education)

### **Executive Summary**

FAC was charged with two broad areas: campus growth, and childcare. Over the course of the year, the committee

- Surveyed the faculty to determine top concerns related to campus growth. The top priority was teaching load.
- Surveyed faculty, staff and students to update, document, and better understand childcare needs.
  - About half of respondents currently use some form of childcare; of those, just over 75% would consider using on-campus care.
  - Lack of childcare affects academic performance: 39% missed classes, 48% were not able to schedule classes they needed, and 21% missed quarter(s) due to lack of childcare.
- Met with campus administration to emphasize ongoing demand for childcare, and update status of planned partnership with Children's Museum of Tacoma.
- Began analysis of faculty service as a component of workload.

### *Recommendations for Action*

- Continue to support planned CMT childcare partnership.
- Pursue additional on-campus childcare options, including part-time and service learning models, as well as eldercare and/or roles for local senior citizens.
- Examine teaching load as an important aspect of sustainable campus growth.

The following report focuses on each aspect of the annual charge.

- (1) **Rethink growth. As UW Tacoma grows, it is likely that structural changes will be needed. We could look to UW Bothell for ideas for how to cope with growth. UW Tacoma could revisit reorganization into schools and colleges and/or the creation of new campuses. Another set of issues includes physical plant growth, space, scheduling, parking, course load, and faculty movement among offices.**

### *Context*

Rapid growth has been a defining characteristic of UWT since its founding in 1990. This growth has intensified over the last six years, with student enrollment growing more than 50% between Autumn 2008 and Autumn 2014, from 2,965 to 4,477 total students.<sup>1</sup> Plans for the future of the campus include projections of significant additional growth.

FAC took up the charge to consider how this growth impacts our work and prospective performance, in light of UWT's mission to *"educate diverse learners and transform communities by expanding the boundaries of knowledge and discovery,"*<sup>2</sup> and in the context of our identity as an urban-serving university, where we are expected to *"impact and inform economic development through community-engaged students and faculty...conduct research that is of direct use to our community and region... and seek to be connected to our community's needs and aspirations."*<sup>3</sup>

This is an ambitious mandate, with which many UWT faculty members are deeply identified. Nevertheless, the ongoing demands of rapid growth and institutional change, including program and curricular development, multiple leadership transitions, growing class sizes, and complicated administrative structures - coupled with a fiscal environment that more than ever, requires and relies upon external research funding and private philanthropic support – raises important questions about how to enlist, strengthen and support the central role of the faculty in campus life.

The campus vision statement reads:

*As the campus grows, UW Tacoma will strengthen its learning culture, research, institutional structures, and academic and co-curricular programs necessary to embody these three commitments and to uphold the standards of excellence, shared governance and academic freedom that are hallmarks of the University of Washington.*<sup>4</sup>

FAC's approach to this topic was informed by two recent, related initiatives.

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<sup>1</sup> Institutional Research, Office of Academic Affairs, <http://www.tacoma.uw.edu/academic-affairs/ir>

<sup>2</sup> "Mission," <http://www.tacoma.uw.edu/chancellor/mission-values-and-vision>

<sup>3</sup> <http://www.tacoma.uw.edu/about-uw-tacoma/about-university-washington-tacoma>

<sup>4</sup> "Vision," <http://www.tacoma.uw.edu/chancellor/mission-values-and-vision>

First, the work of this committee (albeit different membership) produced the 2010-2011 report,<sup>5</sup> providing analysis of the need to better support faculty research and scholarship, and recommending the development of public, transparent workload guidelines. This report suggests that UWT faculty feel a lack of clarity around the process of seeking external funding; the extent to which funded research weighs in tenure and promotion decisions; the nature of tenure and promotion criteria, more generally; and the mechanisms through which on-campus collaborations can be developed with scholars in different units. The recurrent theme in each of these findings – and indeed a stand-alone finding, in the 2011 report – is that **UWT faculty lack for time**<sup>6</sup>, to pursue funded research, to develop new collaborations, and to capitalize on existing resources to the benefit of students, other faculty, and external partners.

Second, building on the findings of FAC in 2010-2011 and coinciding with the arrival of a new campus leadership team in 2011, in 2012-2013 UWT faculty took part in the “Collaborative on Academic Careers in Higher Education,” or COACHE, survey on faculty satisfaction. This survey of faculty at mid-sized universities and liberal arts colleges, administered through the Harvard Graduate School of Education, provided findings<sup>7</sup> to UWT academic leadership as to faculty perceptions “about the ‘Nature of Work’ ...[including] campus climate, culture, and collegiality; views about policies and practices of leadership including perceptions of tenure clarity and reasonableness; and other items that measure attitudes of global satisfaction.”<sup>8</sup> The central findings of the survey include the sense that for UWT faculty, the best aspects of the job include “geographic location, academic freedom, my sense of ‘fit’ here, and quality of colleagues;” the most significant challenges are “**teaching load, compensation, quality of leadership, lack of support for research/ creative work.**”<sup>9</sup>

In response to these findings, three UWT faculty members (“COACHE Fellows”) were enlisted to perform additional research and analysis in January 2014. Their report makes recommendations to Faculty Assembly for areas of prioritized investments, focusing on seven broad areas of faculty activity.<sup>10</sup>

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<sup>5</sup> Annual Report of the Faculty Affairs Committee of the UWT Faculty Assembly, Academic Year 2010-11

<sup>6</sup> “Time, Time, Time,” Annual Report of the Faculty Affairs Committee of the UWT Faculty Assembly, Academic Year 2010-11, p 4

