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Advancing student success, academically, professionally, personally

Academically
Better first year experience
Better advertisement of AP classes in HS
More online/hybrid/self-paced courses: reduce seat time, tech-rich, flexible learning options for UWT courses
Offer UWT classes on community college campuses, creating connection to major and instructors before they arrive.
Better joint advising with CC so that students don't take credits that will not transfer
Better advising in CC on careers via UWT degrees
Better info and support at CC on transfer and requirements

Link degrees more clearly to careers
Promote individualized approaches to student learning opportunities
Support faculty innovation
Smooth and streamline processes for applicants and current students
24/7 information: comprehensive UX audit of UWT website regarding info students need
Improve communication to support students between academics, admin, advisors, students, other

Transfer Students
WIG: UW Tacoma as a national model for improving transfer rates for our CTC partners
More visible support for transfers and integration of outcomes with FTFY student initiatives
Recruitment at CCs: use lecturers who also teach and know the CCs

Personal
Cost of tuition and long term debt
Inform students of pell grants: not all that qualify receive
Help with childcare on campus
First quarter free if dropouts return
Student employees: waive a portion of the tuition as pay
- Credit next quarter's tuition with balance of hourly pay and 15:00 /hr wages
Convert custodial services to student labor at 15:00/hr
Consider something like TCC’s Spruce program for students with barriers to financial aid.
Reach out to students who dropout with return incentives (first quarter free)
Find ways to solve the structures/non academic barriers to enrollment and success
More support grants like TRIO
Co-curricular - Build real connections and bonds amongst non-traditional students
- Support affinity groups/not just traditional on-campus students (moms, URM mentoring, majors)
Help faculty know our students: data on who leaves, who stays and why.
STUDENTS

**Professionally**
Practical and professional career data by major for graduates and alumni
More paid internships that provide financial support and career development; work with Tacoma
Work with local businesses to promote career-ready student positions
Entrepreneurial hub on campus where students make stuff and get a part of the profit (Tshirts, mugs,
Do a better job of UWT brand, both as UW and UWT

*(Nita, March 30, 3:30)*

Shoring up/increasing staffing for academic support units:
  * LARC running out of space
  * Increasing numbers of students not matched by increasing staff in support services

Better ways to get information to students
  * More in-person--not just web-based
  * Student success center--one stop shop for student services:
    * Student learning commons: TLC, Library, food pantry, free printing, education technology needs
    * Connections between programs and groups on campus
    * Connect the resources available to students

Include student families/community in campus events (YMCA, Daffodil Parade, other events, childcare at library)

More support for underrepresented populations

Students involved in campus processes--searches, meetings

How to reach out to students to get them involved?

Professional training for students: professionalism, etiquette, communications & life skills (financial, email, social media use)
  * Validation of current skills

SGIDs more available across campus-not used for evaluation, used for improving teaching

Informational Literacy

Digital Literacy: ability to use digital technology, understand digital citizenship, information security

Education outside of classroom
  * Valuing community activities of students
STUDENTS

HIPs
- Require HIPs for all students
- Assess HIPS
- Signature work
- Resources for HIPs
- Centralizing logistics
- Opportunity for student/faculty interaction outside the classroom

Asset-based discourse around students
- Validate and leverage prior experiences of students

Provide a global experience for all students by providing study abroad or other global experience statewide

Mentoring individual students by staff and faculty
- How assess and reward mentoring?
- How do we get students and staff/faculty to participate?

Emphasize teaching excellence and corresponding student success in P&T standards.
- This may require better ways to measure good teaching
- Provide professional development to faculty that equips them to understand and connect to our diverse student body

DATA
- More assessment of our activities
- More data to shape our co-curricular efforts
- More data to shape individual student support

Student Lab printing
- Extra-unnecessary page print with student ID need to stop!
- Engage and reach out to our students who are not student leaders!
- Cater to the reasons students choose UW-T capitalize UW-T is different than other colleges foster what makes this place unique (cafeteria better place to eat food other than student lounge)

Why UW-T
- Close to home
- Degree Program offered
- More financial aid
- Less competitive admission the UW Seattle
- Confident attention

Bring back Dawg hour
- Students need time outside
- Classes to meet and form clubs/group
STUDENTS

Parking is a barrier to access or services
  • Campus Dining room
  • Student friendly
  • 24/7
  • Low cost of student discount

Single, uniform printing option across campus

More mentoring
  • Voice and access for students not in formal leadership roles
  • Commuters

More scholarship for international students

More support for int’l students in looking for jobs and internships
Advocate for education companies about visa status and employability

More focus on rural community’s less emphasis on just urban areas
Support RSO’s like agricultural, rural communities

Coordinate info on workshops, opportunities

More tutors at TLC during mid-terms and finals

Parking closer and safe
Make sure if parking permits are purchased and there are spaces

College 101/college success course that is a common course(like orientation vastly expanded)

Develop 21st century innovative communication channels to all students
  • Including evening
  • Customized
  • Curated

More employers in classes
  • Early
  • Engage with faculty
  • A day with life of

Sing for food we know it’s an effective incentive to get students to participate, puts burden on staff to donate

More spaces for students
  • Cultural spaces uw hub
  • Student retreat funding restriction 4 foods

