

Annual Report of the Faculty Affairs Committee of the UWT Faculty Assembly, Academic Year 2010-11

June 28, 2011

Committee members: Donald Chinn (chair), Bonnie Becker, Erin Casey, Erica Cline, Sergio Davalos, Denise Drevdahl, Matthew Weinstein

This report describes the accomplishments of the Faculty Affairs committee of the Faculty Assembly at UW Tacoma this past academic year. Following the Executive Summary, more details are provided on each work item.

Executive Summary

Accomplishments of the Faculty Affairs committee in academic year 2010-11:

- **Development, implementation, and analysis of a survey for faculty to identify ways in which the university can support faculty research and scholarship.**
- **Discussion of faculty workload issues with the intent for programs to develop workload guidelines. This is part of a larger effort to make public program procedures.**
- **Discussion and implementation of daycare at UWT for faculty, staff, and students.**

Research Survey

There has been some concern that the research needs of faculty are not sufficiently supported by the university. To better ascertain the needs of faculty and how the university can support their research and scholarship, the committee developed a survey for faculty. The survey contains questions that aim to understand the range and types of research that faculty are involved in (e.g., quantitative, qualitative, experimental, etc.) and ways in which the university can facilitate their work.

The committee worked with UW Tacoma's Institutional Research and Planning to administer the survey through Catalyst. The survey was advertised on uwtfac and was made available on Catalyst from February 17 to March 4, 2011. The committee analyzed the responses to the survey, and it resulted in a report with recommendations. The report is attached to this one.

Faculty Workload

During the Autumn 2010 quarter, the committee discussed the idea that each UWT program develop and implement faculty workload guidelines. Such guidelines would serve to make public what each program expects of its faculty in terms of workload and to help the Vice Chancellor of Academic Affairs when evaluating hiring plans from each program. They would also provide clear workload expectations for all faculty within a program, which also can protect both Directors and faculty from inequitable assignments.

This work is part of a larger effort, in conjunction with the APT committee, to encourage programs to make public their procedures regarding faculty employment. Such procedures include tenure and promotion, third year review, annual reviews, and merit evaluation.

The Chairs of the Faculty Affairs and APT committees spoke with the Directors and the VCAA on January 13, 2011, to discuss publication and implementation of these procedures. The main outcome of that meeting was that there was a general understanding that this is an important issue with significant complexity and that each Director would raise the issue with his or her respective faculty. A follow-up meeting with the Directors and Program Administrators was held on May 12, 2011. Although there were variations among the Directors, generally speaking, the Directors report that the issue of workload was raised within the programs but with little progress, mainly because there were more pressing matters programs are addressing.

Daycare at UWT

The committee worked with a task force investigating options to provide daycare on the UWT campus. The daycare facilities would be available to faculty, staff, and students. One of the members of the task force (Becker) is on the Faculty Affairs committee. The task force provided regular updates on their progress. They did research to understand what segment of our student, faculty, and staff population would be interested in such facilities, how much money is needed to start daycare, where it could be housed (e.g., as part of a new student union or in a separate location on campus), and how it could be funded on an ongoing basis (e.g., can student fees be used?).

The task force met with campus leaders (administration and student government) to devise a plan for moving forward for the benefit of all stakeholders.

Throughout this process, the Committee has served in an advisory role. The understanding is that the task force is the primary body on this issue, but that our Committee is interested in the outcome, as it does affect faculty life.

Teaching Evaluations

In the Executive Council, the topic of alternative forms of evaluating teaching (other than just end-of-the-quarter student evaluations) was raised. It was suggested that Faculty Affairs investigate, but with all of the other items the committee addressed, the committee has not had time to make any substantial progress.

Faculty Affairs Committee Report on the Faculty Research and Scholarship Survey

May 23, 2011

Committee members: Donald Chinn (chair), Bonnie Becker, Erin Casey, Erica Cline, Sergio Davalos, Denise Drevdahl, Matthew Weinstein

Executive Summary

This report presents the findings of a survey conducted by the Faculty Affairs committee in the Winter quarter of 2011. The purpose of the survey was to develop a research profile of faculty at UWT and to promote faculty research by identifying barriers and opportunities to scholarly productivity. A survey was used to gather three types of scholarship-related information: 1) individual, 2) institutional, and 3) community. Individual information includes workload, type of research conducted, faculty rank, number of years in academia, research outcomes, and research funding. Institutional information refers to infrastructure support for research, barriers to research, and funding provided. Community-related information refers to collaborative research activities.

