

An Assessment of
The College of Education and Human Development Research:
Typologies, Productivity, Perceived Needs, and
Strategic Goals (2018-2028)

A White Paper Submitted to the Office of the Dean
The College of Education and Human Development (COEHD)
The University of Texas at San Antonio

Prepared by
The COEHD Research & Development Committee (RDC)

December 1, 2018

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Copy Submitted to Faculty June 26, 2019
Updated October 18, 2019

Executive Summary

The College of Education and Human Development Research and Development Committee at The University of Texas at San Antonio was reconstituted, July 24, 2017. The Committee met bimonthly from this date through December 2018 and prepared the present White Paper to characterize the status of research in the College and inaugurate a research plan for the future years.

Goals of this report. The present report provides a) a discussion based on a faculty survey of a typology of past and ongoing research, b) a report from a faculty survey of perceptions by COEHD faculty of research needs, c) an analysis of College faculty performance relative to peer/aspirant and Research Tier I schools, d) research and development next steps for 2018 to 2028. e) This is followed by a review of grant development and submission policies and procedures to be followed by faculty when submitting grant proposals. We are hopeful this will help faculty navigate the research grant writing processes. Policies are continuously revisited and updated; thus, faculty should consult the latest set of procedures.

Why is this important? We are celebrating UTSA's 50th anniversary. We are now at a juncture whereby Research and Development activities are central to the growth of our institution and surrounding region. A research plan and framework is vital to the future development of the institution at-large and, specifically, its faculty development and student success in work and life. It is also instrumental in the reward structures available for institutions and individuals. **We asked: How can we utilize and build upon our current research strengths to strategize in knowledge building, research development, and dissemination during the next ten years? As we pursue Research Tier I status, how can we establish a philosophical model and related metrics that can inform our College's research strategic plans? How can we develop as a unique research institution among the research institutions across the nation and world?**

Summary of findings. This White Paper conveys that many faculty, in the COEHD over the past five years studied, 2013 to 2018, have been producing what might be characterized as *Discovery* and *Application* research. The types of scholarship produced are important for faculty development and doctoral student growth and their advancement beyond the institution. This research-scholarship helps brand the institution as a distinguished, leading enterprise in particular areas of disciplined inquiry.

The present report includes findings from a survey of tenured and tenure-track faculty in the College. Faculty express what they perceive as the range of needs for institutional support --in order to obtain research grants, for the completion of research projects, and the publishing of quality research. Doctoral students play an important role in the development of the institution's research trajectories.

This report looks at two major indicators of scholarly productivity: a) external research grants and b) academic research publications. Our COEHD received about \$3.7 million in research grant funds in fiscal year 2016, comparable to the University of Houston and the University of Oregon. A goal is to increase this \$3 million to \$10 million in five to seven years. The publication trend of UTSA at-large rose significantly to resemble those of current peer institutions from 2008 to 2014.

It is recommended that we re-examine and define ways of stimulating and measuring scholarly productivity that will move us to Tier I Research status, clarify our research goals for and with faculty, develop a system/office for tracking and promoting the scholarly productivity of our faculty.

Long-term goals for 2023-2028 are: to compare our growth to not only aspirant institutions but also powerhouse research institutions, to develop the uniqueness of The University of Texas at San Antonio as an exemplary Hispanic Serving Institution (HSI) while advancing talent in the United States-Mexico populations, first-generation and international students. This should be visible through a range of creative national and international reporting with distinguished publicity.

Rosalind Horowitz, Chair

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Chapter 1. Introduction

The Research and Development Committee (RDC) of the College of Education and Human Development (COEHD) at The University of Texas at San Antonio (UTSA) was created on July 24, 2017. The Committee's meetings began in the Fall, 2017 and consisted of bimonthly meetings throughout 2017-2018 and 2018-2019 academic years. Dr. Rosalind Horowitz, Professor, Interdisciplinary Learning and Teaching; and Educational Psychology, was appointed by Dean Margo DelliCarpini, to serve as Chair with additional appointments on the Committee, by the Dean, that included tenure-track faculty representation from each of the six College of Education and Human Development Departments. Appointees were all faculty actively engaged in and committed to research and its development in the College and The University of Texas at San Antonio at-large.