Exposure
Student leaders
Commuter students
STUDENTS

(Richard, April 5, 3:30)

1. Focus on out-of-class experiences for students.
2. Calling UW Tacoma “Home.”
3. 2nd student residence (rooms, offices)
4. We have students arriving early and sleeping in their cars -- More parking (this is a safety issue!)
5. Career development: more support for student.
6. Coffee to study.
7. Student support (child care options, options for new moms, more food options, etc)
8. Reduce extra-tuition costs (Open Access Textbooks, cheaper food, Cost of living, financial aid disbursement)
10. Need diversity of space – Quiet & Loud, Grad Lounge, social, study, eating space. (in a conversation about the library and a need for a student center)
11. Retention (understanding the issue so we can act on it)
12. Increase student employment (this helps student development and strategic outcome)
13. Textbook costs: like the syllabi that say how often they’ll use it.
14. Expand computer loans.
15. UW Tacoma discount Wi-Fi for home use
16. Better access to tech for learning.
17. Academic class options – Online & Hybrid classes.
18. Need sleep/relax space for off-campus students
19. Think about services/offices for specific populations– 1st gen, family, commuter.
20. More spaces for individual student, majors, groups, etc. (Like the global honors reading room)
21. Pull together discount list.
22. Student driven/designed webpages, Information Architecture developed based on user, not based on administrative lines
23. Student voices in policy making situations
24. Personal growth & success, face to face support, space issues, students feeling supported, 24 hour tech support
25. Grad students area/space. Commuter students having a collective spot – NOT THE Y.
26. Facility development in providing support to students.
27. Inventory book costs for students.
28. Skill development integrated into the curriculum (courses for things like college success, information literacy, etc)
29. Digital support for students. Establishing a professional identity.
30. Reallocation of resources to more heavily utilized student spaces.
31. Rethink Spaces! Students don’t like studying in the hallways for long stretches between classes!

(Lauren, April 5, 3:30)

We might have a double reporting?
• Close to home
• Degree program offered
• More financial aid
• Less competitive admissions than Seattle; felt more confident attending; but still UW prestige
• Class visits from campus resources institutionalized and supported by staff/faculty
• Bring back Dawg hour
  • Students need time outside
  • Classes to meet and form clubs/groups
• Single uniform printing option on campus
• Campus dining room
  • Student friendly
  • 24/7
  • Low cost or student discount
• Student lab printing; extra unnecessary print with student ID needs to stop
• Cater to the reasons chose UWT; capitalize what is different from other colleges; foster what makes this place unique
• Cafeteria, better place to eat food other than student lounge
• Engage & reach out to our students who aren’t student leaders
• I came to UWT because of class sizes, tuition isn’t as expensive as UWS, could be more space at the library (independency)
• Parking is a barrier to access of services
• Recognize different needs; undergrad vs grad students
• Graduate assistantships
• “Collegium”; a place to rest and cook and be community (for commuter students)
• More mentoring, voice, access for students not in formal leadership roles (e.g. commuters)
• More online classes; hybrid courses
• Offer economic major like UW Seattle campus does
• More study rooms available in library/other buildings
• I came to UWT because of the class size
• Husky exposure 101
  • Class on resources UWT offers
  • Open to all students
• Exposure
  • Student leaders vs. commuter students
  • Different access to resources
  • Divided resources
• More spaces for students
  • Cultural spaces
  • UW hub
  • Student Retreat
• Funding restriction for food
• Husky hour
• Support for black & brown family = support for black & brown student retention rates
• Pre-graduate school advisor/specialist
• Resources are only offered during traditional hours (8/5)
• Checking in with first year students
• More scholarship opportunities for international students
• More support for int’l students and looking for jobs & internships
  • Advocate for/educate companies about visa status and employability
• More focus on rural communities
  • Less emphasis on just urban
  • Support our RSOs like Agricultural Council
  • Classes on agricultural, rural communities
• Coordinate info on workshops, opportunities
• Parking-closer, safer
• Make sure if parking purchased, there are available spaces
• More tutors at TLC during mid-terms and finals*
• College 101/college success that is a common course (like orientation vastly expanded), mandatory because if you don’t know you don’t know
• More dining options, more reasonable prices; it’s too expensive to get food to go at the local restaurants
• Sophomore summit
• Sing for food; we know it’s an effective incentive to get students to participate, puts burden on staff to donate
• Providing career information early & often in academic pathway
• More employers in classes
  • Early
  • Engage with faculty
  • “A day in the life of”
• Develop 21st century/innovative communications for all students
  • Including evening
  • Highly customized
  • Curated
Growth

(Kathleen, March 29, 12:30)

“Blur the lines”; expand campus boundaries and integrate the campus with the community; all the way to Ruston

  Meeting/classroom space at TAM, MOG, WHM, Fed Courthouse

  Access, be accessible

Campus like an “octopus”

Programs

  More planning in program development; more focus on what we offer

  More strategic, balance the distinct with the standard

  Come back to our narrative, mission, vision, values for planning programs

Don’t forget existing students

Maintain value for “small” classes and student-faculty interaction as we grow

More flexibility in class sizes

Small, distinct classes with HIPs; some larger classes to offset

Small classes provide flexibility in scheduling and availability; how do we build this? 20 seat classrooms or flexible spaces for smaller classes

Emergency loans for students, especially too late financial aid

Focus on the best outcome for students rather than recruitment competition

Look for snags/barriers in the application process

Eliminate program level barriers to student enrollment growth

Day care (continue to expand)

Where is the next Pac Ave?