Research Survey Method

The survey was made available to faculty on Catalyst from February 17 to March 4, and was advertised via email to uwtfac. For the purposes of the survey, “faculty” refers to any member of the following groups: tenure-track, tenured, lecturer, temporary (visiting), administrative faculty, and librarians. Additionally, scholarship (research) is operationalized as conducting research and knowledge-production activities based on established practices that further the body of knowledge in one or more disciplines. A total of 47 faculty members responded, with more women than men responding (Figure 1). The number of assistant and associate professors responding was relatively even, followed by full professors and lecturers. Some of the quantitative questions were further analyzed by academic rank, although it should be noted that lecturers were undersampled. Only Interdisciplinary Arts and Sciences and the Milgard School of Business had more than five respondents (Figure 2). Due to low numbers, further analysis of quantitative responses by program was not carried out. It should be noted that since the faculty who responded self-selected, there is most likely a bias in the survey results. It is likely that they were motivated to share their experiences and opinions about research and probably represent some of the more active researchers on campus. The unit of analysis is the individual faculty member.

Findings

Four major themes related to barriers to scholarly productivity were identified in participants’ responses. These are described in turn below, each followed by initial recommendations offered by the Faculty Affairs Committee.

1. Applying for and administering external funding is difficult. Additionally, faculty lack clarity about the allocation process and use of indirect funds. Some faculty report that the

process of identifying and applying for external funding remains a challenging endeavor given other workload issues. Many faculty particularly emphasized problems with post-award administration, including a lack of clarity, and inadequate resources and processes for tracking and spending awarded funds. Further, over half of respondents reported that they are unclear about how indirect funds are used.

Recommendations:

- Clarity and transparency in the use of indirect funds is important for maintaining faculty motivation and providing opportunities for faculty. Allocation policies, decision-making procedures, and eligible uses of indirect funds should be clarified both at the campus and program levels.
- Additional resources need to be allocated to the post-award administration of external funding. Additionally, clarification and faculty education regarding processes for post-award administration are needed.

2. *Time, Time, Time.* Many respondents noted that primary barriers to scholarly productivity are the lack of time and the high demands created by the campus teaching and service load. While these demands are unlikely to abate, respondents and the Faculty Affairs Committee had several ideas for creatively carving out time for scholarship:

Recommendations:

- Increase the use of creative teaching options such as stacked courses.
- Encourage and mentor scholarly inquiry in the context of pedagogical activities
- Provide training and mentorship for incorporating undergraduate students into research activities – perhaps through existing mechanisms such as the Chancellor’s Fund.
- Establish opportunities for course releases for select scholarly activities that hold the potential to contribute to the visibility of the campus and/or to external resources brought to campus.

3. *Clarity regarding scholarship expectations for tenure and promotion could be enhanced.* A majority of Assistant Professors disagreed with the statement that “my program has clearly defined research standards for tenure and promotion.” Over half of Associate Professors disagreed with or were neutral about this statement. Additionally, faculty expressed concern that tenure and promotion expectations shift over time creating a moving and unpredictable bar for achievement.

Recommendations:

- Each program should specify with more clarity its scholarship expectations in its promotion and tenure guidelines. For example, what expectations for tenure and promotion within the program are there for obtaining external funding? The more explicit the guidelines are, the more efficient faculty will likely be in directing their time and energy.
- Programs need a clear mechanism for creating stationary tenure and promotion benchmarks for incoming junior faculty. The Appointment, Tenure, and Promotion Committee is an important resource for assisting programs to develop a specific process

for ensuring that scholarly expectations do not shift unexpectedly for individual faculty pursuing tenure.

4. Collaboration. Many faculty noted that they have established scholarly collaborations on campus, across the University and nationally, and that these partnerships facilitate their research productivity. However, faculty noted that time is a barrier to establishing and maintaining these collaborations, and that there are minimal institutionalized supports for pursuing collaboration.

Recommendations:

- Foster collaborative relationships around substantive, interdisciplinary areas of interest (e.g., globalization, human rights, sustainability) by scheduling and supporting opportunities for faculty to dialogue. These efforts could be supported through resources such as administrative assistance in scheduling meetings or through supporting collaboration-based proposals to the Chancellor's research fund.
- Increase other opportunities and support for scholarly dialogue on campus, including research talks, writing groups, and scholarship-related mentorship opportunities.