<sup>7</sup> “Provost’s Report,” COACHE Faculty Job Satisfaction Survey, University of Washington Tacoma 2013;  
[http://www.tacoma.uw.edu/sites/default/files/users/mcrosby/coache\\_provost\\_report\\_universityofwashingtontacoma.pdf](http://www.tacoma.uw.edu/sites/default/files/users/mcrosby/coache_provost_report_universityofwashingtontacoma.pdf)

<sup>8</sup> <http://www.tacoma.uw.edu/academic-affairs/coache-collaborative>

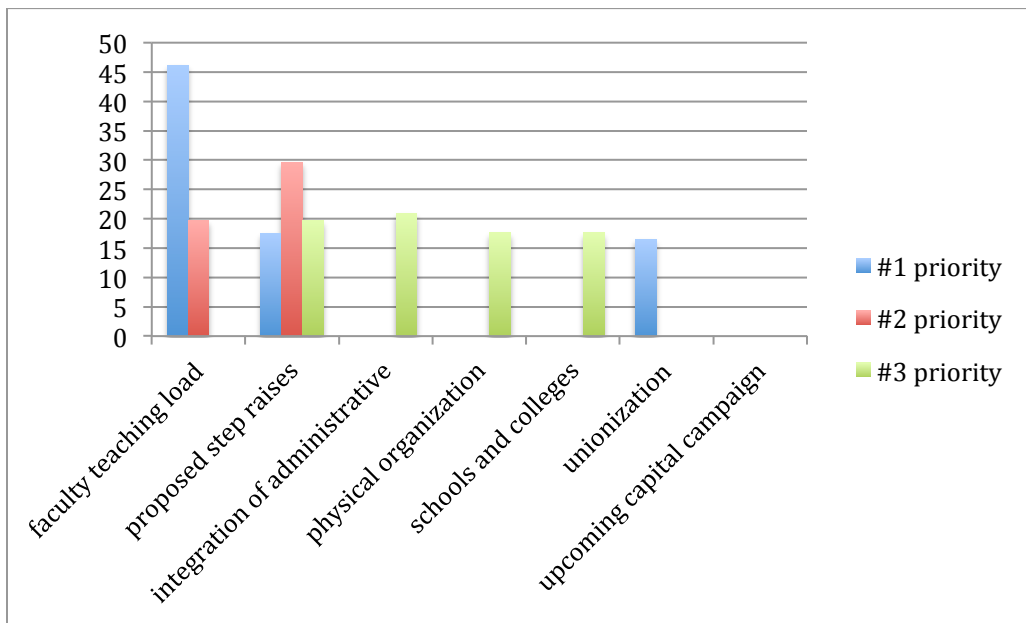
<sup>9</sup> Harrington, JW, 2013, “First Look at COACHE Results 2012-2013,” p 13  
[http://www.tacoma.uw.edu/sites/default/files/users/mcrosby/first\\_look\\_at\\_coache\\_results\\_w\\_l\\_pu\\_b\\_final.pdf](http://www.tacoma.uw.edu/sites/default/files/users/mcrosby/first_look_at_coache_results_w_l_pu_b_final.pdf)

<sup>10</sup> Kayaoglu, Turan, Nicole Blair and Sam Chung, 2014, “How to Improve Faculty Satisfaction at UW Tacoma,” COACHE Fellows Report to Faculty Assembly, July 2014.

FAC built from these initiatives to determine areas of most pressing concern for UWT faculty. The externally-designed, 2012-2013 COACHE survey was necessarily bound by the need to replicate measures across many different participating universities; anecdotally, faculty voiced frustration that issues and dynamics specific to UWT were not sufficiently captured. FAC designed and administered a **campus-wide survey in October 2014**, based on feedback from units and committee discussion, to assess aspects of campus growth most important to faculty experience and work.<sup>11</sup>

*2014 Faculty Survey: Campus Growth*

Results of the October 2014 survey are available for review.<sup>12</sup> 91 faculty members responded; faculty were asked to rank the following seven aspects of campus growth, from 1-7, in order of relative priority (1=most important, 7= least important): physical organization, schools and colleges, faculty teaching load, proposed step raises, integration of administrative growth with core university purpose, unionization, upcoming capital campaign. The **top priority was faculty teaching load** (46.15% ranked this #1; 19.78% ranked it #2).



**Figure 1 – Campus Growth Issues identified by >15% of faculty as a top priority**

While “administrative growth,” “physical organization,” and “schools and colleges” were each ranked third priority by more than 15% percent of faculty, a smaller minority of faculty ranked these as first or second priorities. By contrast, “proposed step raises” was a first, second or third priority for 17.56, 29.67, and 19.78% of faculty respectively – this

<sup>11</sup> See Appendix A.

<sup>12</sup> See Appendix B.

issue is being addressed through the UW Senate, including outreach by UWT Senators.<sup>13</sup> “Upcoming capital campaign” was not identified as an important growth issue, while 16.48% of faculty identified “unionization” as a first priority.

In response to the open-ended question, “Finally, please provide any additional comments, questions, or suggestions,” responses were extensive and varied, but tended to cluster in themes;<sup>14</sup> the priority of “teaching load” was confirmed by the open ended responses.

#### *Faculty Workload: Examining Service*

Following extended discussion within the committee about the different teaching demands among disciplines – for instance, professional vs. traditionally academic, graduate vs. undergraduate, lab vs. classroom – members agreed to focus on the broader category of faculty “workload.”