More collaboration up the hill with hospitals

NOT urban campus! Campus in a successful urban environment

Become the economic driver collaborating with developers to create a true (24/7, 12-month) destination
Growth

Expand focus on school districts more broadly – South King, Olympia, etc.; necessary for growth

Program related

- New program/redundancy
- Remove institutional barriers to program growth
- Limited/directed growth -- > evaluate market for new programs and employer demand; directed into specific programs

Assess schedules to accommodate diverse students – hybrid online, library support, TLC and tutoring

Danger: Parking cliff ahead

P3 Partnerships, truly mixed use! Housing, office, academic, retail -- > third places!

Collaborate with other institutions to provide access; different avenues; with Bates, TCC, WSU to meet emerging community needs -- > for project managers

Expand the Innovative Partnership Zone (clean water technology) to other areas to increase commercialization; funding source, economic driver for city, education opportunities

Housing related

Partnering, affordable housing -- > Tacoma Housing Authority

Housing for all students

Below market-rate housing for students – single parent housing, variety of options

Faculty housing? Foss? Also visitor space to house

UWT is the destination to: learn, live, work, build/invest, play, meet, start a business

Experimental College – nontraditional, no-credit courses that will help determine program interest

(Pat, April 6, 12:30)

- Public transportation access
  - Facilitate cross-campus enrollment
  - Visits to campus all hours/all days from all feeder areas

- I-5! Huge barrier
  - For grad students
  - Staff
Growth

- Faculty
- Assuring sufficient support svvs to meet/svc enrollment growth and assure degree completion in timely frame by promoting student success
- Appropriate alignment between staffing (faculty, lecturer rank) strategy + program development and curriculum delivery
- How to encourage growth while still recognizing and rewarding programs/activities already in place?
- Building for student union → Growth and community
- Enrollment growth without compromising student engagement or decreasing quality of learning communities in our various programs
- Encouraging student engagement with campus beyond/outside the classroom (esp. For non grad student)
- Awareness of housing and the growth of auxiliary services needed to support housing and student support services
- Creating more student employment opportunities on campus
- Consider the university a key employer for the City of Tacoma
- More open and private study space for students
- Growing current unites like library and TLC into larger spaces
- As more programs are added, support staff and auxiliary services such as advising, library, TLC, etc. need to grow at the same rate
- Connecting growth of students to that of faculty AND staff in a comprehensive way. Eliminate current split in process of funding faculty then considering staff later- and department support equally and important as student direct support staff.
- Grow our brand as well
  - Effectively message growth (internally and externally)
- Pay attention to staff to faculty ratio
- Apply practical creativity as we grow
- Rethink curriculum and modalities we deliver it and how we staff it and the technology and space to support it
- Use systems thinking to help anticipate how growth in one area may upset the balance in others. So that all boats are raised
Equity

(Brian, March 29, 3:30)

Diversity on advisory boards
Recalibrate examples used in curriculum
Making UWT a place where the community can come for help with their problems? How can we be a resource?
Creating context for help
Visual indicators of equity, inclusion and social justice
Find more resources to fund this work:
   Fundraising to support mentoring programs
   Funding faculty research at UWT for equity and diversity
Expanding student mentoring program (in E&I) — involve community as mentors as well?
Equalizing student preparation
More training for faculty on working with diverse students
Social justice is an important component
Find ways to reflect all communities on our website and on campus
   Visual/symbolic reminders
   Location of offices/physical space can send messages on priorities
   Students notice the locations of things — do they see their priorities reflected in the center of campus
Climate survey
Making it clear to community that we are here and supportive and an option of future ?
Publicly demonstrating support for various communities
   How do we reflect our values
How to support people in efforts to promote equity and social justice
   Curriculum support
Promote research, teaching and training that resonates with the community and is engaged with community’s goals (particularly among underrepresented communities)

   Partnering with schools
Developing curriculum that addresses equity and social justice

   Service learning
Expand mentorship resources, opportunities (show we value it)
Support DRC to engage with faculty (non-SAFC funds)
Define equity, what it means ...Precision in language
Success means different things to different people
Preparation-equity link for minority student success
Find the right benchmarks and comparison classes for assessment
Research with themes that people in community need and want and that promotes social justice
Examples used in classroom — highlighting a diversity of stories
Recruit a more diverse faculty

HIPs
Define equity for the campus
Meaningful interactions between groups on campus
Professional development in pedagogy on diversity
Curriculum and research to engage students in local social justice issues
How do we reward people for doing this work?
Equity issues around international students
   Support and belonging

(Sharon, March 30, 3:30)

