

**UNIVERSITY OF WASHINGTON
FACULTY COUNCIL ON UNIVERSITY RELATIONS**

The Faculty Council on University Relations met on Monday, **November 4, 2003**, at 1:30 p.m. Chair Sarena Seifer presided.

PRESENT: **Professors** Seifer (chair), Kozuki, Mayer, Nicholson, Okada and Robertson;
 Ex officio members Arkans, Castic, de Tornay, Aaron Hoard (for Theresa Doherty), and Whang.
 Guests Joel Berg, Chair, Pediatric Dentistry; Christine Di Stefano, Associate Professor, Political Science; Christine Goodheart, Executive Director, University-Community Partnerships, Educational Partnerships, and Learning Technologies; Bob Mugerauer, Dean, College of Architecture and Urban Planning; and Gail Stygall, Associate Professor, English Language and Literature, Faculty Legislative Representative, Faculty Senate.

ABSENT: **Professors** Bogel, Fridley and Regnier;
 Ex officio members Doherty (represented by Hoard) and Whitney.

Welcome and Introductions

FCUR Chair Sarena Seifer welcomed Captain Jennifer Nicholson, a new faculty voting member of the council, and the council's guests, and asked everyone to introduce themselves.

Approval of minutes

The minutes of October 7, 2003 were approved as written.

University-community partnerships, educational partnerships, and learning technologies – Christine Goodheart, Executive Director, University-Community Partnerships, Educational Partnerships, and Learning Technologies

Goodheart distributed a brochure entitled: "Rural Community Partnerships: Connecting with Rural Communities in Okanogan Region, Northwest Olympic Peninsula, and Yakima Valley." She also distributed a two-page document entitled: "Educational Partnerships and Learning Technologies: An Overview."

Goodheart said the Office of Educational Partnerships and Learning Technologies – under the auspices of the Provost's Office – expands and showcases the ways in which the University works with diverse communities, broadening access to University research and education expertise and creating new opportunities for community-based research and learning. Her role as Executive Director, University-Community Partnerships is to facilitate linkages between faculty and student expertise and community needs and aspirations.

Goodheart offered an overview of the specific goals being pursued during the 2003-2005 biennium. The first is to refer community members and organizations seeking a partnership with the University to appropriate faculty / departmental contacts, and to connect University faculty with community members or organizations that may assist in furthering their research, teaching or clinical work. A second goal is to further develop partnerships between the University and rural communities. A third goal is to work in local communities; there are great opportunities in the immediate area of the University, and many University departments are doing significant work locally. A fourth goal is to further develop partnerships with tribal peoples in the state. A fifth goal is to leverage the technological infrastructure in these partnerships. A sixth goal is to raise extramural resources to support this work. A seventh goal is to document and access the scope and impact of the University-Community Partnerships. An eighth goal is to build overall awareness of the ways in which University faculty and students work with communities throughout the state."

Facilitating partnerships between faculty and community organizations – Robert Mugerauer, Dean, College of Architecture and Urban Planning

Mugerauer said, “We have the professional school and the traditional academic dimension: that of historical scholars. We have two different shoehorns into the project. One is that this is what faculty and students do anyway; we just try to facilitate this process. We try to enhance the University’s service to the whole state: the political dimension, as it were. Regarding faculty and community relations, our deans will have a retreat this week, and this will be a major topic of discussion. We’re trying to bring administrative intention with faculty and student activity; to help *their* activity. We’re seeking a coherent way to relate between the University and, say, the Seattle Center: a marshalling of resources to make activities happen.”

Mugerauer said, as regards the community building process, “Rurally, as well as in Seattle, help is needed with securing grants. This needs much better support, especially for lasting University-community relationships.” He said that ventures being undertaken by the University and communities together “provide a practical identity, and moral support, but this is a hard place to find the right contacts in. Whom to turn to? We’re focusing on whole neighborhoods, so that an entire community joins in to help the project. We need to be patient and to establish trust. We’re building partnerships with HUD and other groups.”

