

UW Tacoma Faculty Assembly
Research Advisory Committee
2019-2020 Summary of Work

Voting Members: (Chair) Jim Gawel, Ka Yee Yeung, Belinda Louie, Eric Madfis, Huatong Sun

Ex Officio Non-Voting Members: Lisa Isozaki (Director, Office of Research), Cheryl Greengrove (Associate Vice Chancellor for Research)

This report summarizes the work of the Research Advisory Committee in its first year after creation by the UW Tacoma Faculty Assembly. The Committee spent some time working to understand our charge, discussing research needs to address, and gathering information on the current state of scholarship support on campus. As we were not given any staff support, the Committee rotated the duty of taking minutes. Copies of all meeting minutes are posted on the Committee's shared Google Drive.

The Committee's first major project was creating, disseminating, and analyzing results from a faculty survey on UWT Scholarship Needs. Survey questions, responses, and a summary of needs to be addressed are included with Committee materials on our drive, and were discussed with the new AVCR. The Committee plans to work with the AVCR, the Director of the Office of Research, and other campus leaders to follow up on topics raised. Some of the common concerns, for illustration, were as follows:

- lack of time and administrative respect/appreciation for research,
- lack of transparency/support in the Office of Advancement with respect to research funding,
- need for humanities support in the Office of Research,
- desire for more collaborations, professional development, and mentorship related to scholarship across campus,
- greater collaboration among faculty, the Office of Advancement, and the Office of Community Partnerships with respect to scholarship initiatives and funding,
- and more explicit guidelines and transparency on course buy-outs at the campus level with flexibility for each unit.

The Committee also worked with the Vice Chancellor for Academic Affairs to develop priorities and a process for the UW Tacoma Founders Endowment funds to support faculty scholarship. The process outline and draft online application still need to be finalized, but this will be ready for more transparent requests for scholarship support using campus funds.

The Committee has now laid the groundwork for moving forward next year on addressing faculty needs, and has begun a collaborative relationship with the AVCR and the Office of Research. Two of the original Committee members are leaving on sabbatical for the 2020-2021 AY, but two new members (John Finke and Rich Furman) have been chosen by Faculty Assembly in Autumn 2020, and the new Committee will choose its own Chair at that time. Some key documents from the Committee's work are attached here.

Print view of 'UWT Scholarship Needs Survey'

[Print this page](#)

Question 1.

Have you **applied** for any type of scholarship funding (internal or external) as a UW Tacoma faculty member?

yes

no

No response

Logic destinations

➔ Don't skip (default)

➔ Question 8: Would your scholarship bene...

➔ Don't skip (default)

Question 2.

What type(s) of scholarship funding have you **applied** for as a UW Tacoma faculty member?

Federal grant

State grant

Private foundation funding

School-level internal grant

UW Tacoma campus-level internal grant

UW-wide internal grant

 Other:

Question 3.

What type(s) of scholarship funding have you **received** as a UW Tacoma faculty member?

Federal grant

State grant

Private foundation funding

School-level internal grant

UW Tacoma campus-level internal grant

UW-wide internal grant

I have not received any funding

 Other:

Question 4.

Have you pursued scholarship funding using the services of the Office of **Research**?

yes

no

No response

Logic destinations

➔ Question 6: Have you pursued scholarshi...

➔ Don't skip (default)

➔ Don't skip (default)

Question 5.

Why haven't you used the services of the Office of **Research**?

Question 6.

Have you pursued scholarship funding using the services of the Office of **Advancement**?

yes

no

No response

Logic destinations

➔ Question 8: Would your scholarship bene...

➔ Don't skip (default)

➔ Don't skip (default)

Question 7.

Why haven't you used the services of the Office of **Advancement**?

Question 8.

Would your scholarship benefit from funding? What might you use the funding for?

Question 9.

What professional development would you like to see related to scholarship at UW Tacoma?

Question 10.

What kind of scholarship mentoring support would you like to see at UWT?

Question 11.

How important are the following kinds of institutional support for developing your scholarship at UWT?

Rows

Disseminating scholarship (either as the requirement for federal funding or as part of public-facing research)

External partnerships

Finding funding (this includes federal/state/private funding opportunities)

Setting up writing groups

Setting up reading groups

Networking with colleagues across campus who share similar research interests

Networking with colleagues in your field nationally and globally

Professional development with respect to community-engaged work

Grant application (including logistics of application procedures as well as completing the applications)

Research design (e.g. conceptual model development)

Project assessment and evaluation (e.g. assessment framework required)

Budget creation (e.g. research on what categories of budget items are allowed)

Data management or data sharing plan

Budget justification

Support to conduct data analyses

Project management

Post award budget management (including compliance with funding agencies)

Very Important

Somewhat Important

Somewhat unimportant

Not at all important

No opinion on this

Question 12.

What has been your biggest frustration about developing your scholarship at UWT?

Question 13.

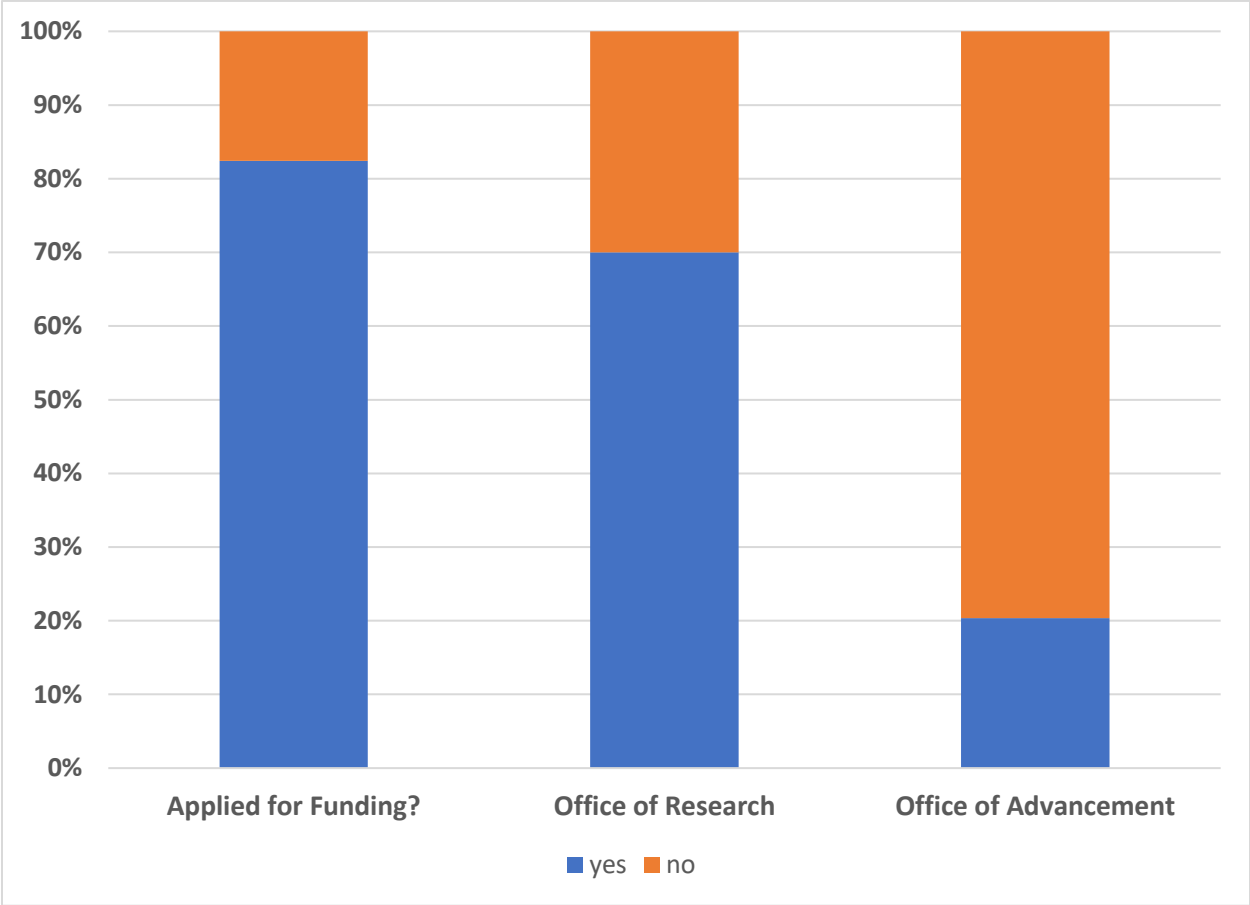
What has been the most satisfying aspect for you of developing your scholarship at UWT?