Those invited to serve as Committee members and liaisons to each of the Departments in 2017-2018 were: Dr. Jessica Hazlett-Lloyd, Counseling; Dr. Juan Niño, Education Policy and Administration. Dr. Guan Saw, Educational Psychology; Dr. Jorge Solís, Bicultural-Bilingual Studies; Dr. Erica Sosa, Kinesiology, Health and Nutrition; Dr. Monica Treviño, COEHD Senior Grant Development Coordinator; with Dr. Amaury Nora, Associate Dean of Research, Ex Officio member. In 2018-2019, Dr. Juan Niño stepped down and Dr. Nathern Okilwa, was appointed by the Dean to represent Education Leadership and Policy Studies. Dr. Amaury Nora, former Associate Dean of Research stepped down, and Dr. Michael Karcher, the new Associate Dean of Research, joined the COEHD, Research and Development Committee as an Ex Officio member.

In 2017-2018, the COEHD, RDC a) revised the Committee's *Bylaws* and b) from 2017-2018 and through Fall semester, 2018 produced the present White Paper. It is noted that the College *Bylaws* were last updated in 2003, 15 years ago. The present *Bylaws* are included within the Introductory Matter of this report. This White Paper was completed December 1, 2018. Each Committee member developed at least one chapter. But all Committee members read the entire manuscript and contributed to the final copy contained herein.

The goals of this White Paper are twofold:

First, the present White Paper characterizes the status of research as examined by the Committee and by faculty through surveys, interviews and research generating comparisons to other institutions. These efforts were conducted in the College through December 2018. More specifically, provided, in the pages that follow, is a) a discussion of a typology of past and ongoing research, b) a discussion of perceptions by faculty of research needs for advancing their scholarship, c) a discussion of College faculty performance relative to peer/aspirant and Research Tier I schools, characterized as the environmental landscape, and d) a discussion of research and development next steps for 2018 to 2028. This is followed by a review of grant development and submission policies and processes that the COEHD requires of faculty when submitting grant proposals, as of this juncture, December 1, 2018. Note these are continuously updated. A Conclusion highlights considerations for future research and development.

Second worth highlighting is that this White Paper outlines future directions for the RDC as a mechanism to support COEHD research and its development --in ways that build Tier I Research status for the College of Education and Human Development at UTSA.

Some of the key questions that the Committee discussed included: **How can we utilize and build upon our current research strengths to strategize in knowledge building and research development and dissemination during the next ten years? Finally, mindful of the University at large strategic plan, and recent advances in infrastructure and the goal of reaching Research Tier I status, how can we establish a philosophical model with academic metrics that can inform our College's research strategic plans? How can we develop as a unique research institution that serves South Texas and also is unique among the exemplary research institutions across the nation and internationally?**

1.1 To these ends, and to elaborate, the present White Paper includes the following Chapters. Chapter 1 provides an overview of the White Paper and the goals of the Research and Development Committee.

1.2 Chapter 2 presents a typology of faculty research and scholarship output reviewing publications over the past five-year span from 2013 to Spring 2018. This is based on a survey that was distributed to all tenured and tenure-tenure track faculty in the College of Education and Human Development at UTSA. Analysis of the data included examination of the types of research across the six Departments of the College. This Chapter and the survey administered were informed by Ernest L. Boyer's *Scholarship Reconsidered* (1990), which has continued to serve as a landmark and classic in the study of scholarship produced in institutions of higher education and particularly schools of education. This Chapter uses a Typology of Research using the categories for classifying research identified by Ernest Boyer (1990) as *Application, Discovery, Integrative, and Teaching Research*.

Chapter 2 identified scholarly printed sources in which they produced written documents (Table 2.2), the research methodologies used (Table 2.3), types of faculty institutional partnerships (Table 2.4) and by themes covered under each of Ernest Boyer's (1990) *Scholarship Reconsidered* with its four categories of scholarship. Appendix A of Chapter 2 identifies the journals in which faculty have published (given their top five identified sources) over the past five years (2013 to 2018).