Specifically, given the previous efforts to define and examine workload (FAC and COACHE), the committee chose to focus on the nature of service work undertaken by UWT faculty, particularly in light of our mission and identity as an urban-serving university. Further, because previous surveys sought to operationalize and quantify different forms of work, the committee noted that various forms of faculty service may or may not have been illustrated by prior efforts.

In the Winter Term the Faculty Affairs Committee attempted to create a snapshot of faculty service work. To do this we sought a random sample of faculty whose CVs we would analyze. A list of all full time faculty, including various ranks of lecturer, was generated. Faculty who were on sabbatical or serving in administration were eliminated from the list. The list was divided by rank and each rank-list randomly drawn from so that each FAC member would approach 5 faculty for their CV. An approach letter was crafted and in February CVs were solicited.<sup>15</sup>

Soon it was clear that we would not have enough CVs to say anything substantial and general about the nature of service work at UWT. Most requests for participation were met with no response. More concerning is that some declined explaining that professional jealousy, inter-program politics, or other negative cultural factors made the request dangerous.

In May the project was terminated.

FAC suggests continued examination of the following areas related to campus growth:

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<sup>13</sup> <http://www.washington.edu/faculty/senate/issues/>

<sup>14</sup> See Appendix B.

<sup>15</sup> See Appendix C.

*Further Study: Campus Course Load*

FAC suggests continued examination of this issue, including the interrelationship of class size, learning outcomes, level of student study, available classrooms, disciplinary variation, faculty specialization, campus learning culture and space planning; and the relationship between course load and faculty capacity to enlist campus research and grant-seeking resources, and/or to innovate and sustain new community partnerships.

*Further Study: Graduate Education*

Expansion of graduate programs at UWT is happening across campus; given our growth, and regional demand, this is timely and appropriate. FAC notes that the importance of strategically managing the ongoing implementation of graduate programs, including collaboration between units.

*Further Study: Interdisciplinarity*

Interdisciplinary inquiry is an important aspect of UWT's identity, yet it is difficult to do. Both formal and informal mechanisms for interdisciplinary collaboration – such as co-teaching, reading and research groups, and shared campus spaces – are often essential. FAC suggests identification of, and investment in such supports for interdisciplinarity.

*Further Study: Alleviating Effects of Institutional Change*

Rapid campus growth has been coupled with multiple leadership and structural changes over recent years, at all levels of university and campus administration. Faculty weathered these changes concurrent with growing class sizes, and four years without raises (2009-2013). While UWT has always had a service-intensive culture of “institution building,” the demands of these transitions – including multiple search processes and interim committees – have left many faculty depleted. It may be necessary to acknowledge this institutional fatigue.

*Further Study: Lecturer Affairs*

The committee on Lecturer Affairs, previously a special ad hoc subcommittee of FAC, has indicated a desire to reformulate in 2015-2016.

***FAC Recommendations to Faculty Assembly***

- Analyze various implications of teaching load for sustainable campus growth.
- Reconvene the Lecturer Affairs Committee.
- Consider examining mechanisms to improve interdisciplinary collaboration among faculty, expand graduate education, and/or elevate faculty morale.

## (2) Pursue childcare and elder care support for faculty, staff, and students.

*Context*

There has been a movement to establish a childcare facility at UWT since 2009. Childcare services would **support the performance, development, and retention of faculty, staff, and students with young children**, and would help with recruitment to campus.

In addition to UWT faculty, many students are also parents. UWT students are older, on average, than typical college age; in Autumn 2011, 43% of undergraduates were 25 or older. While student retention and graduation has been identified as an important concern for the campus, contracted analyses have thus far not addressed parenting and childcare constraints in efforts to understand this challenge.<sup>16</sup> Furthermore, UWT staff face less scheduling flexibility than many students and faculty, making safe, affordable, and accessible childcare an important support for long-term productivity and staff performance.

Nationwide, lack of access to adequate and affordable childcare is a serious impediment to widespread economic prosperity and workforce development. The annual cost of childcare for an infant is more than the average cost of in-state tuition and fees at public colleges in 31 states.<sup>17</sup> This cost drives parents – most frequently mothers – out of professional development and workforce participation; financial hardship causes many parents who would like to work outside the home and/or return to school to stay home with young children, instead.<sup>18</sup>

In the academy, faculty who are parents to young children also feel this lack of childcare infrastructure: they are more likely to drop off the tenure track, decline or be passed over for leadership roles, and experience mid-career stagnation.<sup>19</sup> Academic culture and wider societal norms cause this burden to be shouldered disproportionately by female mothers rather than male fathers, reflecting a significant **loss of human capital and leadership potential** in basic science, applied research, and university teaching that is not gender-neutral.<sup>20</sup> This pattern has been documented and recognized by UW faculty

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<sup>16</sup> AACRAO Consulting (2014) "Student Retention Project," Report to UWT, June 30, 2014.

<http://www.tacoma.uw.edu/academic-affairs/student-success-initiatives>

<sup>17</sup> Childcare Aware of America (2014) "Parents and the High Cost of Childcare, 2014 Report."

<http://usa.childcareaware.org/costofcare>

<sup>18</sup> Cohn, D'Vera, Gretchen Livingston, and Wendy Wang (2014) "After Decades of Decline, a Rise in Stay at Home Mothers," *Pew Research Center Social and Demographic Trends*, April 8, 2014.

<sup>19</sup> Mason, Mary Ann, Nicolas H. Wolfinger, and Marc Goulden (2013) *Do Babies Matter? Gender and Family in the Ivory Tower*. New Brunswick, NJ: Rutgers University Press.