In addition, based on our analysis of the survey responses, we hold the opinion that faculty workload is a key issue at UW Tacoma and a major factor in scholarly productivity. Understanding the nature and the factors involved in the workload can enable policymakers to establish a well-informed faculty workload policy. In addition, we believe that there is an interaction between the workload components of teaching, service, and scholarship. For instance, time spent on teaching affects time available for research and service. In spite of the importance of the faculty workload issue, there does not exist a campus-wide or university-wide policy for balancing teaching, research, and service. In separate discussions across campus, there is general consensus that such policies, if developed, would need to be articulated at the program level. Therefore, the Faculty Affairs Committee also recommends the following:

- **Create equitable processes for allocating teaching load, research load, and service load at the program level.** Creating measures of teaching, scholarship, and service toward the goal of establishing workload policies at the program level will increase the likelihood that faculty workload is equitable and balanced. Current course load policies reflect the historical workload during the establishment of the Tacoma campus. However, in some programs scholarship expectations for P&T as well as for peer reputation have increased. While various mechanisms can be established to make teaching more efficient – such as increasing class size, stacking, and reducing class preps – there is a point where quality of instruction and student contact suffers. Further, workload may be inequitably distributed, disadvantaging some faculty's scholarship.

The remainder of this report is a summary of participant responses, separated into three sections: responses that were subject to quantitative analysis, existing institutional supports for research, and suggestions to facilitate research, including barriers to pursuing external funding.

Quantitative Analysis

Time spent in research

Respondents were asked questions about their time devoted to research. On an annual basis, respondents reported spending an average of 31% of their time devoted to research activities, with 47% of this work being done during the summer (Table 1). Assistant professors report spending more of their time on research, with lecturers reporting the least.

A clear result of this survey is that faculty respondents do not feel that they have adequate time and resources to achieve their research goals. Only 11 faculty members agreed with the statement “I am able to meet my own yearly research goals,” with 24 disagreeing. When specifically asked about time for research, only 4 agreed with the statement “At UWT, I have adequate time (teaching/research/service balance) to pursue the scholarship that is expected of me,” with well over 70% of assistant and associate professors disagreeing. This implies that faculty members feel that they are not given the time to complete their expected scholarship, while many are still achieving their goals by increasing productivity or working on scholarship outside of reasonable work time.

Research Funding

Faculty respondents report having received a total of \$10.2 million in total grants (internal and external), with an average of \$291,000 per person (Table 1). Results regarding grants were heavily influenced, however, by two individuals with exceptionally high funding levels (\$4.8 and \$2.3 million). With these two individuals removed from the analysis, the average amount of total funding over the career of the respondent was \$96,000 (Table 2). Across all respondents, faculty have applied for an average of 4.5 external grants (in any role) and have received 2.0 grants, for a successful funding rate of 45%. However, the rate was as low as 17% for assistant professors (Table 1).

Research support

Most respondents were unaware of the way overhead is used (Figure 3). Those who were more knowledgeable were ambivalent or negative about overhead use (Figure 4). This unclear or negative opinion of overhead indicates a lack of transparency about the use of these funds. Increased communication about overhead can improve faculty morale and provide opportunities for faculty input in the use of this revenue source.

Expectations for Tenure and Promotion

In addition to the confusion about where indirect costs go, there appears to be a difference between perceived tenure expectations among junior and senior faculty (Figure 5). More than 50% of assistant professors disagreed with the statement “My program has clearly defined research standards for tenure and promotion,” while 70% of professors agreed. More specifically, while all professors disagreed with the statement “Acquiring external funding is expected in my program in order to attain tenure or promotion,” slightly more than 50% of assistant professors disagreed. It is important to know whether this discrepancy reflects a changing expectation for research funding of tenure track faculty, or is a consequence of a lack of communication among academic ranks.

Qualitative Analysis

Existing Institutional Supports

In the open-ended question regarding practices that enhance scholarly productivity, respondents mentioned collaboration with other faculty and use of UW Seattle infrastructure, the junior faculty research release quarter, and other UWT campus-based resources. A complete list of the supports mentioned can be found in Table 3.

It should be noted that some faculty found that there were no helpful institutional supports for research.

“NO institutional practices have supported my research productivity. My research productivity has been a function of sacrifice of personal and family time to work to scrape out time above and beyond service and teaching commitments to get the research done.” – Associate Professor

Other resources receiving brief mention include:

- Whiteley Center
- Office of Advancement
- Support for the Center for Urban Waters
- Subscriptions to statistical software and external databases
- Collaborative space

In summary, faculty do avail themselves of a variety of institutional supports for scholarship. At the same time, some of these resources may be under-utilized (particularly the Office of Research and Scholarship Support), or even under-advertised.

