

UNIVERSITY OF WASHINGTON TACOMA
Faculty Assembly
Faculty Affairs
Monday, March 8, 2010
1:30 p.m. - 2:30 p.m.
GWP 215

Attendance: Annette Henry, Chair; Bonnie Becker, Erin Casey, Donald Chinn, Linda Ishem, and June Lowenberg

1. The minutes from February 8, 2010 were approved.
2. Current Projects:
 - a. Research Productivity Survey: Feedback
 1. Under Research Workload should be changed to a distribution of “agree” to “disagree.”
 2. Erin Casey suggested adding some qualitative questions to encourage open ended responses and stories. Prior to the Faculty Affairs meeting Annette Henry and Sergio Davalos discussed adding qualitative component as a subset of the Research Productivity Survey.
 3. Bonnie Becker suggested adding a question about UWT’s role as a research or teaching institution.
 4. Under “About You,” a suggestion was made about the hours under “my week workload is...”
 5. Add: “I have been teaching at a university or at the university level.”
 6. “My journal publication record is” should be changed to “My research publication record and scholarly books are”
 7. June Lowenberg suggested adding “I have applied for and received or not received from the Royalty Research Fund”
 8. Erin Casey suggested adding a question about research and administration of funds.
 9. Lowenberg suggested adding questions to address Junior Faculty mentoring on Qualitative Methodology and Human Subjects processes.
 10. Becker suggested adding a question to explore research startup funding. For example, students starting the Intro Physics program are funded for the class, but not necessarily for research. This poses time

restraints and it is a huge impediment. It can possibly cause the student to lose a year.

11. Becker suggested adding a question regarding facilities. In IAS some current facility issues are in the hard sciences and in art.

12. Henry suggested adding a question about access to research assistants and facilities.

13. Lowenberg noted that the Research Productivity Survey-Draft will be forwarded to Kelly Fitzgerald. This survey could be forwarded to Academic Affairs (Beth Rushing) for funding issues.

14. Henry suggested that the Research Productivity Survey results should be published online.

15. Donald Chinn suggested a separate survey might address teaching and service. Chinn's concern is the impact that Research Workload Survey will have on other aspects related to Teaching and Service. Lowenberg explained that Faculty Affairs decided last time to condense the faculty feedback to workload issues first.

16. "My research goals are defined periodically" should be changed to: "I redefine my research goals."

17. Henry suggested adding a comment section after each section.

18. Add "Access to research resources is not a major problem."

19. I am satisfied with access to local research resources and (add) adequate support."

Action: Each of the FA members will review the draft and provide comments at the next meeting.

b. Daycare Taskforce:

1. Bonnie Becker met with Marcy Stein and Diane Kinder to talk about the Early Childhood (EC) program. They both agreed to attend a future meeting. Stein and Kinder are working on a grant for the EC program.

2. At the Daycare Taskforce meeting Professor Tracy Haynie discussed her Stats class project. The project was a daycare needs survey. The participants were 289 students, 33 staff and 45 faculty. Of these participants, 30% showed a need for on campus daycare; of those 88% would support a daycare.

3. Professor Haynie's class survey found that the participants need daycare after 6:00 p.m.
4. The survey found that the respondents pay an average \$892.00 per month for day care.
5. These items will be added to the new Daycare Taskforce survey: Who provides service? Does financial assistance skew the average monthly costs? What are folks willing to pay? The survey needs some qualitative data, and it needs more data from people without kids.
6. Becker found a useful day care proposal from the University of Georgia. Other research is being assigned to the Daycare Taskforce members. Students suggested a daycare coop.
7. Membership: The Daycare Taskforce will recruit members from Student Affairs.
8. The Daycare Taskforce is working on awareness by setting up networks of resources. A "Kid's Day" event is in the works, it will be in the atrium.
9. Next steps: The Daycare Taskforce will meet the first week of classes. Professor Haynie will do another survey as part of her class to address the data gaps.

Faculty Affairs: Feedback

1. Lowenberg suggested that the Daycare Taskforce research daycare insurance. Becker responded that she will follow up with Charles Williams and Jenny (last name) to ask local daycares how they address daycare liabilities.
2. Becker noted that the Daycare Taskforce will set up a list for students who would like to baby sit.
3. Erin Casey asked that the survey consider offering sick care.
4. Becker noted that the Daycare Taskforce will propose different a range of models; university, privately owned, subsidized, or unsubsidized. Some future questions: Does the Daycare Taskforce want the Early Childhood option? Is Daycare Taskforce willing to hold off on the opportunity to privately contract out services?
5. Faculty Affairs agreed that the Daycare Taskforce will submit a report to the Faculty Affairs.

3. Strategizing accomplishments by end of spring quarter. *postponed due to time constraints.

4. Mentoring junior faculty (Chancellor's suggestion) /articles:

The Tenure & Promotion Workshops were held twice; one by Beth Rushing, Vice Chancellor and one by Chancellor Patricia Spakes.

- a. Faculty mentorship was an issue at both meetings.
- b. Shelby Fritz talked about a formalizing a mentorship program. Someone at these meetings suggested that Faculty Affairs work on this.
- c. Lowenberg noted that mentorship of junior faculty is an ongoing issue.
- d. Donald Chinn noted that the Institute of Technology has a formal process, with senior faculty assigned to junior faculty. Chinn added that he personally talks to junior faculty, suggesting to new faculty that they seek outreach/advise from as many people both on and off campus. An informal network is important.
- e. Mentoring junior faculty: Henry provided some articles to Faculty Affairs on race and gender in academia. Faculty Affairs agreed that these articles should go to each program.
- f. Chinn noted that a pamphlet titled, "Advising" is 1-2 pages from the graduate school). Lowenberg suggested that new faculty should have a pamphlet from the graduate school along with these articles.
- g. Casey suggested that feedback go to Academic Affairs regarding supporting, mentoring, and guiding regarding tenure packets. This feedback will address which mechanisms are available to support skill building among senior faculty and junior faculty.
- h. Becker noted that Environmental Science, outside of IAS has a formal mentoring program.
- i. Chinn suggested that Faculty Affairs members go to their programs and suggest that directors do report backs pertaining to what been done to mentor junior faculty.
- j. Henry suggested finding a way to get junior faculty input.

5. Five- course load update (Tom Bellamy, Bothell). *postponed

6. The meeting adjourned at 2:30 p.m.