<sup>20</sup> *Ibid.*

leaders, most recently through reports and approved resolutions on faculty demographics, diversity in hiring and promotion, and childcare.<sup>21</sup>

These concerns are consistent with work conducted by the UWT Daycare Taskforce beginning in 2009. In 2009-2010 this group conducted a campus survey and researched other regional campus daycares to produce a report focused on the significant need for childcare at UWT.<sup>22</sup> Of the 284 faculty, staff, and students surveyed in 2010, 25% needed or anticipated the need for childcare services; of those, 81% would consider using an on-site campus childcare.<sup>23</sup> Based on the work of this taskforce, planning for a new campus childcare partnership with the Children’s Museum of Tacoma began under former Chancellor Debra Friedman, in 2011.

Because the survey data documenting campus demand was collected nearly five years ago, FAC conducted a new web-based survey via Catalyst in 2015, using the same questions from the 2010 survey. In addition, questions intended to document the impact of childcare access on student retention and degree completion were added to the new survey design.<sup>24</sup>

### *2015 Campus Survey Results*

During spring 2015, the UWT Faculty Affairs committee created a Catalyst WebQ survey to “better understand the need for childcare services among UWT students, staff, and faculty members.” The *UWT Childcare Needs* survey was distributed via e-mail channels including campus list-serves. Faculty Affairs Committee members encouraged completion of the survey within their respective units. A total of 263 responses were collected.

In response to question one, “Do you presently use any childcare services to facilitate your ability to go to work or school at UWT?” **47%** answered **yes**, **53%** answered **no**.

Of those who responded “no,” **14%** indicated that they anticipate needing childcare services during their future years at UWT and **44%** indicated they already use childcare elsewhere.

For those participants who indicated **no current or future need for childcare on campus**, the survey provided an opportunity to express any comments they had about a potential on-campus daycare and quit the survey.

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<sup>21</sup> UW Senate Class C Bulletin #525, “Resolution Addressing Faculty Demographic Concerns,” passed November 29, 2012; Class C Bulletin #539 “Resolution Concerning Equity, Access and Inclusion in Hiring,” passed January 29, 2015; Class C Bulletin #542 “Resolution Concerning Childcare,” passed April 23, 2015. <http://www.washington.edu/faculty/senate/legislation/>

<sup>22</sup> “Daycare Taskforce Fact Sheet,” Summer 2011 (Bonnie Becker and Tracie Haynie, IAS, co-chairs).

<sup>23</sup> Haynie, Tracie (2010). “Daycare Taskforce Survey Results,” Autumn 2010.

<sup>24</sup> See Appendix D.



These comments (from participants who had no current or future need for on-campus childcare) were consistently, though not unanimously, in support of on-campus childcare. These participants described students, classmates, and peers who would greatly benefit from on-campus childcare services. Themes included creating:

- **Balance** in the lives of parents who are trying to juggle school, jobs, and family responsibilities
- **Potential jobs** on campus for work-study or other employment opportunities
- **Equity** for students who have the added “burden” of caring for children

Several survey participants indicated that on-campus childcare was long overdue for a campus as large as UWT. In contrast, there was a very small minority of survey participants who described “reservations” about on-campus childcare. These individuals expressed that they do not want to have to pay for a service they were not using and thought childcare might create a liability issue on campus.

Those participants who currently have a child receiving childcare provided information about who was providing the care. **Forty-one percent** indicated the care was being provided by a family member, **11%** by a friend, **16%** by a nanny, **47%** by a daycare, and **15%** by “other.” (Participants were able to indicate multiple providers, so the total is greater than 100%). Other responses included the YMCA, Head Start, and School district afterschool program. **Seventy-six percent** of survey participants indicated they would consider using on-campus childcare if it were available. Specific services participants indicated they would like offered as part of on campus childcare included infant care (**58%**), daycare (**79%**), preschool (**65%**), after school programs (**61%**), drop-in care (**77%**), and other (**7%**). (Again, participants were able to indicate multiple services, so the total is greater than 100%). Other responses included ideas such as care during school breaks and sick-child drop in care. **Fifty percent** of survey participants indicated “definitely” or “probably” being interested in full time daycare.

Interest in specific times included:

- Some full days (**60%**)
- All mornings (**30%**)
- Some mornings (**34%**)
- All afternoons (**27%**)
- Some afternoons (**45%**)

**Thirty-nine percent** of survey participants indicated they frequently or sometimes missed class at UWT because of lack of childcare and **48%** reported frequently or sometimes having been unable to schedule classes that they needed due to lack of childcare. **Twenty-one percent** had chosen not to enroll as a student at UWT in a given year or quarter due to lack of childcare. Some of the barriers to adequate childcare that participants indicated were “trustworthiness of caregiver” (**36%**), availability of caregiver (**72%**), cost of childcare (**59%**), proximity/ convenience of childcare (**59%**) and other (**14%**). “Other” responses included having a sick child.

Finally, survey participants were provided with an opportunity to provide “any other comments” they had about on campus child care at UWT. Like the earlier open-ended responses, the comments in this area were overwhelmingly in support of on campus child care. Many of the responses used capital letters and exclamation points expressing the urgent and long-overdue need for child care.