1. Improve multicultural competence from faculty
2. Support programs that are working (e.g Kelvin int’l writing in the TLC)
3. Retention support for students of color—What support do we have? Where should I go?
4. Who supports me when I have an issue of racism/discrimination?
5. Do we have enough faculty/staff of color?  
   - Hire more! Create a position that is dedicated to recruitment of faculty/staff of color
6. Priority to set culture that creates respectful, equitable community by coming to the table (events, etc) actively listening, open to meeting and learning from them.
7. Educate the campus to respect all
8. Onboarding process/expectations of equity work for all staff/faculty needs to be clearer
9. Where does student $ go? – What kind of $ is used to fund diversity programs. More than SAFC
10. What diversity means to UWT?
11. Students→ who has the power?
12. Adequate staff to address equity issues on campus
13. Funding – Conferences, diversity/equity, training
14. Actions that happen behind the conversation—Inclusion
15. URM students bring much more than demographic representation. For ex, Native American students are now 2% of student population, but the addition of Native studies has brought opportunities and contributions above and beyond just Native student numbers.
16. Value cultural contributions of staff members: they are multi-cultured, engaged in equity + inclusion esp. staff of color
17. Centralize and raise visibility of equity & inclusion (E&I) work
18. Validation Theory—acknowledging everything, fostering use of these skills for positive ends
19. Intervene when you encounter discrimination—Hear
20. Greater #’s of URM Faculty needed to expand curriculum. Curricular options are needed that reflect lives and interests of URM students.
21. Diversity is not only representation—It’s inclusion—people belonging
22. URM students add value to campus: need to support and highlight their contributions
23. Require/mandate—faculty participation in workshops, lectures, conferences. (Just like diversity course requirement for students)
24. Establish a diversity council—Formalized system with representation
25. Need to overcome racist views of URM student and faculty
27. Honor, recognize, incentivize + URM faculty, esp. in Promotion+Tenure
28. How is change from DRC to equity and inclusion being reflected in strategic plan?
29. Improve engagement between students and faculty – Incentives + time
30. Hold faculty and staff accountable for expressing racist views

(Lisa/Bonnie, April 6, 12:30)

- Continued expansion of Career Development
  - FTIC (First time in College)
  - Veterans
- Promote + Model equity, inclusion and Social Justice
- Create a quarterly application yield by race/ethnicity report - Look at what it says
• End deficit discourse
  • 1st gen. Students
  • Veterans skipping/devaluing experience in military

• Campus wide (all levels student, staff, fac) inclusive/equity training
• Comprehensive UW audit of UWT website

• Time
  • To talk about what’s important, values
  • Slowdown to ask what’s important, why do we do it

• More student engagement and belonging
• Lockers for student who have to/want to be here for an extended time
• Kid play space + Study Space
• Explain processes better --application, registration, etc.
  • Don’t assume that students know what they need to succeed

• Language in syllabi regarding equity
• Connection with ASUWT strengthened
• Classroom Presentations
• All campus council (all on the same page)
• Integrating UWT values into performance evaluations
• Creating child friendly study space in the library for students with children.
• Advising for prospective students
• Hiring, training, onboarding
• Embrace like program for students that is credit bearing. Annual funding for equity programs, training, speaker series, support staff, etc.
• “Brave space” to have uncomfortable conversations
  • Also among students -- honest convos about race and equity

• Challenge ourselves to determine student understanding of student government
• Storytelling- Providing opportunity to share your story and hear from others. Open the door for connections at many or any level with others on campus
• DATA - Including who is not here
• Orientation - as a repeated endeavor, continual outreach
• Dialogue - Equity inclusion
• Increased awareness of that exist on campus
• Recognize a divide between students who are involved and those disengaged
• Diversity of students in clues and types of clubs exp. Commute students.
• Mid quarter surveys for feedback on various topics
• Disaggregate data to identify potential areas of hidden needs in our student population
• Knowing how to create our own platforms/finding funding
  • More platforms for student voices

• Extended hours (supported by additional library staff, staff as needed…)
• Student access and student success are goals
Research

- Equity training/info as part of new student orientation to prepare students to support/interact with/understand each other
- “Badges for students - accountability to diversity training and action

Research

(Tracy/Brian, March 29, 3:30)

Course-based undergraduate research

Making sure everyone knows what’s going on — better communication among faculty, staff, community, students

How to engage groups beyond faculty in research

Mentorship

Consider broader definitions/metrics for research — what counts?

Personalized role statement — allotment of teaching, research and service — individually for faculty

How to evaluate fairly

Centralize information RE: student or community involvement in research

Supporting students applying for Mary Gates [Research Scholarship]

Support undergraduate research — stipends for students

Citizen science — engaging students/staff/community

Support faculty going for external grants

- Extra RRF provided by UWT (“Second Chance”) award — see UW Seattle Chemistry
- Summer workshops/stipend or course-release supported
- Support collaborative education grants

Advancement should offer broader support, not just a few units

- Bringing in funds to support specific community use-inspired research projects
- Develop support for research projects/select/ geared toward community needs

Sources of support beyond big external grants — like community, foundations, variety of sources, strategies
Training future diverse faculty — mentorship (to hopefully return)

Build the infrastructure to support grant administration and human subjects
  
  UW Seattle can be slow
  
  Put some blank grants through to evaluate the process

How to define “impact”? 
  
  Who is involved? Community? Staff?
  
  Engagement index
  
  How to evaluate teaching and research?