Questions or comments?
[Contact us](#) or email catalysthelp@uw.edu

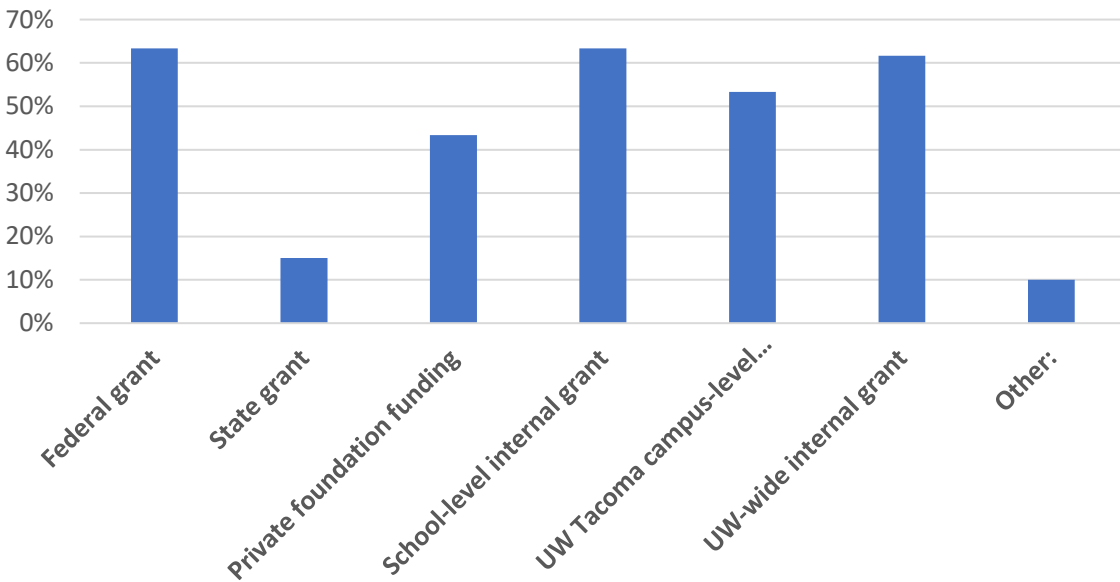
UWT Research Advisory Council

Faculty Research Needs Survey

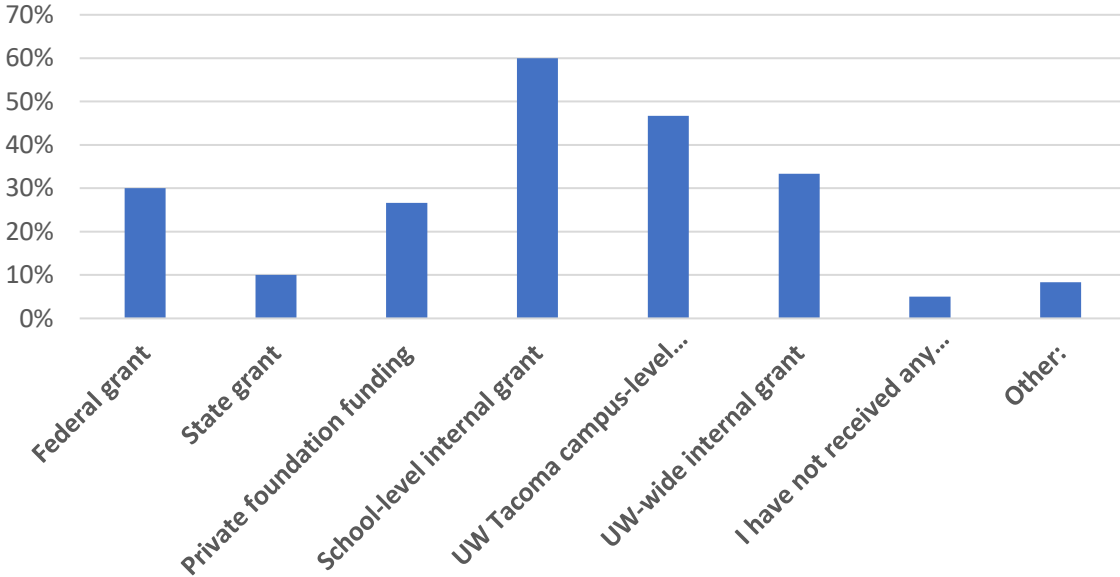
May 7, 2020



What type(s) of scholarship funding have you APPLIED FOR as a UW Tacoma faculty member?

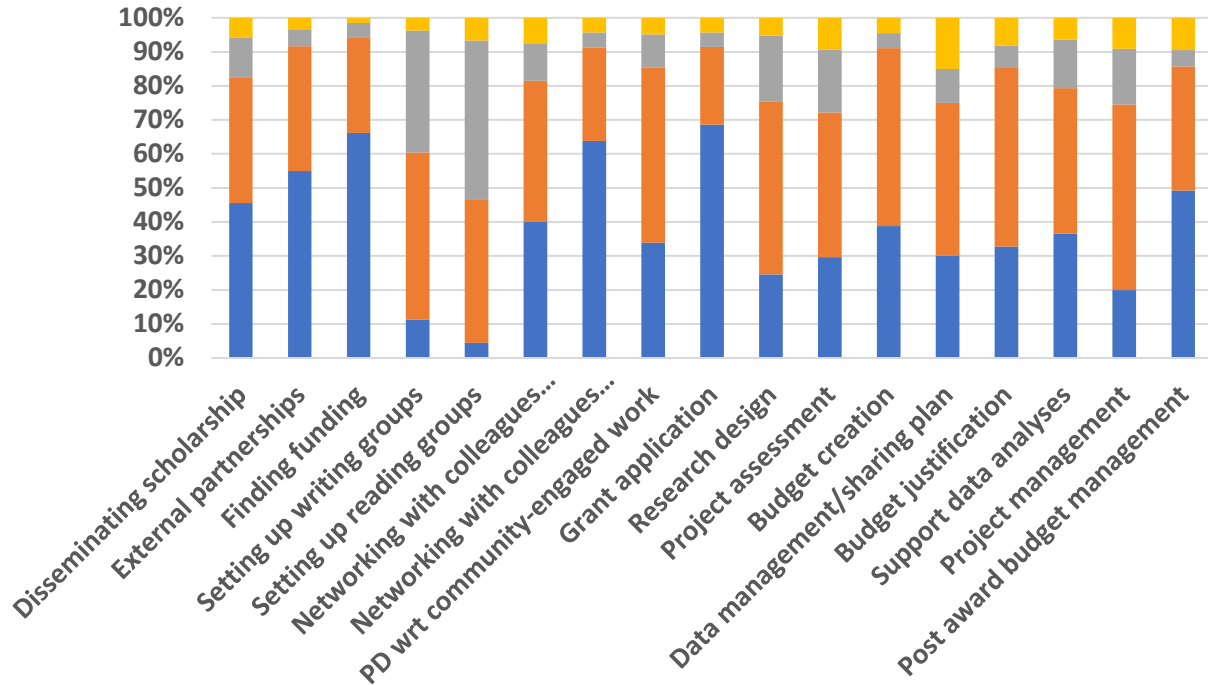


What type(s) of scholarship funding have you RECEIVED as a UW Tacoma faculty member?



How important are the following kinds of institutional support for developing your scholarship at UWT?

■ Very Important
 ■ Somewhat Important
 ■ Not at all important
 ■ No opinion on this



"Why haven't you used the services of the Office of Research?"

It was kind of hard to understand who to talk to and what their role was. I'd love some help identifying funding opportunities and/or whatever else help an Office of Research provides.

I'm in a Lecturer position. Priorities have simply pushed it too far down my "list".

This is an offensive survey. It so privileges grants as a means to an end. It is offensive to the diversity of scholarship on this campus

No need

They haven't provided any information I don't already know. They are not well set up to support humanities faculty.

I'd love to but haven't been able to carve out the time. I've consulted with them and found the services to be excellent though.

I thought the Office of Research had be done away with. Who is/where is the Office of Research?

It has been made pretty clear that my scholarship (humanities-based, including creating work) is not the type supported by this office.

the question is overly broad...we do use the res office support for budget, etc

I plan to! I am just in my second year at UWT and working on putting together a larger grant idea. I have used them for information about grants though (and gone to workshops).

My financial needs were minimal for the type of research I was doing and as a lecturer, my promotion wasn't contingent on scholarship.