### *UWT Childcare Initiative Background*

UWT Administration is currently in discussion with the Children’s Museum of Tacoma (CMT) for providing childcare services for UWT students. CMT was selected as a partner because of its educational expertise and experience with early childhood learning, and a desire to provide an early learning setting based upon the natural curiosity and ability to learn through play. The site works well as it is close to campus. UWT views this project as reducing demand for on-campus space, hence providing greater flexibility for future campus growth. It is also a model that if successful, could be replicated to add additional capacity as demand increases. Childcare services will make the campus more attractive to students, faculty and staff. Initial capital investment will be required to renovate a United Way building near the Children’s Museum. Funding for the space and equipment will be secured through joint fund-raising plus debt financing. Planned capacity is for 60-65 children between ages 1-5 years old, with enrollments for full- or part-day basis, with no provision for drop-ins. A few slots will be designated for Museum staff. Admission priorities and preferences have not been finalized.<sup>25</sup>

Monthly cost is estimated at about \$900 per child for full-time, and UWT “Childcare Assistance Program” vouchers can be applied to the new childcare program. The current plan is to complete fundraising and start the construction project this summer with a target opening in early 2016.

### *Additional/alternative models*

The CMT partnership is an exciting step forward for the campus, and FAC looks forward to the inception of this Early Childhood Learning program. This is the outcome of committed long-term work on the part of administration, faculty, and our external partners.

However, given the significant and documented demand for childcare that is less than full-time – for instance, half day and/or alternate days of the week – and the financial constraints that make it difficult for many staff and students, and some faculty, to commit to full time childcare costs (often relying on family members, friends, and neighbors to make up additional care hours) – FAC encourages Faculty Assembly and the Office of the Chancellor to continue to examine additional options. Among them:

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<sup>25</sup> See Appendix E.

- Contracting with an established for-profit childcare provider with an excellent reputation and track record to provide more comprehensive care options, on or close to campus. For example Bright Horizons (<http://www.brighthorizons.com/>) provides emergency sick-care options for faculty at UW Seattle.
- Developing service learning and/or professional development opportunities for students at UWT enrolled in early childhood-related academic courses and programs, for instance classes in human development or future offerings through the Education Program. This is the model used by other schools, for instance Bates College and Tacoma Community College, and this educational and training aspect of such facilities significantly changes the licensing requirements and staff credentialing that can help drive up the cost of running a childcare. Program faculty voice strong support for such a partnership model at UWT.<sup>26</sup>
- Explore the potential to include senior citizens and retired community members in childcare programming, either as active and volunteer caregivers, or in a shared eldercare facility. Recent innovations in combining toddlers, preschoolers, and seniors suggest significant benefits for both the very young and the very old, and bring heightened visibility and community connection to both populations.<sup>27</sup>

In order to build an inclusive community of working parents on campus, it is imperative that childcare and eldercare choices break down, rather than reinforce barriers based on socio-economic status. Childcare and eldercare facilities are an outstanding opportunity for informal relationship building and mentoring that can help student parents feel identified with an authentic campus community of other parents and caregivers, including faculty and staff.

### ***FAC Recommendations to Faculty Assembly***

- Continue to support planned partnership with Children’s Museum of Tacoma for UWT Early Learning Center, including coordination with UWT Finance and Administration, Student and Enrollment Services, and ASUWT.
- Operationalize additional, complementary, and alternative models for delivery of childcare and eldercare services, to meet demand for consistent part-time care among many students and faculty members.
- Develop and integrate service learning and professional development partnerships for UWT students in human development and education.

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<sup>26</sup> See Appendix F.

<sup>27</sup> See for instance press coverage of “Present Perfect,” a documentary film about intergenerational care at Providence Mt St Vincent, in West Seattle:  
<http://www.cnn.com/2015/06/19/living/preschool-nursing-home-seattle/>;  
<http://abcnews.go.com/Lifestyle/seattle-preschool-nursing-home-transforms-elderly-residents/story?id=31803817>; <http://www.csmonitor.com/USA/Society/2015/0617/A-preschool-in-a-nursing-home-What-the-very-young-can-give-their-elders>

Appendix A  
October 2014 Catalyst Survey text

# Faculty Affairs Committee: Exploring Growth

Page 1 of 1

The Faculty Affairs Committee would like your feedback on what aspects of campus growth are most important to address.

Below, you will find seven areas for possible examination. Please look these over, then rank these issues, 1-7, based on their relative priority.

Finally, please share any comments or questions.

Thank you for your help.  
Faculty Affairs Committee, 2014-2015

Charge from EC:

"Rethink Growth. As UW Tacoma grows, it is likely that structural changes will be needed. We could look to UW Bothell for ideas for how to cope with growth. UW Tacoma could revisit reorganization into schools and colleges and/or the creation of new campuses. Another set of issues includes physical plant growth, space, scheduling, parking, course load, and faculty movement among offices."

Please review the following issues related to growth. Which are the most important for FAC to address this year? Further down the page, please rank order them, 1-7.

- **Proposed Step Raises.** How does the new ladder-style faculty raise system under review by the UW Senate impact faculty time management, annual reporting and reviews, and professional scholarly development mechanisms? More red tape or less? Performance reward/feedback, or additional work to get a cost-of-living raise?
- **Faculty Teaching Load.** As enrollments and class sizes grow, and research expectations increase for promotion and tenure, is there a campus-wide (as opposed to unit by unit) rationale for standard, manageable teaching load for tenure-track faculty? How does this relate to FTE pressures, desire for external funding, and increasing reliance on contingent, non-tenure track faculty?
- **Schools and colleges.** Is it desirable to leave this to individual units in an ad-hoc manner? Is it time to move forward on and/or revise the faculty report generated on this several years ago? What matters most in becoming a school: size of unit(s), external support, campus history and relationships, disciplinary coherence...? What can we learn from UW Bothell, other relatively young campuses?
- **Integration of administrative growth with core university purpose.** How can increasing investments in auxiliary services for students (e.g. tutoring, health services, student groups and activity support) be better understood and integrated into faculty role/workload? How can increasing investments in auxiliary services for faculty (e.g. sponsored research and grants support, teaching technology, library resources, digital network support, advancement) be better understood, organized, and accessed? Are these investments always appropriate? Do faculty have a role in improving accountability and prioritization?
- **Unionization.** What are the possible models for faculty unionization? UW Medical School residents recently unionized; Central Washington University (CWU) faculty have a union. Given the trend toward

increased fragmentation and undermining of shared faculty governance, decreased state support, and growing emphasis on administrative functions and spending, should faculty be better organized for collective action and bargaining? What other states and campuses provide examples?