Summer: How can it be used for research development?
  
  Go to 12-month contracts?

Create a foundation and institutionalized format for defining and valuing research

Encourage people to go after external grants...how?

Research: It all comes down to ideas. How to develop good ideas?

Time — balancing research with a 6-course load

Support for under-represented students — TRiO, McNair, Upward Bound (ask Ricardo)
  
  How do students learn about research/funding opportunities?

How is research valued? What does it mean at UWT?

Leveraging the intersection between research and community

Leverage the intersection between research, students and equity

A resource webpage to connect community with research — a list of interests

Support REU at UW Tacoma

Supporting staff to work with faculty to do research on best practices/interventions [in staff work]

Supporting students into grad school — pathways

Reward community engaged research. Integrate/incorporate in P&T criteria (initiate faculty conversations about this)

Create research centers or spaces that includes advancements & community
Expand the time available to faculty & staff to apply for external funding or start pilot projects—e.g. course buyouts, summer grants, space to specialize as a bit more of a scholar who teaches a bit less

Mentoring between faculty at UW Seattle

Re: making multiple aspects & scholarships, including applying/administering funding

Provide time flexibility for students to engage in faculty research

Support for research that

1) Gets undergrads engaged

2) Provides scholarship even without involving undergraduates

Grow graduate programs that engage grad students in research

Mismatch between scholarship expectations for T&P and time spent on teaching

Infrastructure after gaining skills

Give researchers advertising in classified ads

Connect people with funding history to new future grads

Addressing faculty needs

Mechanisms for student research as programs grow

Research staffing in libraries

Digital commons is the center for starting significant across campus

More time, staff, infrastructure, mentoring, space

Mechanisms for two-way community engagement around research

Research 101 classes

Matching Funds

Weekly announcements

Connection space

Promote research as a distinguishing factor of our institution

Image + marketing our balance of research & teaching

Recognize achievements boldly

Equal respect for the work between students and faculty
Research

How to help people grow with the campus

Culture of overwork

Faculty reward for service & teaching

Balance of research and fun

(Lauren, April 5, 12:30)

• Mentoring between faculty, UW seattle re: multiple aspects and scholarship; including a applying/administering funding
• Expand the time available to faculty and staff to apply for external funding or start pilot projects - e.g. course buyouts, summer grants, space to specialize as a bit more of a scholar who teaches a bit less
• Create research centers or spaces -> that includes advancement of community
• Students engage in faculty research
• Provide time flexibility to engage in research
• Summer funding opportunities to prepare grant proposals and travel to collaborators
• Support for research thought
1. Gets undergraduates engaged
2. Produces scholarship even without involving undergraduates
• Grow graduate programs that engage grad students in research
• Mismatch between scholarship expectations for T&P and time spent on teaching
• Time
• University support for faculty to write proposals; build community partnerships (over summer months)
• Start up incubator - faculty working with local business and entrepreneurs
• Provide funding to students to participate in research (Part of their career development need!)
• Develop a campus wide undergraduate research/fellowship program that includes basic research training the students to lessen the burden of training on faculty
  • Ditto
• Build programs that support interdisciplinary research (research “center” or space that promote and support this); cross discipline symposiums; projects; community activities; good mentoring programs
• Role of scholarship research on UWT campus - and how it fits into P&T process
• $ 
• Fund interval studies - pilot funding open to all UWT faculty
• Expand support for community - engaged research opportunities
• Research related course buyouts (and not just by grant $)
• Undergraduate opportunities to participate in research - support development of a “research database” that can help link faculty to students and vise-versa
• Independent study compensation
• Connecting students earlier with research
• Opportunities for summer funding across disciplines
• Mechanisms for two-way community engagement around research
• Research 101 classes and digital info literacy across curriculum
• McNair, Reu
• Matching funds
• More time, more staff, more infrastructure, more mentoring around research, more space
• UWT value of research and value of research recognition
• Digital commons is the center for storing significant across campus
• Open access education for faculty
• Funds for subvention
• Encouragement, support, acknowledgement of lecturer research
• Interdisciplines
  • Space to interact - centers?
  • Exposure scholarships to other fields
• Information and digital literacy skills are introduced and applied across the curriculum
• Undergrad research opportunities
  • Space/facilities *
  • Encouragement
  • Support (for faculty and students)
• Mechanisms for student research as programs grow (Psych as an example)
  • Research staffing (libraries)
• UWT branding (value of research)
• Addressing faculty research needs
• Institution level funding to visit D.C. funders
• Document criteria for tenure
• Recognize research coming from a diversity of positions
• Consistent application of layout for indep. chair masters paper
• SCIVAL
• Connect people who have funding history to new faculty grants
• REU add on to grants or programs
• Expand what’s count as school esp in indeplinicary tenure process
• Profiler on researcher networks, grants, etc.
• Find ? infrastructure staff
• Connect advancement to research
• Clarify expectations for research about tenure
• Library
  • Metro / ??
  • Open access & funding
• Layers of mentor
  • Fac.
  • Stud.
  • External funds
• Infrastructure after gaining skills, give research exp. - advertising opps. classified/ab
• Vivo
• Grant making seed grant (SRI target assess w/ goal for pupose) WIG - to cal; ed impact for stud-grad school
Research