I use the Office of Research extensively, just not with actually finding sources of external funds. In my view, it is the responsibility of individual faculty to put the time into finding sources of scholarship. While they are great at helping with general announcements and preparing submissions, the OOR can NEVER understand and know what faculty actually can do sufficiently well to direct specific faculty to specific funds. It is a poor model to expect the OOR to put the work into finding specific funding sources for faculty. They are god with deadlines, and even better at helping with submissions and increasing your proposal competitiveness and the entry barrier.

Not sure what they can do for me.

Did not believe I would be successful in getting an outside grant so the effort did not seem wise given all the time constraints as a faculty member at UWT.

I found the previous leadership in this office to be dismissive of scholarship that involves undergraduate students.

I haven't been doing the kind of research that requires this type of help.

Engaged enough with the activities and support I have already

"Why haven't you used the services of the Office of Advancement?"

I honestly didn't know we had one. I mean, it sounds vaguely familiar, but I don't know what their role on campus is.

Same.

Lack of Awareness - not sure what they have or how it relates to what I do.

What services do they provide?

Never thought of them as a funding source.

I have not aware of its role in searching for funding opportunities.

Not aware of funding there.

Not sure how they would be of use? Seems like a lot of work for a slim chance of success.

My one experience trying to work with them in relation to funding was very disappointing. I would say they were borderline unprofessional in the consistency of their communication and follow through. I abandoned the project after deciding that they were not going to be a consistent source of support.

Wasn't aware they provided services, and not sure what services they would provide beyond Lisa (Isozaki)

I am not aware of resources provided by Advancement for pursuing external funding

I didn't know that was something they could help with.

I'm not aware of what services the Office of Advancement provides, in terms of research.

Didn't know about this.

I didn't know there was one or that they supported research.

I was not aware of these services.

I didn't know that advancement helped with research.

I did not need their services.

I didn't know they offered such services.

by default they ended up setting up system to track some foundation \$\$ that were considered gifts but they did not help me get funding; advancement not very effective at getting outside funds for research

I did not know this was a place to go for help with research funding.

Its not clear to me what assistance they provide. I've never heard/seen anything from them.

I never thought of it until this year. I have a project in the pipeline that I will be approaching Advancement to help with securing funding

I didn't know I could. As I read the question I vaguely remember someone from advancement saying (at a retreat or in a one-on-one setting) that they would schedule a meeting with me to go over something (maybe it was this topic) but I still haven't heard from them. This was at the beginning of this academic year...

They were not very friendly. They failed to follow up and just ignored my requests.

Not aware of their role with scholarship funding support.

Not clear on how they can serve my research

I'm not sure I'm fully aware of the funding they offer.

Not clear to me how they can help me.

I did not know

not clear what they would help with...especially since they've been quite unhelpful to our school in obtaining external funds

As far as I can tell, they don't seem to do much or have any success at anything. I have heard nothing about significant gift giving happening at UWT in years. If that is actually true (and not me just missing something), this is a major campus failure.

What can they do for me?

I'm not familiar with the services.

The Office of Advancement does not have sufficient resources to be very responsive, in my experience related to other types of funding pursuits (not scholarly).

"Josh Knudson said that my research was not wanted at UWT, and he BLOCKED me from any help from advancement; I went on to receive federal and state and foundation funding"

Haven't been relevant to a funding stream for my research or community projects (yet)

No need

Was unaware they offered any services. Looking online now, do not see the 'services' they offer as particularly useful in any way. Perhaps I am misreading this or perhaps their online presence is not particularly accurate.

I thought research funding would all come through the office with that name in the title.

A few years ago I shared my research interests with them but didn't hear back about any funding opportunities through OA

Has never seemed that helpful for funding searches

Don't know what resources they offer.

"Would your scholarship benefit from funding? What might you use the funding for?"

Yes! For travel, for writing retreats, for research, for purchasing materials and memberships.

Yes, cloud services for setting up security labs.

Yes. Funding would be used to purchase research consumables, pay for instrument time, pay student workers when appropriate, and possibly purchase equipment as needed.

Yes, my work would benefit from funding. The largest expenses in my research are for personnel (e.g., student researchers, administrators) and participant compensation.

Yes, I would like to use it to buy some unique data, hire research assistants, etc.

It would. I'd use the funding for developing, conducting, and disseminating research.

Yes. I would use the funding for personnel (technicians/undergraduates) to give opportunities to my undergrads and push my scholarship forward when I'm not able to devote time (read: teaching). I would use it to purchase time to use equipment at local universities/resources. I would also use it for publishing fees and conference fees. Most of the smaller awards I receive do not have enough award money to fund publications fees (~\$1500-2000/publication in my field) or conference/travel fees.

Yes. At the moment, I would primarily use funding to travel to my research site(s), but that isn't possible with COVID.

Yes. Access to data bases and hiring students to serve as research assistants.

Yes, my research would benefit from funding. With funding, I could purchase equipment and hire undergraduate and graduate students to work on specific project. Current, I have a small amount of research funding to do this, but my research would be significantly improved with additional funds.

Research costs and course buyout for reduced teaching load. UWT STILL has the highest teaching load of any UW campus.

Certainly. I have used funding to support travel and research expenses, including transcription. The most valuable thing I have used research funding for, however, has been to pay for course releases so that I have time to conduct research.

Research assistants; course release; summer salary

Research

Much of my scholarship has solitary and not in need of grants. But I am now working with collaborators on projects for which I'd need funding: survey administration and coding and focus groups.

Yes. I anticipate applying in the near future to be used towards participants payment, purchasing equipment and software needed for experiments, experiments and software needed for storing and/or transferring data.

Yes. Paying student research assistants, procuring equipment and resources

Course buyout to focus on writing. Right now I need time more than anything else.

This is a strange and oddly worded question: 1) of course; 2) my scholarship

Yes, it will be used to purchase lab supplies, instrument consumables and hourly salaries for undergraduate research assistants

Yes, I am in a discipline that rarely sees windfalls of any kind. I do marginal research within that discipline. Any and all funding is essential. It would be useful for site visits, ethnographic research, support to work at archives. All comparatively inexpensive things, but with very little existing support.

Yes, absolutely. Many of the projects I would like to do require equipment costs, as well as staffing and student participation. Having additional funding would allow for a laboratory technician and the ability to hire on undergraduates as research interns (over the summer or otherwise), ensuring that the research stays steady when teaching load are heavy

Yes, for purchasing data and paying participants

Funding would help with computing resources, salary support, and supporting research assistants.

The biggest obstacle to conducting scholarship is time. On our campus the amount of teaching and service virtually crowds out any research time. I would use any funding to buy course releases or a leave from teaching.

Funding would help with summer support, travel funding, computational equipment, hiring students

Yes! For my primary research, the most beneficial funding would be for course releases or to provide funding over the summer so that I would not feel compelled to teach (which I've done full-time every summer since being hired at UWT). Funding for a secondary project would be most helpful in facilitating paid positions for undergraduate RAs, transcription services, interview incentives, etc. Funding would also help with travel costs for presenting research at conferences.

Yes. Staffing, course release, summer salary, equipment, software services.

Yes. Conducting field research and paying research assistants.

Yes, very much so. I would use funding to buy out my courses so that I had sufficient time to develop my scholarship.

Yes. Research trips, image use rights in publications.

I would like to make sure I get a quarter leave as a junior assistant. I need TIME more than anything, especially with how much online teaching has taken up all my scholarship time. It would be nice to also have more money to pay community partners and participants for interviews. That is the main area I need right now.

Funding would allow me to purchase research materials (e.g. tips, tubes, media, etc.) and continue to mentor students in the lab. I can also use research funds so I can go to more national conferences.

My scholarship would benefit from funding. The funding will be used to conduct a three year research study.

Yes - travel to archives and sites for participant observation...equipment and software purchase

Yes. Mainly for resources to do research and time to write.

I need funding in order to do my research - for supplies, transportation, salaries for students, external services

Yes. Wet lab research.

My current funding goes primarily to supporting students. It would be nice to have funding to support more research staff to help with the work particularly grant administration tasks.

Yes - my scholarship is significantly advanced when I have funding to support data collection costs and salary buy-out. I'm also better able to involve students in research.

Of course! Summer salary, transcription costs, and supplies (I use methodologies that require things like white boards, magnets, stickers, color copies, etc)

Yes! Funding would be used for research by compensating participants, buying materials, supporting undergraduate research assistants, etc.