Some “informal” strategies – strategies that faculty are implementing on their own, might be better, more “formally” supported by UWT. Examples include increasing opportunities for scholarly dialogue and collaboration, and formalizing structures or incentives that might increase student participation in research.

Suggestions and Barriers to Research and Scholarship

The following is a summary of the qualitative comments from the survey questions related to suggestions for enhancing research and barriers to research. Combining the responses from both questions, our analysis of the comments yielded 13 different areas of concern. The most significant of these in terms of numbers of responses were related to time, support for research, and clarifications regarding P&T, including the campus’s Carnegie status. Within the category of teaching, 24 out of 26 comments addressed teaching less, which included factoring the class size, number of independent study students, and number of grants into workload calculations, or adopting more flexible class scheduling. In terms of support for research, a major concern that emerged was inadequate software for tracking financial support, lack of mentoring, support for travel, and research assistance. Many faculty asked for additional staff support for all phases of research from grant writing, through data analysis, to managing the grants. The third major category was clarification of both research expectations and the P&T process, particularly UWS’s role in P&T decisions. Additional comments focused on support for research quarters, creating a culture of collegiality around research, having less service responsibilities, support for students in participating in research, and hazardous waste disposal. Other concerns included a perceived emphasis on one model of scholarship such that scholarship in the area of the arts, as well as scholarship for which there is no research funding was underappreciated.

Barriers to pursuing external funding. The following is a summary of faculty responses to the question on barriers to obtaining external funding or administering grants once they have been

awarded. Of the 47 respondents, 16 left the question blank, 3 responded “none,” and 2 responded that it was not relevant to their situation.

Of the respondents who listed barriers, the most frequent barrier explicitly mentioned was time (16). It is unclear from some of the responses what exactly is time-consuming about the process for them, but those that did mention specific aspects of the process expressed the general sentiment that the grant application process (10) and grant administration could/should be streamlined (8). For example, here are responses from two different faculty members:

Time is perhaps the most significant barrier related to applying for external funding. There is not enough time due to heavy teaching load to search for funding let alone writing grant applications. Support for grant submission process from Seattle is challenging. Campus support though minimal for the grant submission process is extremely helpful but we often experience challenges dealing with folks from OSP. Post award administration also a challenge-hard to track expenditures from grants.

I wanted to hire a student to work on my grant, but because of union related pay requirements, the cost was unreasonable (over \$30/hr). I ended up hiring a graduate because I could pay less. It was still a good rate of pay we both felt was fair. Because there is little grants experience at UWT in my department, there was a lot of "figuring out" how to do things that took a lot of time.

Other barriers respondents mentioned include:

- a lack of resources (technicians, graduate students, gear/equipment) (2)
- general support and infrastructure for research (2)
- collaboration with people in Seattle (1)
- no funding in the faculty person’s research area (1)
- guidance, mentorship, uncertainty about the process (1)
- lack of a vibrant intellectual community at UWT (1)

Tables and Figures

Academic Rank	On an annual basis, please estimate the percentage of your work time that is devoted to research activities.	What percentage of this is accomplished during the summer?	Please estimate the total amount of research funding (from all sources) you have received since joining UWT.	Number of external (outside UW system) grants you have received:	The number of external grants you applied for as principal investigator:	The number of external grants applied for (in any role on the project):
Lecturer	13	33	\$0	0.0	0.0	0.0
Assistant Professor	39	46	\$20,346	0.4	1.1	2.2
Associate Professor	29	48	\$307,475	2.6	7.2	7.3
Professor	29	50	\$786,643	2.6	4.3	5.0
No Response	25	50	\$750,000	9.0	2.0	5.0
All	31	47	\$291,734	2.0	3.8	4.5

Table 1. Responses regarding time devoted to research and grants applied for and received by UWT Faculty. Column headings are the questions as worded in the original survey.

	On an annual basis, please estimate the percentage of your work time that is devoted to research activities.	What percentage of this is accomplished during the summer?	Please estimate the total amount of research funding (from all sources) you have received since joining UWT.	Number of external (outside UW system) grants you have received:	The number of external grants you applied for as principal investigator:	The number of external grants applied for (in any role on the project):
Lecturer	13	33	\$0	0.0	0.0	0.0
Assistant Professor	39	46	\$20,346	0.4	1.1	2.2
Associate Professor	29	45	\$130,427	2.4	3.7	3.8
Professor	22	53	\$117,750	2.2	3.9	4.7
No Response	25	50	\$750,000	9.0	2.0	5.0
All	30	46	\$95,627	1.9	2.5	3.2

Table 2. Responses regarding time devoted to research and grants applied for and received by UWT Faculty, with the two highest grant earners removed. Column headings are the questions as worded in the original survey.