· **Physical organization.** Is there adequate capacity for co-locating faculty in growing programs? Interdisciplinary centers and visiting scholars? Is parking availability and cost sufficiently addressed? Do we have a timeline or stated intent for student residential housing, and how might this affect campus growth and culture? How is campus space planning done, through what office, on what schedule, based on what criteria, and who gets told what, when?

· **Capital Campaign.** As UWT prepares for a major capital campaign next year, increasing staff and administrative leadership for this purpose, have faculty helped to shape the priorities and messaging of this effort? Is there a time-sensitive opportunity for the Faculty Assembly to weigh in on the specific initiatives and/or overall character and emphases of this fundraising activity?

## Question 1.

**Please number the issues in rank order** of how important you consider them to be/ which you would most like to see taken up by the FAC in 2014-2015.

1 = most important  
7 = least important

Proposed Step Raises.  
Faculty Teaching Load.  
Schools and colleges.  
Integration of administrative growth with core university purpose.  
Unionization.  
Physical Organization.  
Capital Campaign.

## Question 2.

Finally, please provide any additional comments, questions, or suggestions.

## Appendix B

### Summary of Faculty Affairs Committee: Exploring Growth Survey

The survey was available from 10/14/14 until 10/20/14 and the link was distributed via Faculty Affairs Committee members and Faculty Assembly list serves.

91 Responses were collected

Q1: Respondents were asked to rank the following in order of priority (1 = most important, 7 = least important).

*The top priority was faculty teaching load (46.15% ranked this #1; 19.78% ranked it #2)*

Q2: Open ended question: "Finally, please provide any additional comments, questions, or suggestions.

Themes: workload, job satisfaction, unionization, unions, teaching load comparable to Bothell, step raise, teaching load, departmentalization, teaching load, parking, class size, unionization, top-heavy administration, classroom space, PARKING, a faculty lounge or place for faculty to gather, class size, art major, unionization, faculty teaching load, step raises and unionization are Faculty Senate issues (not local), research expectation, teaching load, masters prepared teaching opportunities

*In summary, the priority of "teaching load" was confirmed by the open ended responses.*

Details of response analyses:

to rank the following in order of priority (1 = most important, 7 = least important).  
The following reports results where > 15% of respondents ranked each item at the 1, 2, or 3 position

Faculty teaching load (46.15% ranked this #1; 19.78% ranked it #2)

Proposed step raises (17.56% ranked this #1; 29.67% ranked it #2; 19.78% ranked it #3)

Integration of administrative growth with core university purpose (20.88% ranked this #3)

Physical organization (17.58% ranked this #3)

Schools and colleges (17.58% ranked this #3)

Unionization (16.48% ranked this #1)

Capital campaign (none met criteria of > 15% of respondents ranking this item at the 1, 2, or 3 position)

Q2: Open ended question: "Finally, please provide any additional comments, questions, or suggestions.

Themes: workload, job satisfaction, unionization, unions, teaching load comparable to Bothell, step raise, teaching load, departmentalization, teaching load, parking, class size, unionization, top-heavy administration, classroom space, PARKING, a faculty lounge or place for faculty to gather, class size, art major, unionization, faculty teaching load, step raises and unionization are Faculty Senate issues (not local), research expectation, teaching load, masters prepared teaching opportunities

In summary, the priority of teaching load was confirmed by the open ended responses.

Responses with themes highlighted:

All of the suggested items are important but those that most directly impact faculty, our **workload** and general **job satisfaction** seem like the priority items for Faculty Affairs on a campus with miserably low morale and engagement.

**I don't think they should work on teaching load** unless there is a reason to think they will get a different outcome from the last few times.

For faculty **unions**, have a look at those in place in California.

I think a faculty **union** would be great, but I don't see how we, alone in Tacoma, could do much about it.

It's essential with UWT's unique service to working students and diverse population to see what unique opportunities it can provide due to its setting. UWT is located at the heart of the museum district for one, and we need to find ways to build our museum studies program to take advantage of that.

**Faculty teaching load should be at least comparable to UW Bothell- a five course teaching load across the board.** While a move in the direction of UW Seattle teaching load needs a rationale, being at par with UW Bothell is a no brainer. As things stand, UWT is a glorified trade school (urban teaching toll) with an overblown bureaucracy (count the number of vices for a faculty of our size). Why should the state legislature grant tenure to trade school faculty?

Have been part of a **step raise system** at another U. While there is logic to it, it can be a very corrupt system. If we adopt it, there should be clear articulation of who got how much and it should be publicized.

The high teaching load is borne most heavily by lecturers, but it is imperative that UWT reduce class size to pre-Great Recession levels for all faculty. Equally important: return the ADD period to the end of the first week, and trigger a registrar imposed maximum class of 35 for anyone teaching a 3 course load for any reason (overload, coverage, lecturer course load, etc.). All of these slight changes would improve faculty long-term sustainability.

Provide a fair distribution of resources (budget, personnel) between different programs.