Yes, to hire undergraduate and graduate research assistants. To compensate community partners and research participants. To purchase some secondary data or contract services in support of the projects.

For research travel; hiring a research assistant; to have course-buyouts or access to summer salary; transcription and translation services; publication support, such as indexing and proofreading of book manuscripts.

Yes, community-based social research funding is not widely available and narrowly focused. I would use funding to engage and incentivize community partners/participants, fund student research assistants, and my summer salary.

Certainly, RAship and to speed up the research aspects with support such as professional services, etc. that allow me to share my work more quickly

I primarily used the funding to incentivize participant interviews. More funding could also allow me to attend conferences beyond what is funded by school-level professional development.

RA positions for students, summer salary, equipment, conference participation

Students

well duh...don't know anyone who wouldn't want some \$\$ to get some teaching release time; perhaps also use for a RA

Yes, my research would benefit from funding. Like almost all research dollars, this funding goes to support students and staff.

UNDERGRADUATE RESEARCH WORK ON SENSOR NETWORKS, ENERGY HARVESTING AND MODELING/SIMULATION

Mostly buy time, maybe some travel.

Yes. Travel funding is the main benefit.

Yes. Hiring RAs, participant reimbursement, purchase hardwares and softwares, course buyout and summer pay, etc.

At this time, I do not need grant funding, other than robust internal professional development funds for conference-related travel and training, and opportunities to connect with colleagues cross-country.

Yes. To purchase supplies, software, fund student research assistants, student research assistant conference travel, and my own conference travel.

Yes. I am looking for funding for lab equipment (so students and I do not need to use outside lab facilities), field work, and student stipends.

I'm not sure, which is why I haven't applied.

Always. Funding is most relevant for travel for my research projects, as they are site-based and often off-continent; and many small funding sources limit travel.

pay students, pay for cloud computing resources, attend conferences

Yes. Paying staff, conducting field work, attending conferences

I've changed research direction. At this point in my career I'm not seeking to fund my research. I'm interested in consulting opportunities.

I presently have enough funding for my research, so I will answer how I use said funding. I have used it for course buy outs (time), research assistants (labor) and computational resources. All three are necessary for my research.

To purchase equipment, to help with travel costs or course buyouts.

Course buy-out. Time is my most scarce asset, and research funding and grant applications take time. Funds to do travel for data collection and for computer software. Funds to build partnerships with colleagues in my academic fields through travel to participate in academic conferences.

Yes- incentives, research supplies, focus on publishing

Teaching workshops / seminars. Writing coaching (I will use my faculty development fund for that).
Reduced course load.

Software and conference funding. Support for students to attend events. Funding to support community-engaged activity.

"What professional development would you like to see related to scholarship at UW Tacoma?"

Some focus on creative professional development, how community engagement connects to prof. development.

Not unsatisfied with current conditions - would have to have more basis for an opinion.

The workshops on finding funding are nice. Maybe also adding some discussions on balancing scholarship and teaching (and service) would be helpful. Also discussions of scholarship expectations at UWT and how they fit into the broader context of the UW system for tenure decisions?

I don't have any ideas

things related to how to stay productive while teaching multiple courses without teaching assistants; more mentoring program that helps faculty to achieve their goals

No comment.

I would like to see spaces, times, and resources allotted to invigorate in-house collaborations. I would like to see targeted grants workshops and emails to groups of faculty. I would like to see resources put into funding UWT faculty publications.

Grant writing workshops

Would like to see a merit system that rewards research productivity and supports quality research.

I am very happy with the professional development resources provided by the office of research. I feel like I can get most of my needs met there.

I would like to see more thematic research brown bags, so scholars with similar interests from across disciplines and schools could have the opportunity to meet and foster potential collaborations. I would also like to see more general support and value given to research on this campus, where I currently feel as though it is devalued relative to teaching.

Reduce the tenure track professors' teaching load first; give them time for scholarship activities.

Opportunities and awareness for interdisciplinary collaboration while applying for funding.

IRB training. I'm new to this and know we have a training from time to time, but I usually can't make it due to classes.

I attended a couple of grant writing workshops during my first year at UWT (2018-2019) that I found helpful, but I've found there were fewer of them this year.

research budget management. how to hire students, what is allowed/not allowed, how to purchase equipment, how to compensate research participants, etc.

I would like the ability to (for a short term maybe a quarter?) lighten my service and teaching load to focus on writing. I have only drips and drops of time and it hasn't been enough to allow for the level of productivity I'd like to be writing at.

this is not an area of need for me

More grant writing workshops, finding funding sources,

UWT needs to improve the resources offered on a per year basis for professional development to begin. The not on that those of us on the tenure line can maintain with our fields given the paltry level of support given is a bad joke. It pays lip service to the idea that scholarship is important to our campus or that we offer the best and brightest researchers to our students. The Chancellor's office needs to create space for more generalized support for scholarship. That is a first step. Clearer communication from the Office of Research and a better integrated explanation of their services when people first onboard would also be beneficial.

Workshops on securing funding from state or government agencies, listening sessions to strategize not being overwhelmed, research/ teaching prioritization for tenure

pass

Just give us release time from teaching and service.

More support for the UW Tacoma Statistics Consulting group.

Perhaps more about ideas/opportunities for humanities research

Program to apply for a 1-class release to write an external grant proposal.

Grant-writing workshops; workshops on managing budgets

Workshops?

Make sure that the quarter off for junior TT faculty stays in place. Again, I need TIME.

A comprehensive training session regarding the UW process including timelines for federally funded grants.

More support for (or at least better acknowledgement of) work in the humanities and arts

Support with scholarship/grant writing

how to get a book proposal, steps to writing a federal grant, pulling together of research clusters, better list of local foundation and regional funding for research by area, continued workshops of skills like stats, continuation of stats research support consulting

More opportunities to discuss research and interact with colleagues on campus outside of teaching, also funds for seminar series (outside speakers) for BioMed program.

I would never have gotten external funding without a capacity-building workshop sponsored by NSF. Seeking out that opportunity here would be helpful. It's hard when you're not an 'insider'.

Opportunities to learn or refresh skills in quantitative data analysis & the use of new statistical packages such as R. Opportunities to network/establish connections with potential collaborators on campus.

Anything and all of it?! Vague but I think what I would benefit from is a bootcamp type thing -- like what National Center for Faculty for Development and Diversity does for writing. Like a 10 week "program" that holds me accountable to make time for research development/implementation and offers weekly

educational modules. I also think a big problem I have is that I get too many projects going so something on how to be realistic and how to plan projects over a period of time.

We are in need of funding to travel to conferences. I really can only fund one trip a year given the money we have available and the rest comes out of pocket.

Grant writing workshop with specific grants available to apply for.

pre-award help., ie., how to identify funding sources; networking and support to access individuals and private foundations to support; to facilitate research groups at UW Tacoma for interdisciplinary research; proposal editing.

How to improve development/writing social science research proposals.

We teach quite a bit, so the most significant forms of professional development should include release time and summer funding. In addition, collaboration grants that allow us to work with faculty in other institutions would be immensely useful at growing our research profiles and national reach.

I think the type of workshops and panel discussions Turan ran would be good to bring back.

I don't see significant limitations arising from the current professional development space. More than faculty development, our faculty require accountability and responsibility within the scholarship and research space. Most faculty seem to only put token time investments into their scholarship endeavors and bear the burden and implicit responsibility of a tenured appointment far too lightly. Given this paradigm, not much can be expected to happen in the way of positive outcomes. Like most things in life, it just takes time and effort, there are no real teaching and training (i.e. "development") shortcuts to really learning something, are there...

MORE EXPOSURE AND PUBLICATIONS

Grant writing, grant editing

conference travel for presentations, books/specialized software, professional memberships

Honestly, I just need time to write (both grant applications and papers).

Getting grants, designing independent research projects, data analysis

Community-engaged scholarship. Decolonising research practices

inviting NSF directors to campus

None. This should be the responsibility of individual faculty through their professional networks and associations.

This is probably a better question for younger scholars who are seeking tenure and promotion.

Honestly, it would be nice to feel that UWT and the UW system valued research done at UWT that fell outside of very narrow bands. We're a university, yet we have the highest load of the system and when we actually achieve research, it seems to be largely ignored, rather than celebrated. It might seem petty, but feeling appreciated when you accomplish something can go a long way in terms of feeling valued at an institution.

More funding and course buyouts. More support for research that isn't commercially focused.