Demographics: Rank and Gender

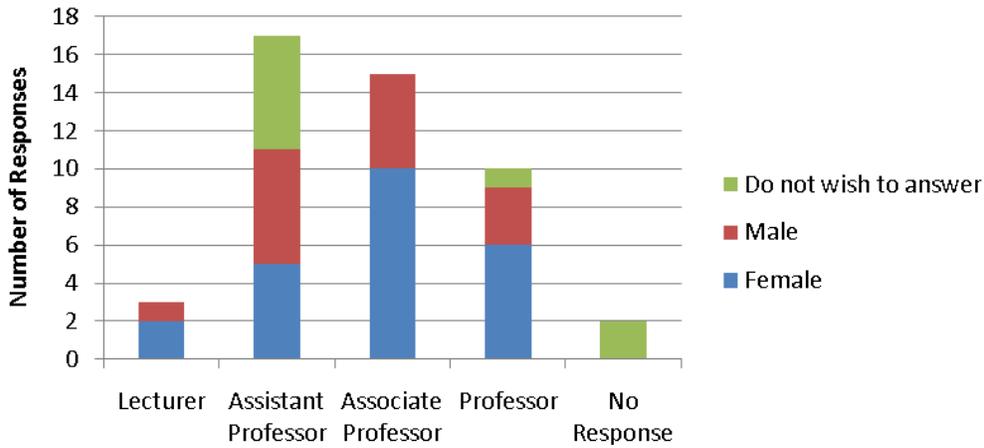


Figure 1. Distribution of respondents to a survey about scholarship taken by the Faculty Affairs Committee by academic rank and gender.

Demographics: Program and Rank

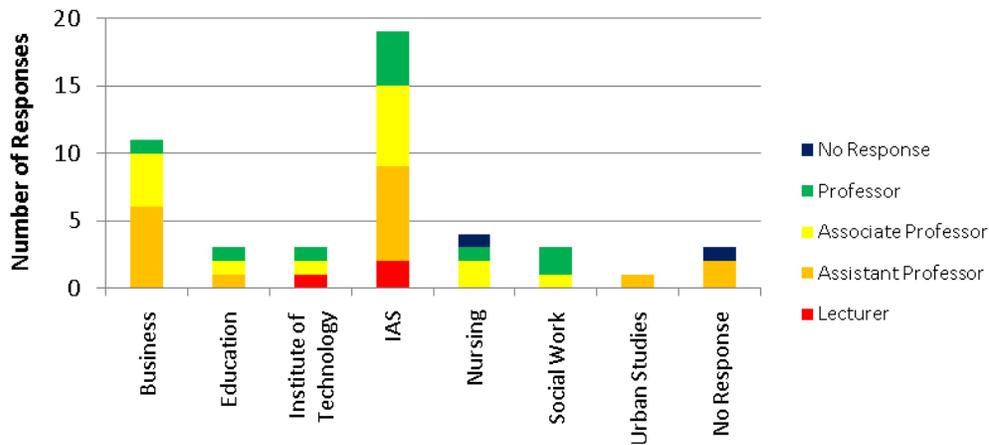


Figure 2. Distribution of respondents to a survey about scholarship taken by the Faculty Affairs Committee by academic rank and program.

Aware of How Overhead Used

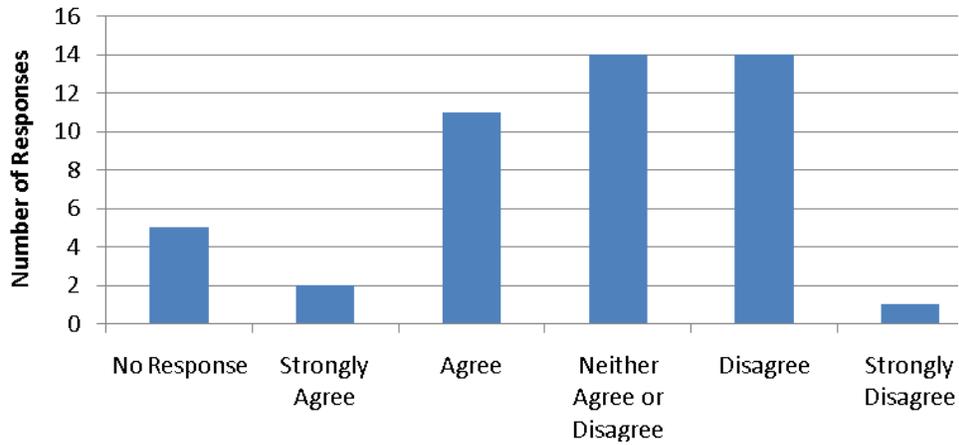


Figure 3. Answers to the question, “I am aware of how the research overhead is used”, across all respondents.