Mugerauer said that Architecture, Urban Planning and other schools and colleges could work together in these kinds of partnerships, along with students. “We need to foster the attitude that it is important to get to know people and to work together, so that others in these communities see the value of educating architects and urban planners. We *need* these partnerships. It is essential for faculty and student educators to be involved in community partnerships: to be involved in University-community collaboration.”

A strategy for aggregating and linking UW expertise to rural, remote areas of the state: UW Rural Partnership Initiative – Christine Di Stefano, UW-Rural Partnerships Campus Advisory Committee

Di Stefano said that, as for new projects, a political and civic leadership program for undergraduate women that she has developed at the UW is contributing to the Yakima Valley Public Leadership Program. “Yakima brought me into the program for Latinos and Latinas. I met with Latino and Latina leaders. We dealt with their needs for leadership; they’re underrepresented in the Yakima Valley. The UW-Rural Community Partnerships program is the only hope of creating a consistent presence in rural areas. They want a longstanding partnership. For that to happen, we need the participation of local leaders [in Yakima Valley]. Partnership benefits accrue to us as well.”

De Stefano said, “I invited several Latina women to attend a special event here at the UW. This is an ambitious project: developing a political and civic program with 25 civic leaders for five years. We hope to have 100 new Latino and Latina leaders in Yakima Valley after five years. This will contribute to the democratization of the Yakima Valley. It will include graduates of the program evaluating the next year’s program. A number of departments and programs would have a stake in the program: Political Science, focusing on civic leadership; the Center for Women and Democracy; the Evans School of Public Affairs; and the College of Education (civic education and multicultural education), among others.”

Service learning for undergraduates and research opportunities for graduate students and faculty are at the heart of the UW-Rural Community Partnerships programs, said Di Stefano. A longitudinal analysis will assess the impact of these programs, she noted. “We could put this research together with programs from Rutgers University. And we can develop curriculum sharing between Yakima Valley curriculum and curriculum here in the Center for Women and Democracy and in other programs.”

Showcasing UW partnerships with communities – Joel Berg, Chair, Pediatric Dentistry

Berg, who came to the UW in February 2003, said, “Pediatric Dentistry has benefited the communities it has partnered with. And, in fact, I was attracted to the UW because of UW partnerships. We have partnerships within the University itself that are very good. There is an excellent camaraderie at the

University in this regard. There are many faculty devoting careers to oral health because oral health is related to total health.”

Berg said he participated in “a great bus trip whose purpose was just such a UW-community partnership. It was quite an accomplishment, and served many purposes.

Berg distributed a brochure entitled: “Case Studies in Community-University Partnerships,” from the Department of Landscape Architecture. He said, “It shows off what the University is doing. As the brochure points out, “The Department of Landscape Architecture has seized an opportunity available to other academic departments and professional schools at the UW: to develop community-University partnerships, which mutually benefit both partners.” Berg emphasized that “this partnership also honors faculty. And it helps get funding. What we do in the partnerships is vital to what we do as faculty at the University.”

Berg referred to the Surgeon General’s Report of 2000. “The Executive Summary talks about a ‘silent epidemic’ that affects a mostly underprivileged population. We, here, can help improve this struggle. We need to be better at cultural aspects in Pediatric Dentistry. We’re technically astute, but we need to train ourselves better, and then better train others.”

Berg said he is submitting a Title 7 grant to hopefully add services to Yakima Valley in the coming years. “We’re expanding our pediatric dental efforts in the communities.” Berg said, “Medical partnerships are about cultural competency. They are more important than anything else.”

Goodheart opened the conversation up to questions from council members.

Mayer said, “These are problem-driven things you’ve talked of, not opportunity-driven things. A partnership of the University’s with minority-serving institutions such as Heritage College would be opportunity-driven.” Di Stefano said, “That’s a very good point.” Mayer asked, “Do we have a catalog telling us what departments are doing? We have formalized this and our students go out to develop science and engineering skills and connections. Who in the government would deal with such opportunity-driven programs?” Berg said, “Yes, we don’t want to go in too many directions. We need to select the right partnership that will help us fulfill our mission.”