Most helpful is services available on an as-needed basis. For example, rather than taking a workshop on how to navigate IRB and then not needing to use that knowledge for a while, it would be helpful for me to be able to contact a specialist as I'm getting ready to start research.

teaching online. teaching first generation college students, teaching non-traditional students, teaching mixed-level courses, teaching Gen Z, Teaching students with disabilities, Accessible technology and slides, Grant writing, Academic writing, Statistics support / learning

Grantwriting, research design, project management, budget management

"What kind of scholarship mentoring support would you like to see at UWT?"

I don't really want direct mentoring, but having designated folks who we can contact for help and/or who could run panels for information would be great.

Possibly example proposals from senior faculty - if they feel comfortable sharing them. Hard to know what some of these things are supposed to look like.

It would be nice to have a mentor with a similar scholarship trajectory or field, but I think that's difficult given the interdisciplinary nature of the department (not many tenure-track faculty in a given field) and the unique career trajectories of many senior faculty. It would be nice to have some direct mentorship in some of the aspects mentioned in Question 3.

Opportunities joining work conducted by currently funded faculty and mentorship with grant writing especially because there's research showing that the people who get grants are the people who have gotten grants in the past, biasing grant allocation to a small percentage of people who keep getting grants and biased against new submitters. I know that the NIH has a new program for new investigators to address this issue but it's a new and small program and doesn't take care of the larger issue of grants mainly being awarded to past recipients.

Organizing, presenting, discussing, and sharing research work/findings within relevant fields and department. There should be a way to connect this to associated people/departments in UW Seattle.

Mentoring on what types of award mechanisms have been successful for folks at UWT - even though we do very different research, the general mechanisms may be helpful. Also, tips of balancing research (really getting a lot more research accomplished) in a teaching intensive environment.

Any kind of mentor at all? I have not received or been made aware of any mentoring opportunities in my time as a new faculty member.

Supporting junior faculty by connecting them with senior faculty as mentors from the outset (when they join UWT).

There are many services that UWT can provide in a top-down way. I don't see scholarship mentoring as that type of service. That can be done at the department level, but is probably best done by individual faculty members seeking mentors and potential mentors seeking mentees. Mentors may be on campus, but are often off campus in collaborative research projects. For top-down services, UWT needs to continue supporting the office of research to help them provide their great services. I recommend increasing their funding to expand the professional development and individual help they provide. Also, UWT can provide physical space to conduct research. There are empty rooms on campus not being used that could be used for research.

Not sure

UW support which is sufficient currently; senior faculty help junior faculty.

sample grant proposals

Associate faculty have been less supported and mentored and as one whose research agenda fell behind during institution building, I'd like to see the university actively mentor associate faculty to promotion.

Mentorship from researchers who have similar approaches to research/scholarship (within discipline or cross discipline).

private/foundation grant raising. Applying for federal/state grants is fairly straightforward.

I'd like to see more creative advice for getting research done within the parameters of the service and teaching work. Not necessarily focus on getting grants, but just a culture of keeping research and writing alive across years despite everything else. Faculty that publish work every year should really be leading conversations about this.

Just like we had before where you had a larger office and you could tailor individual support in looking for opportunities

Would really like to free up time to do scholarship more than anything

Current systems are generally reasonable.

Resources around maximizing teaching releases, running lab facilities, writing support, and juggling service, teaching, and research commitments

None.

More support for UW Tacoma Statistics Consulting group, and also broader opportunities for research trajectory / career mentoring

Any and all. Years back, I benefited from peer support while drafting and submitting book proposals. Perhaps mentoring that would help faculty better prioritize which types of research to pursue, where/how to publish, how to balance scholarship with everything else, how to sell oneself and his/her research, etc.

Grant writing CoP with accountability practices.

None at this time

It would be helpful to have more consistency in messaging about what type of scholarship is expected and valued at UWT. Senior faculty have vastly different perspectives, and junior faculty have to try and determine which suggestions to follow.

I like the current mentorship program!

Help with grant applications, which Lisa has been amazing at helping with that.

A formalized scholarship mentoring program for all assistant professors, especially those who have not completed a post-doctoral fellowship program.

none

Peer-discussions

informal list of people with experience different types of fund procurement and scholarly activity that others can go talk to about how they did it

What we have in place right now seems appropriate for a school/division that is not specialized. I look to colleagues and friends off campus for mentorship that is more specific to my field.

Having a collaborative research team is often where the scholarship mentoring comes in. We shouldn't expect to go it alone.

This sounds lovely! I would like a mentor relationship with someone. I think support is my biggest things and feeling like I have an intentional community/relationship around my scholarship. My colleagues are great and at the same time we are all busy doing our own things.

Statistics review and advice group, Peer research groups

Mentoring on getting grants; mentoring about launching, managing, and finishing large projects that involves many people across institutions.

Formal faculty research mentoring programming.

Mentors often add to their workload in order to take on mentoring-- we do so to support our junior colleagues but it does not seem to impact overall workload considerations. In addition, lunches and coffees often come out of pocket and there are no structured activities to help mentors and mentees connection. It is very challenging given faculty workloads and schedules to maintain these connections without a little bit of resources (time and otherwise) dedicated to facilitating these connections.

I'd like to see rank-level conversations that discuss the biggest obstacles faculty face in achieving their goals (promotion, tenure, etc) and then turn those into targets for creating mentoring support. It would also be good to have school and campus-wide conversations about what we want scholarship to look like, how we want to value and measure it, etc.

more help with finding collaborators

Mentoring is very important to scholarship. I believe setting up and fostering both formal and informal mentoring systems is a critical task for campus to do.

Research mentors

At an earlier point in my career, grant development would have been helpful

Similar mentoring for lecturers active in research as assistant professors.

See previous answer.

Working on scholarship from the ground up

Each incoming faculty member should get a mentor outside their program/school to support them. Additional content-aligned collaborative mentorship would be awesome

Assistant professors should be given better start up packages and mentoring from research-savvy senior faculty

In my opinion, UWT seems to encourage only very specific forms of research. Not all research will be immediately ""urban serving"" or ""engaged"" or whatever consultant buzzword we're choosing at the moment. If we are to be a university, we need to value deep, difficult, and sometimes seemingly

obscure research. I would like to see mentorship that acknowledges that research comes in many forms. Further, in my experience, we lack means of connecting those who have previously received various grants with those submitting for them. For example, I have never been asked for advice on any of the NSF awards I have received, despite knowing that other faculty members have pursued them subsequently.

No idea

not sure

Lisa Isozaki has been very helpful. maybe some more outreach regarding community engagement grants and regarding grants in my content areas

I am not sure - for students?

Managing large scale projects, training and supporting undergraduate researchers

"What has been your biggest frustration about developing your scholarship at UWT?"

Having enough time and feeling that what I do would be valued.

Mainly that it's hard to find time to work on scholarship while teaching. Part of this stems from being new to teaching and needing to put in a lot of effort, but the volume of grading in a double lecture class with lab makes it tough to find meaningful time for research during teaching quarters. I would anticipate this continuing to be the case in future years.

Not having enough administrative support to put together a grant and to administer it. Currently everything is on the shoulders of Lisa Isozaki and my School's head administrator -- way more help is needed for the campus to successfully submit and get grants.

"1. a lot of time is eaten away by teaching 2. little mentoring 3. hard to get feedback on your research"

No comment.

"Real lack of time to do my work due to teaching and service requirements - and the dissonance with how important my scholarship (papers) seem to be in the tenure process. Real lack of research infrastructure (set up facilities, collaborative ventures, research support personnel, etc..) and a lack of support emphasizing the importance of scholarship from leadership. I feel more valued by our awesome library personnel in terms of my scholarship than anyone from leadership. "

Having a LOT of new course preps in my first two years teaching that sap my energy and time, even though I love teaching.

My biggest frustration is that in there is no differentiation in annual merit reviews (and raises) between faculty who are research productive and those who are not. Previously there was an opportunity to reward faculty via extra-merit. However, that is no longer possible since the elimination of the extra-meritorious option in annual merit reviews.

"My biggest frustration has probably been the lack of research space. I understand that space is limited and that research has lower priority than teaching. However, I have toured empty rooms on campus that are not being used at all this school year. These spaces would be much better used for research purposes even on a temporary basis. There doesn't seem to be much support for this from the administration. In addition, facilities has not been helpful. I understand that research is low priority for them. Some coordination from the administration could help utilize space that we already have to enable higher quality research with no extra cost to the university other than a few hours of time from facilities. "

Confidence is internal grant management and budgeting. Expertise in NIH funding mechanisms and support.