Agree with How Overhead Used

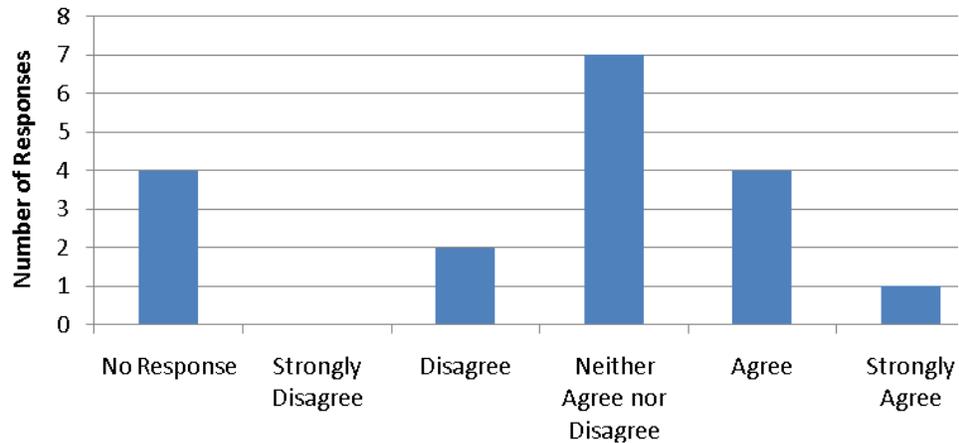


Figure 4. Answers to the question, “I agree with how my program uses or intends to use overhead recapture funds.” This question was only shown to people who were aware of how overhead was used.

Clear Standards for T&P

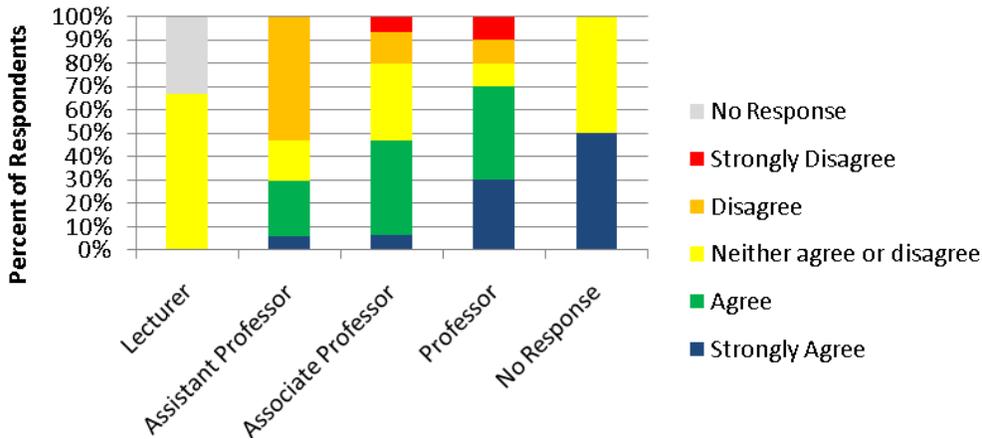


Figure 5. Answers to the question, “My program has clearly defined research standards for tenure and promotion” by academic rank.