- Some funds need less funding but need time (grad students) = more grad programs, course release
- Draw on expertise across campus (not just one office)
- Connect faculty with entrepreneurs to explore commercialization of research
- Tension b/w applied & theorems
- Research or inst. Reputation build- at all levels

(Nita/Ali, April 6, 3:30)

- Seed Grants to develop research proposals and/or conduct pilot studies
- Funding for faculty to write federally funding proposals
- Inclusive Research + Scholarship
- Dedicated office Space for graduate student study research and study (can be a student recruitment incentive)
- Improved institutional research on UWT; consistent messaging about these results/trends
- Poor and inadequate infrastructure to support faculty research and funding for faculty research
- Expand global connections of the Greater Tacoma region
- Use of indirects to accelerate research (for example to use as matching funds for grants)
- Tenure and promotion guidelines that align with USU mission
  - People stuck at associate prof. level; asses and engage in discussion on how to improve these trends/facts
  - Add community engagement element to guidelines/applications
  - Individualized tenure plans (focused on teaching & research)
- Campus-wide support for student attendance and presentations at conferences
- Start up for new faculty
  - $  
  - Course releases
  - Think tanks
- Need more TIME
- Better definition & assessment community engaged scholarship
  - Publication & assessment
- Define the stages of building a research culture
- Culture of research is important to institutional success
- Expert database for media contacts (ask Katie Monks)
- Support for alumni
  - Researchers as undergrads ready to publish or present after graduation often have no resources or support; their success is important to us
  - Highlight successful alumni, use them as mentors
- More support for students interest in graduate school
Research

- Norde models immediately available??

- RESEARCH
  - Consider broadening this title
  - Inclusive research & scholarship
  - Be clear of what it means in context of USU (i.e. includes global, graduate, undergraduate, and basic research)
  - Train and orient students to what research mean and is—in particular at a USU
  - Consider developing a Research 101 course (part of student success effort?)
  - Build awareness of opportunities
  - Building a campus-wide and widely used/endorsed research database
    - Available to external community
    - Facilitate “match making” between internal/external and internal/external
  - Promote/facilitate networking amongst faculty
  - Infrastructure & funding
  - More training of and support for faculty working/collaborating with students

- Elevate and evaluate the work of UW Tacoma research centers in the USU context
  - Expected impact vs. current actual impact of our research centers

- Expand African studies
  - To align with interests of high number of student from Africa

- Using other titles and tenure tracks (research faculty) to facilitate research
  - Keep in mind concern about different classification (hierarchy)

- Encourage faculty research that isn’t grant-dependent research

- Where do faculty fit in with scholarly profile apps
  - Consensus on which to use in a digital commons context

- Develop faculty to faculty research mentoring

- We need data on
  - If students are getting jobs
  - Who hires them
  - How valuable is a UW-T degree vs UW-S or others
  - Who would do it? IR
  - Evidence based decisions
  - Consider using our 4,000+ UW Tacoma LinkedIn network for some of the above info

- Impact assessment/recognition of community-based research (we need to rethink how this is defined and establish a universal understanding of what this means)

- Cubical office space for graduate students so they can study and do research (game-changer, incentive, differentiator)
  - i.e. Carrels in the library

- Close relationship feedback between research, teaching, & community
  - Consideration of research-engaged teaching (e.g. undergrad research)
• Common collaborative working lounge areas for faculty to interact and learn more about each other’s research
  o Present an annual research symposium involving community partners

Workplace

(Richard, March 30, 12:30)

1. Y membership (free or discounted) for staff/faculty
2. Start a ping-pong club
3. Non-tenure track labor issues
4. Embrace sustainability on campus – be a role model in green design
5. Streamline processes to reduce frustration and wasted time
6. Antiquated proprietary computer system
7. Pathways to promotions for staff
8. Train supervisors of student in taking a holistic advising/development approach with student employees
9. Space for students to meet, share, and socialize
10. Professional development – Conferences, trainings, communication etc.
11. Access to resources that support black and brown faculty
12. Student support = student success
13. Annual/quarterly all campus meeting/conference
14. Transparency between departments
15. Add positions in admissions to encourage growth
16. Best practices
17. Expand hours we serve students
18. Support explicitly extra education for faculty
19. Workplace design that fosters serendipity
20. UWT TEDx Talks
21. Expand HR infrastructure for students
22. Full-time HR here
23. Create physical environments that that support chance social encounters, have daylight, serve as focal point, a behavioral hub
24. Formalized way of increasing awareness of the rules of the workplace…FAQs
25. Look at employee needs from a “hierarchy of needs” perspective
26. Figure out how to use IR—What do we want?
27. More “Come together moments”—Intramural sports
28. Why we’re awesome, tell our stories, sell our school units (individuals, majors, programs, units)
29. UW Y needs a pool
30. Financial Literacy
31. Milgard School of Business – Create a career center out of the business school. Business mentors for students.
32. More intentional internships with community-partnered businesses
33. Embrace/celebrate flexible work schedules.
34. Collaborative spirit to support data analysis
35. Mechanisms for staff to engage with our amazing students
36. Mentoring—Community, cross campus, within units
37. Additional Staff
38. We need space! – Student, staff, and classes.
39. Release time for service—Personal day devoted to community
40. Every member has a 24-36 month professional development plan
41. Real benefit of benefits—Is what is marketed
42. Need to hear voice of non-tenured + part-time faculty
43. Increase and improve communication! -- Crowd sourcing, initiatives, accomplishments
44. Casual community gathering spaces where you can eat together and run into colleagues, students