The conflation of research with grants and funding. It is why the office of research largely fails the needs of the campus.

UWT does not sufficiently support research in its culture or policy. We are not simply a teaching school, but many faculty and staff still claim that we are. It seems most resources and time at UWT are devoted to teaching over scholarship. This is demonstrated in policy as lecturers only teach one more class than TT faculty which means that all of our research activities are considered equivalent to the work of just

one course which is ridiculous. Tenure track faculty at UWT have higher teaching loads than at any other UW campus and this makes doing research difficult. We also do not sufficiently publicize faculty research accomplishments.

Heavy teaching load of assistant professors and lack of Ph.D. students.

No expert advice in grant writing. Sample proposals are seldom available.

Lack of time. It's hard to put research first with all the responsibilities we have as senior faculty in the largest school. I'd like to see a proportional workload pegged to the importance of research in promotion.

I've found the degree to which I had to justify many aspects of my research activities (to use my start-up fundings or PDF for instance) frustrating. While I understand a lot of this is for budgeting purposes, it may make faculty members feel that they need to justify the importance of their scholarship.

Advancement. I have spent countless hours working with advancement, my work has been promoted by advancement in their own press releases, but there has been almost no direct return from this investment of time. There should be ample outlets for private/foundation funding of the work that I do. But despite an incredible amount of effort, I have yet to have any success working with Advancement to cultivate these opportunities. This support would be invaluable since I spend the vast majority of my time either managing research assistants, teaching, or managing academic programs.

I don't know what resources exist.

Why just one? are you afraid of hearing too many? the system keeps changing and changing and changing; you have fired good people; we have to teach 6 classes; deans make buy out a high bar and want you to do your community engaged research in the summer (note to the committee - the community are all berry picking in the summer, so these are incompatible aspirations); staff make managing a grant while teaching almost impossible (too many roadblocks); CE grants don't pay enough; Seattle out-competes us; the vision of the campus is overly conservative and doesn't fit with the ethic of high-risk grant writing; the research office is a locked space; you can't easily book the tioga room; the UWT campus is unwelcoming to communities of color (no signage/no spanish/no parking); there are no collaborations with PLU or UPS or Evergreen.

Limited time to devote to scholarship.

The lack of internal support: in monetary terms, in structures, in enthusiasm. This place often feels solely like a teaching college and nothing more. I've seen colleagues stagnate in their research and it impacts everything.

I don't have the necessary time. The teaching and service load, without consistent lab support from students or hired technicians, is prohibitive of doing research sustainably.

Buying out my teaching time so I can do more of it.

The teaching load does not allow for the capacity of deep intellectual thought required to fully develop my scholarship

As I wrote previously, I mainly need time to research and write. With the heavy teaching and service loads I have always had at UWT, I only manage to work on scholarship in the summers, if even that. Our campus is not set up structurally to support faculty scholarship in a meaningful way.

Service duties take over and it is difficult to make time for scholarship.

The enormous load of teaching and service that inevitably makes it impossible to dedicate the amount of attention I would like to spend on scholarship...and feeling as though ultimately I will be assessed on my research productivity rather than the other elements of my professional life.

Lack of time to write grant proposals.

The impact of high teaching loads and fairly high service loads. What are the possibilities of allowing TT faculty to go down to a 5-course/year load? At least pre-tenure (ideally, it'd be 4/year pre-tenure).

The demands of teaching and service make it quite challenging to also develop the amount and type of scholarship necessary for tenure and promotion.

Finding the time for it

The mixed messaging around the research quarter for TT faculty. It makes it impossible to plan when admin is like yes you have it, no you don't. I don't trust the administration to actually follow through, making it stressful to figure out how to plan out my time.

Time management. Sometimes it feels like I just don't have enough time to be in lab as much as I would like to be.

The lack of pre and post award support.

The fact that we are expected to (rather miraculously) produce in large volumes on top of the high demands for teaching and service, thus leaving zero time for personal life, family, health, etc.

It is time consuming to get things implemented and lack of clarity on procedures

"time in particular constantly being pulled away by institution building crises; early on in campus development- no resources"

Lab setup was slow and frustrating. It often takes several weeks to place a reagent order etc. and it was hard to get information about EHS policies and expectations at first. I haven't been here long enough to speak to anything beyond initial setup.

Lack of time and the sense that my work is not aligned with promotion and tenure criteria, i.e., unlikely to be rewarded by promotion...

I've written several grants while at UWT, and they've all been written on my own time -- e.g., weekends, evenings -- because of the teaching and service load here, plus the time just to keep writing and producing. While concrete supports such as pre-award support around proposal submission are helpful and necessary, if there's no time, grants simply can't be written. If UWT cares about scholarship (and I'm not sure it does), it needs to create mechanisms that allow researchers to have occasional pockets of dedicated, protected time to develop collaborations and external funding proposals. I think this is also now the fourth scholarship-related survey I've taken since coming to UWT. It's not clear to me what use

was made of the results of those. :-) Might be worth looking up previous faculty affairs committee reports for what folks have said over time... I'm a little cynical about taking surveys that never result in anything.

Funding.

"1. Funding for undergraduate research 2. Space to run research studies"

I feel pressure to publish more (regardless of how much I've already published) despite the fact that I already teach more (this is factual and measurable) than most colleagues at other institutions. All the while being asked (and intrinsically motivated) to go above and beyond to mentor and support students, participate in the governance of my unit, campus and UW and serve the community...

Limited funding opportunities

Lack of funding and rigorous teaching schedule.

The lack of time to work on my research during quarters when teaching a normal load

Time to work on it :)

Post-award management by administrative staff has been a complete mess. Each faculty member should be able to have their own, separate budget number to avoid mix-ups of award money between different faculty.

budget

not knowing if anyone else is doing similar work so could collaborate; no release time to actually write a grant

"Post-award responsibility and contract systems are not yet well developed. Some HR processes around hiring are archaic and effort barriers. From a more institutional perspective, I find it frustrating that campus cannot well differentiate itself from a local community college in most respects for most faculty, and thus faculty have not bought into or implemented any true vision of what "university" scholarship means for this campus. This is a significant cultural barrier to the development of scholarship at UWT more broadly. I also get somewhat frustrated about the "standard" faculty interpretation of the campus mission and values: only a couple of these values and mission statement are truly part of the campus conversation. What happened to the others? Are they less important? Are we truly addressing the current stated vision, mission, and values of the campus with our collective actions and efforts? Demonstrating these mission, values, and vision statement cannot be truly accomplished without credible research and scholarship on campus. <https://www.tacoma.uw.edu/about-uw-tacoma/vision-mission-values>"

Time. This institution does not seem to care about research

competing responsibilities such as service and teaching, leaving less time to develop scholarship

Trying to do this within the context of very high teaching load.

The subjective influences of specific leadership roles in the scholarship that receives attention and thus support. I find this is particularly true of research involving undergraduate students as well as scholarship of lecturers.

Not. Enough. Time. I don't think enough people recognize how much time it takes faculty to respond to changes (in teaching schedules, curriculum, administration, policies, etc.) that are partially caused by campus growth and partially by turnover.

"If you are not one of the chosen. You cannot get help. Lis isosaki is the best thing at UWT. She has integrity and will fight for you. Get rid of Josh and get someone who cares"

knowing where and how to start since I came without having a project current in progress

UWT is often a barrier to developing external relations, fro past relationships with researchers and local communities to current leadership challenges that anger local communities

Lack of incentives and rewards

The lack of time to do research. The lack of rewards for doing research. Despite being a highly productive scholar, it hasn't translated into more money or benefits after tenure.

"See my other answers. The lack of system-wide support (our load being higher) and the campus-specific valuing of only specific types of research. I actually do the type of research valued at UWT for the most part, but the mind-numbing insistence that only that type of research is valued gets quite grating. Again, we're a university; urban-serving or not there's room to value and grow many approaches."

Trying to manage the service load with it and the incompatibility of Seattle standards with Tacoma reality

Teaching 6 courses per year does not leave sufficient time for scholarship. Also, the realization that, beyond promotion, scholarship is not viewed as important at UWT. Instead all the initiatives, support, budget allocations, strategic planning, and conversations seem to be about teaching, institution building, and community engagement. It's like scholarship is an afterthought, to be done on one's own time, rather than an integral part of who we are as an institution.