External Funding Needed for T&P

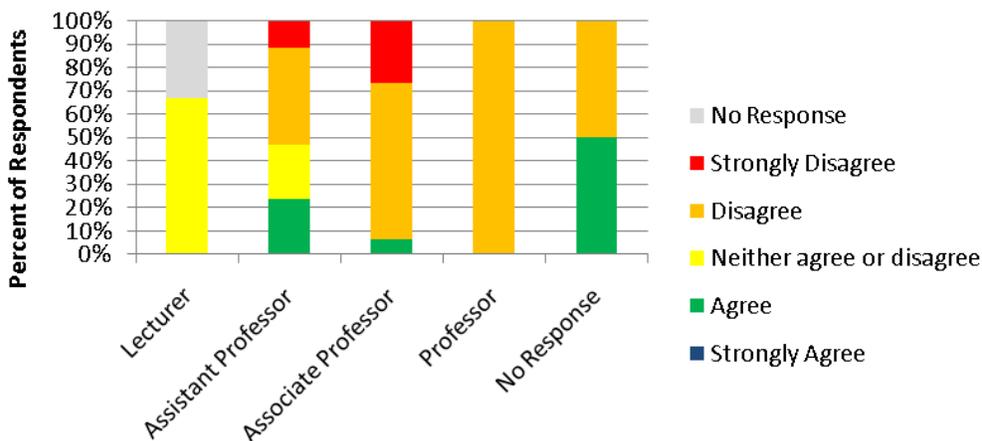


Figure 6. Answers to the question, “Acquiring external funding is expected in my program in order to attain tenure or promotion” by academic rank.

Able to Reach Research Goals

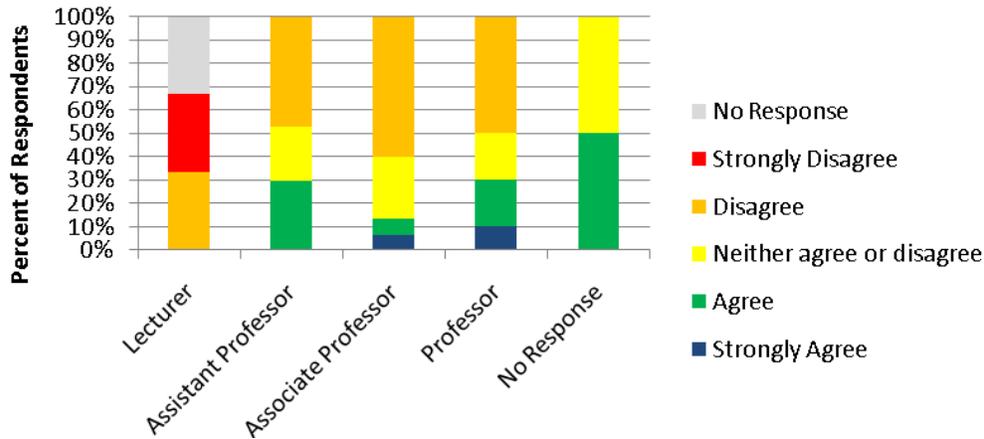


Figure 7. Answers to the question, “I am able to meet my own yearly research goals” by academic rank.

Adequate Time to Pursue Scholarship

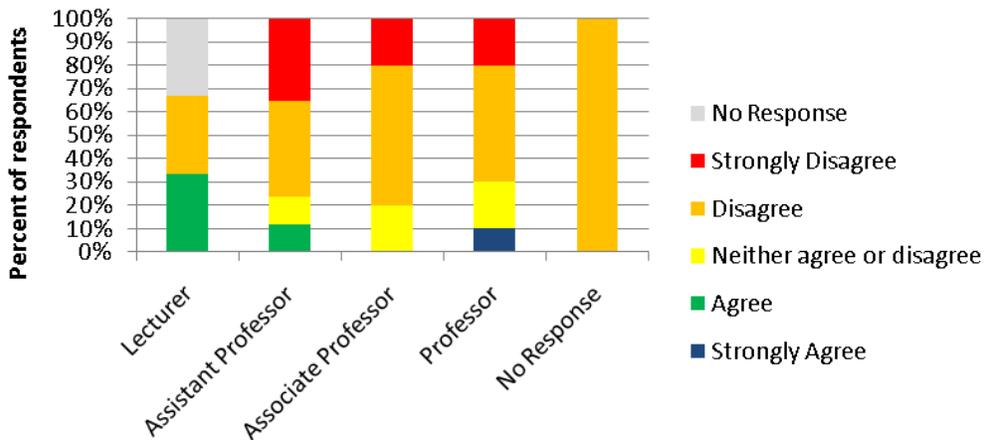


Figure 8. Answers to the question, “At UWT, I have adequate time (teaching/research/service balance) to pursue the scholarship that is expected of me” by academic rank.