It makes sense to me to start thinking about departmentalization as a possibility. The current growth rate in the Institute of Technology is unsustainable and is leading to severe personnel stresses that could result in personnel losses to the organization. What is the distinct mission/contribution of full-time, competitively-hired lecturers to the life of the university as opposed to either tenure-track or adjunct faculty?

Regarding faculty teaching loads, I think it may be time to consider allowing different faculty to focus more in specific areas. For example, at a certain point in one's career, the faculty member might want to focus more on research or teaching or service. All faculty cannot do everything equally well and trying to do so, dilutes the effectiveness of one's efforts. Percentages of effort could change yearly or bi-yearly. This might be best implemented after one receives tenure.

In my conversations with others, I hear that the students & faculty would like to have more parking spaces available. Some students have expressed a lot of concern about this issue in the past year. Students want to drive to campus, even though we try to discourage it.

Something has to move first. As enrollment grows, we can't let class size bulge out of control. We must have more sections of courses. Class size is critical to the quality of the product we produce. If we were unionized, we could better address the other 6 issues!! :o)

We are way too top heavy. Too many Vice Chancellors of this and Chancellors of that and people doing very little to improve teaching and what is important who are making well over \$150K per year.

I think the incredibly rapid growth we are currently experiencing greatly affects the dynamics of each program as well as the campus overall. And there is no corresponding urgency about classroom space, PARKING, a faculty lounge or place for faculty to gather, etc.

The increased class sizes to 40 (all of my classes are now 40) is straining the limits of teaching the way UWT was designed. I don't want to teach lecture halls of 100 w/o TAs. Either we think about what kind of teaching is being done in which disciplines/majors, or we let faculty have more control over their course caps. It's not okay to keep making class sizes bigger across the board. For those of us teaching much of the university's general distribution requirements, we should get some relief so that we can work on skills as much as content.

The Art major has been ready to launch for a year now, but there is nothing being done to make it happen. Please investigate this.

Unionization of the faculty might help address a number of these other issues, which is why I listed it as number 1.

Faculty teaching load would be my top priority. As a non-tenured assistant professor, the amount that I am expected to publish is far above that of comparable institutions with 2-2-2 or 3-3 teaching loads. I do wish to see UWT become more research-focused as a university so I don't wish for the publication expectations to go down, but I do think that reduced teaching loads for some or all faculty (even just to a 2-2-1 load) would be a profound improvement and far more in line with comparable institutions. I also think that unionization is a crucial matter of utmost importance.



Thanks for taking on the work of prioritizing issues for FAC to focus on this year. In addition to getting faculty input on the issues to focus on, it may be worthwhile to conduct a 'feasibility analysis' to identify if the priority issues are ones that our UWT faculty have influence over. For example, Proposed Step Raises (and unionization) are being addressed by the Faculty Senate. Our UWT voice in that issue and 'local control' of it are likely to be minimal. I also do not think faculty have much say in the Capital Campaign, Integration of administrative growth with core purpose or Physical organization of campus. That said, maybe you will find faculty DO want to address these issues. Again, thanks!

Although new, it seems to me that the research expectations are increasing rapidly at UW-T. This is an unequivocally good thing for a number of reasons both in the long and short term. However, UW-T has always also had higher teaching loads to go along with lower research expectations. If one is to increase, the other should decrease. I think tackling this \*now,\* in a concrete manner, makes much more sense than waiting until the expectations have already instantiated themselves more fully. In other words, the immediate timing of the change makes this the clear cut primary focus to me.

Please stop using UWB as such an important comparison. It is one, but not the only model of interest.

Increase master prepared education opportunities while increasing Ph.D. research and administrative opportunities. .

Appendix C

March 10, 2015

Dear X,

I am contacting you on behalf of Faculty Affairs committee. This year our committee has decided to examine the extent and variety of service of faculty on our campus, building and furthering the work we began with the COACHE survey and past FAC reports. Your name was selected randomly and we would like to (1) look at the types of service you are engaged in by reviewing your CV and (2) follow up with a possible survey or interview to get at more qualitative issues regarding service (time, importance, etc.). In the survey or interview you can decline to answer any of the questions we pose, and you would still be included in our sample. Note that this data (either gleaned from the CV or provided in the interview/survey) will not be used in any research.

In the end, we will be writing a report to the Executive Committee regarding our findings, your name will not be explicitly used in the report; but given the idiosyncrasies of academic work, confidentiality cannot really be protected. Please let us know if you are willing to be in our examination of service at University of Washington-Tacoma by replying to this email.

Sincerely,

Y

On behalf of the Faculty Affairs Committee

Appendix D

May 2015

Re-administering 2010 Childcare Survey

Including new questions, 2015 addressing student retention, nature of access challenges

We would like to understand the need for childcare services among UWT students, staff, and faculty members.

The following questions have been designed to update data that was collected in 2010.

Please take a few minutes to complete the survey, so that campus leadership can learn more about childcare needs, and how they impact different people across campus.

Thank you.

UWT Faculty Affairs Committee

## UWT Childcare Needs

Page 2 of 3

### Question 1.

Do you presently use any childcare services to facilitate your ability to go to work or school at UWT (for example: daycare, nanny, childcare by family/friend, after-school care, etc.)?

Required.

Yes

No

### Question 2.

If the response is NO, do you anticipate the need for childcare services during your future years at the University of Washington, Tacoma?

Required.

Yes

No

(I already use childcare of some kind)

**Question 3.**

**If you answered NO to BOTH questions above (1&2),** please use the following lines to express any comments you may have about a potential on-campus daycare. Thank you for your responses!