(Amanda, April 5, 12:30)

- Better definition of role of lecturer @ UW Tacoma
- Work institution - bldg. - balance - self-care - creativity fun
- Respect & support for the work of staff
- Faculty reward for service & for teaching & innovation in teaching
- Recognition of good work, scholarship, & accomplishments (by students, lecturers, staff, & faculty)
- Culture of over work
- How to help people grow with the campus?
- Create a blame-free workplace
- You’re “it” in the Dept., unit, etc.
- Same faces at all events
- Faculty club HUB
- No central place to hang
- No central communications -> internal communications strategy
- Awards, books, etc. on frontpage
- More recognition for good work. More outreach on our goodwork.
- Scaling staff with growth
- Celebration parties - new faculty intro’d - only via email now - faculty convocation
- Communities within UWT
- #’s dictate celebrations
- Campus is growing... maintain/grow traditions
- Used to walk into a room and know everyone...
- Break the “culture of crisis” - better pacing + planning
- More flexibility in teaching/research balance in T+P
- Invisible work - publish on “own time” - service service service
- No time for fun - too much work
- How do you scale growth “personally”??
- Create sense of worth
- “I’m afraid to say no to things”
- Balance value/promote teaching/research
• Attempt to better quantify how we spend our time? Color code your Outlook calendar so you + your colleagues + supervisors get a better overview?
• Campus-wide newsletter perhaps? Include weekly log of uwtline announcements + community - supporting newsletter style content?
• Related to “unsiloed” suggestion - It’s important to foster a strong community among staff on campus. Seems to have “dribbled away” some (or a lot…) as campus has grown… detrimental?
• With increasing staff, growing + shifting roles, ensure staff maintain sense of self - worth (even as their roles change).
• Create a presentation for UW Tacoma employees do issues that are important to them. (e.g. Ted talks)
• UWT attracts builders + workers… Workplace now emphasizes participation, “Be good citizen” but not enough of work/life balance + self-care…
• Equal respect for the work of staff to faculty
• Unsioloed let’s party!
• “Model = calendar of priorities
• Celebrate quality teaching more
• Promote it as a distinguishing factor of our institution
• Image & marketing our balance - research & teaching
• Recognize achievement boldly
• Tenure + promotion guidelines must reward what we do -> 50% / 50% / 50% UWT ->
Quantify more -> 80% of the work -> 20%/80% - rule and leadership needs to put feet to the fire -> fire house, fire -> campus wide communication strategy - 1 weekly announcement, connection space
• Centralized social space
• Faculty club
• Party
• Find a new way to connect
• Spotlight recognition for local service
• More celebration stuff - convocation for faculty and staff
• Align staffing with strategy
• Revisit the time matrix - open lunchroom
• Why don’t people come to celebrations that used to draw a large audience - “Teacher of the Year” lecture

Community

(Joel, March 30, 12:30)

• Passport of Tacoma to help guide students to get involved in community (e.g. events, internships, resources, etc.)
  o UPS began something similar this year
• Compiled list of services in our community available to students
• Create lists of available students/student jobs in community
  o Like UPS “logger jobs”
  o “Husky Jobs”?
  o More advertised
Community

- Internships should be required in more programs, and also supported
- Funding & Outreach support to be a “convener” in the community – quick turnaround, to be responsive and list of events we’d like to host on campus
- Opportunities and mechanisms for community members to be in the classroom (multi-year PT lecturer contracts)
- Quarterly state of the “________” talk
  - State of Tacoma
  - State of TPS
  - State of Puyallup Tribe
  - Something different each quarter to give an update on some part of the community
  - Invite local leaders quarterly to tell us about their communities needs/achievements/goals
- Expanding pathways to Promise – local & outreach to other school districts
- TNT, PSBJ, ETC. – discussion coffee groups
- Louder/more centralized community minded PR
- Imbed “Tacoma” in the curriculum
- Add a “service day” to benefits package
- Hire a “matchmaker” community/unit connector (Think Malcom Gladwell) to develop internships & collaborations w/ more in depth connection to units & NPO’s, businesses, gov’t & other orgs. At the uni/advancement level
- Paid internships for students (Milgard management?)
- Fund to support community engagement initiatives (e.g. support theater collaboration)
- *Market* UWT as connected to community – to learn how to connect with community – even if from far away – and orient students to that.
- Backdoor access for the community
  - Streamlined, transport process
  - Conduit for faculty/staff access to financial support
  - Reduce workload
  - Cleaner conversation
- Infrastructure for community engagement
  - Classes
  - Center for Service & Leadership allows students to do activity w/ community
    - What are we doing?
      - Unless you are directly involved, you don’t know?!
      - “I need a student who does X.”
- Community engagement in the classroom
  - Service learning, paid internships → Job opportunities
- Service Learning
  - Students don’t necessarily have many opportunities to do “real world” application of what is being learned.
  - Books v. experience
Community