Supports for scholarship	Total <i>n</i> (%)
Personal efforts / strategies (strategies that are not necessarily facilitated by formal campus supports or resources)	
Collaboration (with UWT faculty, UWS, community, use of UWS infrastructure)	5 (12%)
Involving students in research	5 (12%)
Incorporate research into teaching / conducting pedagogical research	3 (7%)
UWT Campus-based resources or practices	
Junior faculty research release quarter	10 (24%)
Office of Research and Scholarship Support	9 (21%)
Small pots of internal funding (mostly Chancellor's grants)	8 (19%)
Teaching flexibility (stacked courses, consistent courses over time)	7 (17%)
Travel funds	4 (9%)
Summer funding (only business faculty mentioned this)	4 (9%)
Library resources	4 (9%)
Sabbatical	3 (7%)
Left blank	5 (12%)
Explicitly stated that the campus does nothing to support scholarly productivity	4 (9%)

Table 3. Current supports for scholarship accessed by faculty.



Print view of 'UW Tacoma 2011 Faculty Survey'

RESEARCH AND SCHOLARSHIP SURVEY - DRAFT

The purpose of this survey is to identify specific factors at UW Tacoma that impact a faculty member's scholarly inquiry. In particular, this survey assesses research infrastructure support from UW and UWT, research output, and program and campus research expectations. The results of this survey will be used by the faculty affairs committee to identify potential barriers to research productivity and suggest possible solutions to the administration. This survey is completely voluntary. You can skip any question that does not apply or that you are not comfortable answering. No attempt will be made to link responses with an individual.

We appreciate your contribution.

Background

Question 1.

Question 1

Please select your rank from the following options.

- Lecturer
- Senior Lecturer
- Assistant Professor
- Associate Professor
- Professor
- Not Applicable

Question 2.

Question 2

Please select your program from the following.

- Business
- Education

- Institute of Technology
- Interdisciplinary Arts and Sciences
- Nursing
- Social Work - Social Welfare
- Urban Studies

Question 3.

Question 3

If applicable, tell us your Subdiscipline

Question 4.

Question 4

How many years have you been employed at UW Tacoma?

Question 5.

Question 5

How many years have you been employed at any university?

Question 6.

Question 6

What is your gender?

- Female
- Male
- Other
- Do not wish to answer

Question 7.

Question 7

On an annual basis, please estimate the percentage of your work time that is devoted to research activities.

Question 8.

Question 8

What percentage of this is accomplished during the summer?

Question 9.

Question 9

I collaborate with researchers from: (Select all that apply)

- UWT
 - UW (Bothell/Seattle)
 - External
-
-

Research Goals and Expectations

Question 10.

Question 10

Please rate each of the following items.

Rows

My program has clearly defined research standards for tenure and promotion.

I am able to meet my own yearly research goals

Acquiring external funding is expected in my program in order to attain tenure or promotion.

At UWT, I have adequate time (teaching/research/service balance) to pursue the scholarship that is expected of me.

- Strongly Agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly Disagree

Question 11.

Question 11

Please briefly describe the type of research and scholarship you most often do (i.e. qualitative, quantitative, field experiments, program evaluation, archival, etc.)

Question 12.

Question 12

Please list existing institutional or program-level practices that enhance your research productivity.

Question 13.

Question 13

Please list concrete suggestions for institutional or program-level changes that would enhance your research productivity.

The following questions specifically address funded research. If you have received funding since joining UWT or plan to apply for funding, please complete the next section of the survey.

Question 14.

Question 14

I have received research support from:

- My department
- UWT not including department
- UW not including UWT
- External government
- External private
- External foundation

Question 15.

Question 15

Please estimate the total amount of research funding (from all sources) you have received since joining UWT.

Question 16.

Question 16

Number of external (outside UW system) grants you have received:

Question 17.

Question 17

The number of external grants you applied for as principal investigator:

Question 18.

Question 18

The number of external grants applied for (in any role on the project):

Question 19.

Question 19

I am aware of how the research overhead is used.

Strongly Agree

Logic destinations

Don't skip (default)

- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

No response

- Don't skip (default)
- Question 21: Please briefly describe the...
- Question 21: Please briefly describe the...
- Question 21: Please briefly describe the...
- Don't skip (default)

Question 20.

Question 20

I agree with how my program uses or intends to use overhead recapture funds.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Question 21.

Question 21

Please briefly describe the most significant barriers you have encountered related to applying for or administering external funding (consider issues such as locating funding sources, time, collegial collaboration, support with the grant submission process, post-award administration, etc.)

Question 22.

Question 22

Please describe some of the most important costs that you seek to cover with external funding (i.e. equipment, investigator salary, travel, access to databases, hiring personnel, etc.)

Question 23.

Question 23

Do you have any additional comments or suggestions about research productivity or about this survey