Seifer said, “The promotion and tenure system: How does this dovetail with P and T? The message we all receive is: Keep research a top priority. Is it wise for junior faculty to do what you’re doing? Is it a barrier? Is it an issue at all?” Di Stefano said, “It’s a complex issue. I have tenure. This work doesn’t connect directly with my academic emphasis. Departments will have to review *their* sense of what goes into promotion and tenure-track work.” Berg said, “We have some clinical-track faculty, non P and T, whose focus is more attuned to this work. We can work together with those faculty for a common goal.”

Robertson said, “In the Medical School, we’re wrestling with some of these issues. We have many more women faculty now than in the past, and other major changes in our culture. These are important issues that need to be addressed.”

Goodheart said, “There is a catalog developed for the purpose of understanding what’s being done with respect to issues such as these. And also, we work with University Relations on community projects.” Hoard said, “It’s hard to track all the multiple projects going on.” Goodheart said, “There are also international faculty community projects.” Arkans said, “It’s important to University Relations to try to demonstrate how our work benefits *all* people of the state.”

Seifer said, “FCUR is trying to promote the annual Service Award, which is given for exactly the kind of work you people are doing.” Seifer noted that the council supported Dr. Ira Harkavy’s successful nomination as a Walker-Ames lecturer last year. (Dr. Harkavy’s visit will take place this coming Spring.)

UW’s Legislative Agenda – Gail Stygall, Associate Professor, English Language and Literature, Faculty Legislative Representative, Faculty Senate

Stygall said, "The upcoming legislative session will be a short session. We won't be looking at more budget cuts. There are two important bills of interest to faculty councils: Bills # 2111 and 2076. Bill # 2111 is the 'Performance' bill. Bill # 2076 is the Strategic Master Plan bill. I am your representative in the working groups for these bills. I am the faculty voice."

Stygall said, "You may have heard or read about the HEC Board wanting to totalize higher education. This will not happen until the working group decides what it believes. Questions before the working group are: What should be done about the student bulge? Should there be a ballot initiative in 2004, to pay for it? Should it be pegged to personal income? Both will be inadequate solutions. I want to know the council's thoughts. Our funds (those for teaching faculty, as opposed to those for research faculty) come from the state. We *have* to deal with the state. What would *you* like?"

Asked if there are legislative representatives from the other state institutions of higher learning, Stygall said, "Yes, there is a legislative representative from each of the six state institutions of higher learning. We all do similar kinds of things."

Asked about the nature of her contacts with legislators in Olympia, Stygall said, "My contacts with legislators are multilayered. I meet now with local legislators. During the legislative session itself, I testify, and I have 15- to 20-minute meetings with individual legislators." Last year, for instance, Stygall spent a lot of time pleading with legislators to increase per-student funding.

"We have tuition-setting authority," she noted. "We need to decide such things as this. And we need to include faculty in a list for a legislative working group, and not just include administration. We [faculty] know what it's like in the classroom."

Stygall said she also sees committee chairs from capital committees and higher education committees. "My voice is to represent the faculty voice. I convey the work of the councils." She told the council that the HEC Board wants to set the direction for higher education: to do "the big-picture items."

Stygall added, "We work with community colleges on faculty issues quite well. Transfer into majors – from community colleges – is a big issue: the entire process. It is a complex issue."

Stygall said there will be a draft on Legislative Bill 2111 by early December.

Castic asked about the Strategic Master Plan. Stygall said, "The legislative work group plus designated stakeholders are working on the Strategic Master Plan. And students are involved; you student lobbyist is there. I'll keep you posted. And alert me, if you have something."

Stygall said, "This legislature will get down to specifics. We want the ability to set enrollment and we want tuition-setting authority."

Next meeting

The next FCUR meeting is set for Tuesday, December 2, 2003, at 1:30 p.m., in 36 Gerberding Hall.

Brian Taylor
Recorder