- “CRM” for the campus in relation to partnerships, projects, events, internships, etc.
- Provide a place where anyone can discuss their experience
  - Highlight 2-year – 4-year alumni graduates
  - Highlight work of alumni
- Access to resources
  - Students 1st, community 2nd
  - Mindful of harm in community partnerships
    - Intent v reality
  - Privilege
    - Idea of volunteerism, helping “Others”, helping “needy”
  - Inclusion <> access
  - What does diversity mean in the community
    - Which communities?
- Host annual “Community Partners” fair

(Richard, April 5, 3:30)

1. More direct connections between faculty and groups brought into campus – Hundreds of kids show up sometimes [but we don’t interact]
3. Avoid turf wars over community access.
4. Public Private Partnerships (PPP’s)
5. Connections:
7. Potential employees  Student seeking jobs/experience
8. Improving internal connections/communications  We have services that much of internal communities aren’t aware of.
9. Tacoma  South Sound “Communities”
10. Facilitate service learning opportunities
11. K-12/UWT Liaison problem-solver
12. International student connection with community.
13. Robust program for internships
14. Make connections between those who want and those who have (vice versa)
15. Advertise our students to the community – who does this?
16. Undergraduate research symposiums open to the community.
17. Not clear how to connect external interest to internal enterprise.
18. Pipeline for jobs.
19. Define community as where are students come from.
20. Build pipeline for K-12 students into STEM.
21. Use University Bookstore for connecting to community.
22. Tacoma is where I go to school, community is where I live.
23. Seen as resource center for lifelong learning.
24. Regularly solicit ideas from community for needs and opportunities.
25. Make “care calls” to alumni
26. Cultivate relationships to build service learning internships.
27. Need an open front door.
28. Build student confidence to reach out to the community.
29. Go max for Tacoma.
30. More networking at ALL levels.
31. Hosting events on campus with our diverse Tacoma Community Events about first gen, jobs, college etc.
32. Faculty and staff collaboration!!
33. Collaborating with surrounding institutions! PLU, UPS, TCC, PC, Etc.
34. Open community potluck discussion.
35. Service – Learning
36. Institutional support (Tenure, Scholarship
37. Similar to Carlson @ UW Seattle
38. Need for community for outreach and support
39. Think beyond the silo of your discipline.
40. Community = “with,” not “for”.
41. Communication within our Campus Community
42. Engagement with Tacoma – Pierce County chamber information about local jobs/ employee.
43. Ongoing inclusive -
   - Convocations Action plans
   - Student community (Staff/faculty goals)
44. Career Services Direct hiring from community partners – internships, referrals, connections, Heroes cooperate fellowship programs
45. Bonding before bridging.
46. Access and Informed and Supported P2P (Pathways to Promise) – 5 school districts (over promise, under deliver).

(Leslie, April 6, 3:30)

- Tent city Tacoma
  - Include Food Pantry presence
- Creation of a Welcome Center
  - Front door to our University
- Annual/Bi-annual Community Resource Fairs
  - Careers (employers)/ Homelessness resources/ Support SUS
- Culture of capstone-oriented requirements for graduation (i.e. community-engaged capstone required to graduate like PSU model of student, community partner, faculty members for each capstone project)
- Expand UWT as community presenter
  - Performances, lectures, plays, concerts, workshops
- Include community engagement in T&P and staff evaluations
- Incentive structure for faculty community engagement
  - A la Melissa’s work @ Boise.
- Use of campus for open “fun” events
  - Outdoor movie nights, farmers markets,
  - Partner with Metro Parks
Community

- Partner with Tacoma Town Center (Convention Center)
- Need to build out Internship infrastructure and consistencies across campus
- UW Tacoma welcome center potential placement next to Metro Coffee
  - There should also be a role for the library in this “welcome” space idea/area
- What can we do to address homelessness in our community?
  - Tent city at UW Tacoma
- UW Tacoma should take advantage of a huge mission-based opportunity to purchase KPLU
- Use community resources wisely; steward resources appropriately and sensitively
- WorkSource Washington-connect our work to this organization (Andrea in Career Services will spearhead this connection)
- 4Block Veterans organization
- Employer engagement
  - How to grow with benefits that makes sense and are consistent? (i.e. chamber of commerce)
- Role of “e-news” publications (60k distribution + volunteer distribution) in building engagement + engagement opportunities
- Mission of accessibility extended to the community (i.e. pk -12 environment)
  - Infrastructure for community engagement
- Internship roundtable in May
  - Focus on paid internships
- Alumni engagement
  - Tipping point?
  - Power in alumni base advisory boards engagement
- Promote a greater role of the library in campus life interface between public and university
  - Library as a site for various interactions, exhibitions, installations, non-profit research center, public computers; poster for promotional purposes-open house
- Why isn’t TEDEX Tacoma presented at UW Tacoma vs PLU
- Could P2P Science Fairs be held on UW Tacoma campus?
- How do we inventory community partnerships? What data do we include in such an inventory?
  - What is our campus-wide reporting mechanism for community partnerships?
  - 2013 survey was done; check in on this
- How community engagement is defined & recognized as part of the tenure and promotion process