I have felt generally supported. But teaching and service and mentoring certainly leave very limited time for scholarship

"I only just started so shock of very little time of the first quarter. Lack of PhD students. "

I was a co-Pi a nationally funded grant. The others Pis were at UWS. The biggest frustration was the disparity of resources across the two campuses. Clearly the campuses are resourced differently and that was clear in this experience. I felt that getting the funding ended up being more work and it made me wonder about going for funding in the future vs. doing smaller, less ambitious projects just due to the overhead of time/effort.

Not having a tenure-track position.

"What has been the most satisfying aspect for you of developing your scholarship at UWT?"

The internal funding received for arts programming.

Convenience of the process - local workshops (on campus).

Mostly seeing things come together in setting up my research lab and having students get excited about research in my field. I'm still early on in developing my scholarship at UWT, and the current Stay Home situation has stalled progress on lab work & setup, but I've enjoyed these aspects.

Lisa Isozaki is incredible at her work and great to work with. I wouldn't have been able to do any submissions without her support.

have access to the typical data through UW

No comment.

"Working with my students - having them get psyched about research and our questions, watching them be amazing at presenting their research - and hopefully very soon publishing some papers with a bunch of them. I'm proud of the 'scrappiness' that I've developed to get by and do what I have done - I just wish it wasn't so hard to get things done sometimes."

"The most satisfying aspect has been the support from the Office of Sponsored Projects on campus. They have provided many great workshops and professional development events that have helped me further my research. I will specifically mention Lisa Isozaki as being able to help with anything I need when it comes to finding funding, applying for funding, crafting a budget, and managing a project."

My own agency and how I have managed my career. This is coming from a full professor who is viewed as very successful-no sour grape here.

I love doing research with the community and more generally and find this the most rewarding part of my job.

UW university level and campus level application support.

The budgeting and overall proposal preparation is overseen by office of research

What I've done on my own, at night and on weekends, to develop a new field and an identity in a national network of scholars. My interdisciplinarity has, in theory, a home at UWT.

Benefiting from the small intimate UWT community while also having access to the resources as part of the tri-campus system.

Our Urban Serving mission. It aligns perfectly with my work.

That I've managed to do it on my own and sustain it.

the city, the county, the community partners who are connected and hungry for innovation and change; the innovative partnerships that are happening off campus; the small scale funding opportunities that ARE available to fringe researchers who cannot get large national grants for their work; the library (oh yes, and that is underfunded) resources for dissemination

The tremendous impact it has on the community.

Beyond writing with a small accountability group, nothing UWT has done has support/satisfied my expectations for research. I am incredibly self-driven/dedicated so I enjoy research. The university often feels like an obstacle to that process rather than an enabler.

The freedom to determine my scholarship path, and overall acceptance of the interdisciplinary nature of my work

Collaborating with scholars in a range of disciplines and disciplinary clusters

Contributions of students to research

When I actually can carve out the time to do research and write and interact with colleagues outside the UW across the US and the world.

Recently I was able to support a collaborator external to UW Tacoma on an urgent analysis related to the pandemic. Though that work may not be publishable, it was very satisfying to do, but I know of no way for UWT to acknowledge it.

campus-level support for community-engaged research

The students who are hungry for research experience.

Possibilities for collaboration and actual collaboration

Some colleagues (not all) are true to our image of interdisciplinarity and encourage a range of approaches to scholarship.

Informal writing groups and scholarship discussions

I have great colleagues. Lisa with budgets and the Office of Community Partnerships have been the most helpful.

I really love working with my students in the lab. Their enthusiasm is rather encouraging.

The resources that I have been able to access and utilize via the University of Washington, Seattle campus.

Doing it on my own with very little support.

Sharing the work

"involving students; teaming with community partners; doing applied research"

It has been easy and a lot of fun to involve students in my work from the very beginning.

Helping students!

Finding lovely UWT colleagues with whom to collaborate, and working with students on research and publishing. Lisa Isozaki has been super helpful in getting grants submitted, and working with Turan was fantastic. (sniff)

I am supported to do the research that is interesting and important to me. I don't feel like I have to change my research to be taken seriously or fit a traditional understanding of research. I can do a mix of academic journal articles and technical reports and it all counts.

"1. Funding opportunities are present 2. Workshops by the office of research to help assist with funding"

Working with other faculty at our institution- collaborating in grant writing, manuscript writing and presenting the work.

Autonomy I have to develop my research focus

Developing relationships with community-based partners participating in my scholarship work.

the intellectual enthusiasm for a wide range of intellectual work and the flexibility as faculty to follow new directions

Sharing it with others at UWT through presentations.

Freedom to work on what I like and to engage our talented students in this research.

Experienced people can help

"Working with local, regional, and state partners to help with their problems is always great. In my experience, scholarship provides a great tool to help those who need you find their way to your door (and vice versa). Being able to support students financially (many of our students desperately need good jobs to have a chance), help them and their families pay their rent, get them training and real resume building experience is wonderful."

"Writing and getting it published"

Office of Research has been very supportive when I reach out (Lisa, Kara, Turan, etc.)

The opportunity to create and disseminate information in understudied areas.

Involving undergraduate students and seeing it contribute to their success in admission to graduate school and job placement.

Being able to do work with our amazing students and colleagues, in a city that values us.

Lisa isosaki

Support from my immediate colleagues

Being able to conduct research without having the pressure of publishing in ONLY predesignated journals.

Association with UW colleagues

The most satisfying aspects is building a national reputation that has taken me beyond UWT. This way, how I feel about my career isn't tied to the campus.

"Honestly, nothing specific to UWT except for Lisa, she is phenomenal. I'm regularly invited to give talks at other campuses and interviews for public media; my citation numbers continue to climb; and I've had

no problems publishing... but none of that is specific to UWT. In fact, honestly, almost all of this feels like it occurs *despite* UWT, not because of it."

Supportive colleagues and the attempts at interdisciplinarity

The Puget Sound region is a great setting for studying lots of interesting phenomena. There are many people, issues, and government programs/policies that provide ample things to study.

Admin has been supportive and the library does an excellent job tracking and publicizing our work!

I haven't started developing my scholarship. I am still figuring everything else (remote teaching) out.

I really appreciate the peer to peer emotional and intellectual support from colleagues.

Community engaged work and engaging in it despite not being "expected" to do scholarship.

2020 Research Survey Themes

**insert the themes you find from written responses below your question*

[Jim] Why haven't you used the services of the Office of Research?

Lack of knowledge

- Unfamiliar with what they offer
- Thought it was gone

"This is an offensive survey. It so privileges grants as a means to an end. It is offensive to the diversity of scholarship on this campus"

Time, plan to in the future

Don't offer humanities support

Minimal financial needs, not needed

Can't help with finding sources of funding effectively for individuals

Have used them for other aspects

Assumed would not be successful in getting a grant

Previous leader dismissive of UG research

[Jim] Why haven't you used the services of the Office of Advancement?

Lack of familiarity (lots of these!)

Slim chance for success?

Disappointing interaction in the past (several of these)

Not needed

Lack of effectiveness at getting outside funding (several of these)

Lack of follow up, ignored requests (several of these)

"Josh Knudson said that my research was not wanted at UW, and he BLOCKED me from any help from advancement; I went on to receive federal and state and foundation funding"

[Jim] Would your scholarship benefit from funding? What might you use the funding for?

Travel (several of these)

Writing retreats

Materials/Data (several of these)

Memberships/Services

Student research support (several of these)

Participant/Partner compensation (several of these)

Instrument/Computing access (several of these)

Publication fees

Course buyout (lots of these)

Summer salary

Lab personnel

Community engagement opportunities

[Eric] What professional development would you like to see related to scholarship at UW Tacoma?

