

University of Minnesota Morris Digital Well

University of Minnesota Morris Digital Well

Faculty and P&A Affairs Committee

Campus Governance

2-13-2024

FACPAAC minutes 02/13/2024

Faculty and P&A Affairs Committee

Follow this and additional works at: https://digitalcommons.morris.umn.edu/fpa_affairs

February 13, 2024

Minutes

Member in Attendance: Chip Beal, Tammy Berberi, Peter Bremer, Satis Devkota (Chair), Carrie Jepma, Athena Kildegaard, Elena Machkasova (minutes). Absent: Michele Page. Guests: Clement Loo (COWGE), Acting VCAA&Dean Peh Ng. Minute Taker: Elena Machkasova

23. Approval of the last meeting minutes.

The last meeting minutes were approved with one abstention.

24. A brief 1-2 minute briefing on the progress made so far by the FPDD 2024 team.

Chip Beal informed the committee that the FPDD organizing group secured a visit of Dr. Iris Pretty Paint as a keynote speaker and is organizing her 2-day visit that will feature a workshop on Wed after FPDD. The funding for the event is provided by the Dean's office and NASS.

25. Addressing the need for childcare space on campus: How could we improve the current situation? We are going to focus on a discussion of this timely topic in the first session with Clement Loo, the Chair of COWGE (Commission on Women and Gender Equity).

Visit from Clement Loo, representing COWGE, about a childcare space/options for the Morris campus community

Satis Devkota suggested providing a room for daycare and hiring student workers with a background in education to provide childcare.

Clement Loo outlined the current efforts by COWGE to address the situation and campus needs:

- Coordinating with Stevens County fell through - there is no support for positions
- Independent providers are in high demand
- Discussions with Sheila Williams Ridge - a Morris alumna at the College of Education and Human Development. All campuses except Morris and Rochester have daycare on campus. Any discipline can be in charge.
- Some colleges/campuses implement daycare as a lab school for research on child development and for training early childhood educators.
- Finding resources and space for on-campus daycare is challenging
- Some potential easier steps:
 - Child-friendly spaces at Briggs Library
 - Informal child spaces (different buildings; some exist already)
 - Lab School
 - Coordinating with other campuses

- Current stage: conversations with other groups on campus to get ideas and make sure various groups are on the same page.

Discussion:

- Carrie Jepma suggested coordinating between Elementary Ed and Psychology and possibly Human Services; using spaces in Behmler; also discussed potential liability issues
- Athena Kildegaard asked what a Lab school is in this case. Answer: it's a daycare center with practicum hours that conducts research in early childhood development, pedagogy, etc. Has some professional staff and some college students. Challenges: budget, liability, maintaining good relations with the community, toddler care, care for elementary school children when the school is closed, e.g. weather.
- Elena Machkasova suggested that maintaining a list of resources (trained babysitters, other parents in the area) might be helpful. A forum for parents of young kids (faculty, staff, students) who could coordinate efforts.
- Chip Beal emphasized the importance of solving these issues to attract potential tribal college transfers (non-traditional students with families). Child care, along with family housing, are barriers - this needs to be discussed more widely on campus.

What can FACPAAC do to help?

- Advocacy; increase visibility of the issues, keep track of needs
- Provide/organize/coordinate info about resources
- Partnerships with national organizations
- Keep this issue on the radar

Thanks to Clement for the visit and the discussion!

26. Review and discuss the efforts made last year regarding the situation of term/contract faculty. We will discuss this agenda in the second half of the meeting with Dean Peh. She will join us at 12:15 PM.

Peh commented on the recommendations that were made in AY 2022/23 and where things are now:

- It is feasible to have a multiyear contract after 3 years of yearly contracts. If we have a promotional track for P&A Teaching Specialists or Instructional Staff, then a multi-year contract will come with such a promotion.
- FACPAAC needs to propose a policy on a promotional process for P&A Instructional Staff that would then be endorsed by the committee, the division chairs, and the dean.
- P&A instructional staff after the first year of teaching may (under an agreement with the division chair) replace some of the teaching hours with another responsibility. For instance, instructional staff who coordinate a program or who have an academic advising load may have part of a course or a course reduction. Research and creative

activity may not qualify for reduction of teaching load, even though instructional staff have the prerogative to conduct scholarly activities if they choose.

- P&A teaching specialists are a part of the annual review process. They are a part of the merit increase pool. However, there is a lag time between when contracts are renewed, typically in February, and when salary increases are determined, typically in the summer.
- The Dean encouraged FACPAAC to revisit the recommendations from FACPAAC several years ago, adjust as needed, and bring them back to the DCs, the Dean's office, and if needed, campus assembly.

Discussion:

- Discussion about a single semester leave for non-tenure-track faculty. The Dean: it should be after 6 full years. FACPAAC needs to include specific procedures into the proposal. Leaves also need to be supported by the discipline since changes to the schedule need to be agreed on. Replacements are challenging (not provided for a semester leave, but may be combined with another leave?)
- Morris is an egalitarian campus. Non-tenure-track faculty are eligible for IMAGINE funds, FREF Cat III, out of state funds - except NSF, NIH (or others that may require a tenure-track or guaranteed position for the duration of the grant). Comment: faculty often don't know about some of these resources (nobody tells them). While some of these internal grants are announced to campus and the Dean's web page has several resources linked, it's often difficult for faculty to navigate these opportunities. Clear messaging would help.
- There was a discussion about support for participating in recruitment efforts (COS, letters to admitted students, etc.)
- There was a discussion about support for research and creative activity
- A committee member pointed out that there are dramatic differences across the board. There needs to be a change of culture towards more consistency and transparency, faculty should know what they are eligible for
- A committee member suggested that developing a policy needs to be prioritized. There was a working group and we should use this opportunity to finalize this work into a policy. Athena Kildegaard and Carrie Jepma (who were in the working group before) volunteered to revisit this work.
- It also has been pointed out that it would be great to have a place to list all of the resources for non-tenure-track faculty, eligibility, procedures, etc.
- Athena Kildegaard pointed out differences between TC working groups' approaches for tackling these issues vs Morris groups.

It's been reemphasized that there are discrepancies across divisions and between individual situations. 7-12s aren't consistent either. DCs need to ensure better consistency. The annual review process also needs to be guided by a consistent set of guidelines.

Meeting adjourned.