(If you did not answer No to both, please skip this question and continue to #4)

**If you answered YES to any of the above questions (1-3),** please continue:

**Question 4.**

Do you currently have children receiving childcare?

Required.

- Yes
- No

**If your response to #4 was YES,** please answer questions 5-7:

**Question 5.**

How many children do you currently have receiving childcare?

**Question 6.**

Who provides your childcare? (please check all that apply)

- Family member
- Friend
- Nanny
- Daycare
- Other:

**Question 7.**

Do you receive assistance in your childcare costs?

- No
- Yes, from:

**Question 8.**

Would you consider using an on-campus daycare if one were available?

Required.

- Yes
- No

**Question 9.**

What would you be willing to pay per hour for on campus daycare? (please provide an estimate in dollars/hr)

Enter a number (without commas).

**Question 10.**

What services would you like offered as part of an on-campus daycare? Please check all that apply:

- Infant care
- Daycare
- Preschool
- After school programs
- Drop-in care
- Other:

**Question 11.**

If available, would you be interested in full-time childcare? (eg, M-F, 8 AM-5 PM)

- Definitely
- Probably
- Maybe/ Not Sure
- Probably Not
- Definitely Not

**Question 12.**

If available, what kind of part-time childcare would be most helpful to you? (Check all that apply)

- Some full days (eg, MWF or TTh)
- All mornings (M-F, 8-12:30)
- Some mornings (MWF or TTh, 8-12:30)
- All afternoons (M-F, 12:30-5)
- Some afternoons (MWF or TTh, 12:30-5)
- Other:

**If you are a student**, please answer questions 13-16:

**Question 13.**

Have you ever missed a class at UWT due to lack of childcare?

- Frequently
- Sometimes
- Rarely
- Never

**Question 14.**

Have you been unable to schedule classes that you need for your major at UWT, due to lack of childcare?

- Frequently
- Sometimes
- Rarely
- Never

**Question 15.**

Have you chosen not to enroll as a student at UWT in a given year or quarter, due to lack of childcare?

- Yes
- No

**Question 16.**

If you answered Yes to any of the last three questions (13-15), what contributes to "lack of childcare"?

(Please check all that apply)

- Trustworthiness of caregiver
- Availability of caregiver
- Cost of childcare
- Proximity/Convenience of childcare
- Other:

**Question 17.**

Please provide any other comments you may have about childcare availability for faculty, staff, and students at UWT.

**Thank you for your participation in this survey!**



## Appendix E

**UW Tacoma Early Learning Center**

Allocation of Slots

DRAFT (2/15/2015)

The first years in your child's life are the most important ones for establishing lifelong building blocks.

UW Tacoma's Early Learning Center lets you pursue your educational goals while providing a modern, developmental place for your children to learn, play and grow... adjacent to campus. Our program will be staffed by highly-trained early childhood professionals who encourage children to develop a sense of self-worth and positive self-concept. The teachers create a daily schedule and plan learning activities based on the interests and abilities of the children. The allocation and selection process will be based upon the following criteria:

**First Year**Anticipated Openings

If there are 60 spaces available:

- Reserve spaces for Students will be 75% of overall enrollment (45 spaces)
- Reserve spaces for Faculty/Staff will be 20% of overall enrollment (12 spaces)
- Reserve spaces for ELC personnel will be 5% of overall enrollment (3 spaces)

Selection and Waiting List Preference\*

- Full-Time Undergraduate Student
- Full-Time Faculty and Staff
- Part-Time Student (Undergraduate and All Graduate)
- Part-Time Faculty and Staff
- External Stakeholders (open to community members)

\* = Student with greater demonstrated financial need will be given preference. Reserved student spots will be based upon student status as of June 15<sup>th</sup> and reserved faculty/staff spots will be based upon employment status as of July 1<sup>st</sup>. If there is greater demand than available spaces (for a given category), a random lottery process will be used to allocate spaces.

**Returning Year**Re-Registration

- Student must be in good academic standing with no pending conduct actions.
- Employees must be in good employment standing.
- Each registered space must confirm intent to continue by May 15<sup>th</sup> of each year.

## Appendix F

To: Anne Wessells, Chair Faculty Affairs Committee  
From: Lauren Montgomery, IAS  
Date: 5/28/2015

Re: Service Learning Function for on-campus child care at UW Tacoma

As I mentioned briefly yesterday, in addition to the direct benefit of an on-campus child care center to our faculty, students and staff, there is also an important service learning opportunity such a center would provide.

This is particularly relevant to a new course offered this quarter, TPSYCH222 – Infant and Child Development. This is a foundational psychology course that serves the psychology major, (which is the largest major in IAS, ~ 300 students), as well as the education minor and other IAS programs. After teaching it this quarter, I realize that adding a service learning component will greatly enhance student learning and engagement.

Currently, I am negotiating with Bates Technical College to arrange for student volunteers in any one of their six child care centers in the greater Tacoma area. They are very excited about the prospect of having so many classroom volunteers, and I am excited about providing students with hands on experience with a group of children throughout the quarter. Students will spend one hour a week with a class, and focus on one or two children in particular for an in-depth, quarter long, child study project.

While I am grateful for the generosity of Bates College, it would be easier, more convenient for UWT students, and potentially more fruitful for our parents and children, to have our own child care center on or near campus for this service learning project. I anticipate that in the future, between 80-120 UWT students will take this course and engage with this service learning experience each year.

Thus, I support your efforts toward creating a campus childcare center, and encourage you to be ambitious in the size and scope of the center. For not only will it serve our campus community with childcare, but it will serve our students with a valuable service learning experience.