More Time/Dedication for Research (most common response)

- Make it easier to get (more) course releases for scholarship, grants, gifts, and grant writing
- Reduce TT teaching loads, TT have the highest at UW
- Maintain research quarter release for junior TT faculty
- Strategies to balance scholarship and high teaching load
- More support and value given to research, research not celebrated or appreciated
- More publicity and exposure for scholarship

More Collaboration

- More opportunities and support for collaboration with colleagues at other institutions
- More opportunities and support for scholars with similar interests across schools/disciplines to meet and collaborate (such as brown bags, trainings, panel discussions, speakers series)

More Trainings

- Pre-award help, such as lists of local foundations and regional funding by area
- Grant writing and editing
- Project management
- Budget management - info on hiring students, purchasing equipment, rules, etc.
- More IRB trainings
- Quantitative data analysis and new statistical software trainings
- Bootcamps like what is done by the the National Center for Faculty Development and Diversity

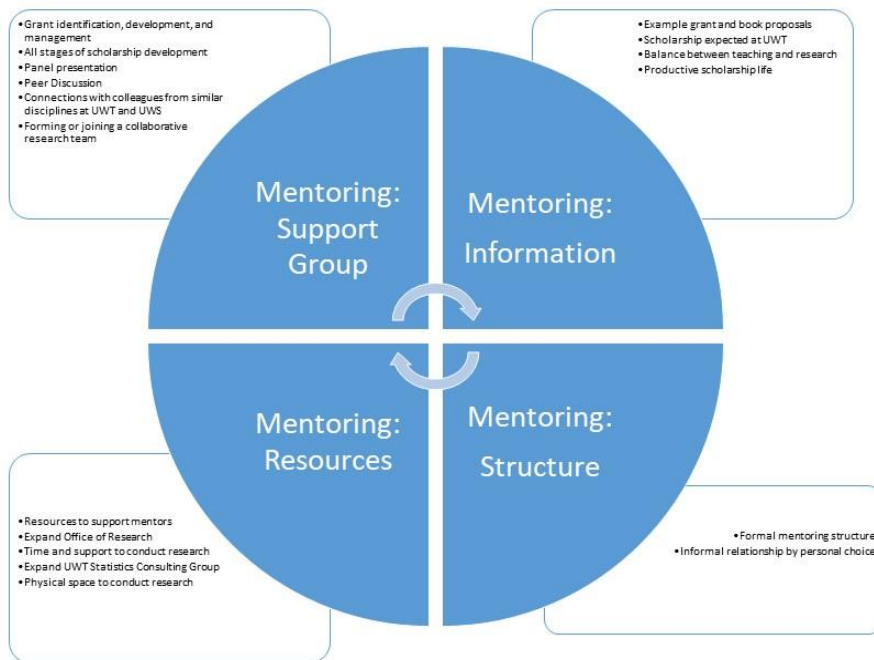
More Funding

- More funding sources (from Chancellor's office and more generally)
- More funding for travel, professional memberships, books, software, etc.

Others

- More mentoring
- More support for humanities and arts, community-engaged scholarship, decolonized practices
- More support for UW Tacoma Statistics Consulting Group
- Inviting NSF officers/directors to campus

[Belinda] What kind of scholarship mentoring support would you like to see at UWT?



1. Access to a support group
2. Panel presentation by the support group
3. Make example proposals available
4. Direct mentorship for those who desire to have it.
5. Join the work conducted by currently funded faculty and mentorship with grant writing.
6. Research-based discussion with colleagues from similar disciplines
7. Connection with colleagues from similar disciplines from UW Seattle
8. Balance between research and heavy teaching demand
9. Connect new faculty with senior faculty for mentoring when they arrive on campus
10. Provide opportunities to facilitate mentor and mentee to make personal match
11. Expand the Office of Research

12. Provide office space to conduct research
13. Need more support for associate professors
14. Need support for grant writing for foundation and private companies.
15. Need advice on keeping research and writing alive across years (panel presentation)
16. Need to free up time for research
17. More support for UW Tacoma Statistics Consulting group
18. Broader opportunities for research trajectory / career mentoring
19. Support in all the areas of scholarship: prioritize which types of research to pursue, where/how to publish, how to balance scholarship with everything else, how to sell oneself and his/her research, etc.
20. Mentoring on grant writing
21. Consistency in messaging about what type of scholarship is expected and valued at UWT
22. A formalized scholarship mentoring program for all assistant professors.
23. Have a collaborative research team
24. Statistics review and advice group
25. Mentors need resources to mentor others (time and compensation)
26. Need campus-wide discussion on what kind of scholarship is expected at UWT
27. Managing large scale projects, training and supporting undergraduate researchers

[KaYee] What has been your biggest frustration about developing your scholarship at UWT?

Lots of frustrations

Time for scholarship vs. time for teaching. [A LOT!]

Teaching load too high.

Lack of appreciation/UWT culture doesn't value research

Lack of administrative support/resources/clarity

Over-emphasis on community engagement

Lack of support in grant writing/identifying collaborators
Lack of research space
Differential treatment

[Huatong] What has been the most satisfying aspect for you of developing your scholarship at UWT?

1. Working with enthusiastic students and help them 12
 - “Being able to support students financially (many of our students desperately need good jobs to have a chance), help them and their families pay their rent, get them training and real resume building experience is wonderful.”
 - “Involving undergraduate students and seeing it contribute to their success in admission to graduate school and job placement.”
2. Support from the Office of Research (Sponsored Projects?) 9
 - a. Support from Lisa Isozaki 7
 - b. Local workshops 2
 - c. Turan
3. Freedom to define and build one’s own research 7
 - I am supported to do the research that is interesting and important to me. I don't feel like I have to change my research to be taken seriously or fit a traditional understanding of research. I can do a mix of academic journal articles and technical reports and it all counts.
 - My own agency
 - Freedom to work on what I like

 - Being able to conduct research without having the pressure of publishing in ONLY predesignated journals.
4. Community-engaged research & urban-serving mission 7
 - Being able to do work with our amazing students and colleagues, in a city that values us.
5. A small UWT community for collaboration 6
6. A big UW system for research data, resources, & network 5
7. Doing interdisciplinary research with like-minded colleagues 4
8. Writing groups and discussion groups 3
9. The location:
 - The Puget Sound region is a great setting for studying lots of interesting phenomena.
 - There are many people, issues, and government programs/policies that provide ample things to study.

UWT Founders' Endowment for Faculty Support RAC Process Draft 05-07-20

Prioritize:

- TT faculty-led scholarly projects leading to some scholarly output
- Collaborations with other faculty or the community

Immediate Need (\$10K/yr)

- Criteria:
 - Have exhausted professional development and internal school funding sources
 - Unforeseen need (not result of poor planning)
- Process:
 - Rolling applications
 - \$5,000 available starting AUT and an additional \$5,000 available starting SPR
 - Not to exceed \$2,500
 - Online application
 - Reviewed by RAC at next monthly meeting
 - Final decision by EVCAA
- Examples:
 - Page charges/book indexing or editing
 - Summer student support for cancelled program (COVID-19 e.g.)
 - Bridge funding for students reliant on research job
 - Unplanned PD opportunity
 - Unplanned matching funds on last minute grant applications

Planned Need (\$15K/yr)

- Criteria:
 - Will not fund:
 - Faculty salaries or stipends
 - Conference travel
 - Can be used for:
 - Non-conference travel
 - Student hourly pay
 - Community partner honoraria
 - Materials and supplies
 - Software purchase (note only one year of license will be funded)
- Process:
 - Applications due WIN qtr (Feb 1), with up to a year to spend
 - Not to exceed \$3,000
 - Online application
 - Reviewed by RAC
 - Final decision by EVCAA
- Examples:
 - Pilot funding

- Not allowable by grant funding
- Bridge funding for research gap
- Matching funds

Print view of 'UWT Founders Endowment Application'

[Print this page](#)

Question 1.

Name:

Question 2.

UWNetID:

Question 3.

Immediate Need - These awards are for unforeseen scholarly needs with hard, short-term deadlines. To apply, the applicant must have exhausted professional development and internal school funding sources. This is not intended to respond to poor planning or overspending. Applications are accepted on a rolling basis until available funds are spent. Requests should not exceed \$2500. Examples include page charges, book indexing or editing, summer student support for cancelled program, bridge funding for students reliant on research job, unplanned professional development opportunity, unplanned matching funds on last minute grant applications, etc.

Planned Need - These awards are for planned scholarship needs. Applications are accepted once a year on February 1, and funds may be spent over one year April 1-March 31. Requests should not exceed \$3000, and funds cannot be used to support conference travel or faculty salary or stipends. These awards may be used for non-conference travel, student hourly pay, community partner honoraria, materials and supplies, software purchase (note only one year of license will be funded), or other needs. Examples include pilot funding for a new project, costs not allowable by grant funding, bridge funding for research funding gap (after application for Provost funding), matching funds on grant proposals, etc.

Type of Application:

- Immediate Need
 Planned Need

Question 4.

Describe the scholarly project for which you are requesting funding (~500 words). Please write for academic colleagues not in your field.

Question 5.

How does your scholarly project address one or more of UWT's Strategic Impact Goals (<https://www.tacoma.uw.edu/strategic-planning/strategic-priorities-impact-goals#gsc.tab=0>; ~250 words)?

Question 6.

How will the requested funding benefit your scholarship? Please justify the budget you are requesting. [Submit a separate budget using the template provided here.]