1.3 Chapter 3 examines faculty perceptions of *existing* support for research and *perceptions of support needed for the future*. Chapter 3 includes data collected during the Spring of 2018. More specifically, this Chapter considers current support and relatedly resources needed for the future including help in obtaining grants (Tables 3.3, 3.4, 3.5), for the production of high-impact and innovative research (Table 3.6) as well as for help in publishing in high-impact research journals (Table 3.7). It further identifies faculty perceptions of what is necessary at The University of Texas at San Antonio for faculty to achieve greater success in obtaining research grants (Table 3.5). A *Qualtrics Survey* provided data for the present analysis and was followed by individual faculty interviews.

1.4 Chapter 4 builds on the preceding chapters. It addresses COEHD scholarly productivity by comparing the COEHD research awards to UTSA research awards across the University's Colleges and to aspirant and peer institutions in the United States (Table 4.1), and by sources of external research funding and academic publications (Table 4.2).

Two indicators of scholarly productivity are examined herein: (a) **External Research Grants** and (b) **Academic Publications**. COEHD Faculty received about \$3.7 million in research grant funds in fiscal year 2016. This is comparable to the University of Houston and the University of Oregon and far better than the University of Louisville, The University of Texas at Arlington and the University of California, Riverside (Table 4.1). **A goal is to increase research expenditures in the COEHD from \$3 million to \$10 million in five to seven years.**

4.2 Academic Publications. A key indicator of scholarly productivity is book and journal article publications and citations to these publications. Forty percent of our COEHD faculty and Ph.D. programs from year 2007 to 2016 published 37 books and on the average 120 journal articles, and 2.6 articles per faculty, over a five-year time-period (Table 4.3).

Results show an increase on average of 15-20 articles from 2008 to 2014. The publication trend of UTSA at-large rose to resemble those of “Current Peer” institutions, after 2007 (see Figure 4.2).

4.3 Chapter 4 concludes with important strategic action goals related to the Chapter. a) An immediate goal is to define a metric for measuring scholarly productivity of COEHD faculty that move us to a Tier I research institution. b) An intermediate goal is to develop a system/office for tracking and promoting scholarly productivity of COEHD faculty. c) A long-term goal is to monitor and compare the growth of scholarly productivity of COEHD faculty to those at aspirant institutions and, better yet, powerhouse research institutions.

5.1 Chapter 5 of this White Paper reviews and synthesizes previous chapters to provide a Research Strategic Plan and recommendations for The College of Education and Human Development. To that end, this chapter specifically refers to the mandates of President Taylor Eighmy, to position UTSA as a learning and research enterprise and a next generation Hispanic-Serving Institution (HSI). The goal is to cultivate research-intensive environments where faculty and students thrive in knowledge building and applications needed for the 21st century of work and life. Dr. Bernard Arulanandam, Interim Vice President for Research, 2016- to the present, currently President of Economic Development and Knowledge Enterprise, and head of a Research Task Force for the UTSA, clarifies that we increase our national and international recognition as *an institution of research excellence as identified by the National Research University Fund (NRUF) and Carnegie Classifications*. **The goals are stated in this chapter: increase annual research expenditures and doctoral student success and quality; and achieve national recognition including faculty from distinguished National Academies.**

5.2 Chapter 5 offers areas of strategic focus and action items. The COEHD can increase national and international visibility through a) high impact research production, b) increase in faculty support for high impact research, c) use of a collaborative model within the University, and across universities, institutes, and foundations, d) and excellence in research training and development of undergraduate and graduate students.

5.3 Chapter 5 emphasizes factors that stimulate and enhance excellence in research productivity. Table 5.1 charts the above strategic foci by short-term, intermediate, and long-term goals. Also provided are specific steps for achieving these goals. A timeline and elaboration of these goals are provided for 2018 – 2028. We should note that Chapter 5 recommends each member of the Research and Development Committee serve as a **Research Ambassador**, that is, as a research

advocate for their respective Departments in the College. It also indicates that there be an effort to coordinate with the new infrastructure and various offices and groups working on research initiatives connected to the COEHD (short-term goals). In addition, intermediate goals 2019-2023 include **a) increased visibility of research findings and b) monitoring of scholarly productivity.**

For the long-term 2023-2028, the uniqueness of UTSA as a Hispanic Serving Institution (HSI) with United States - Mexico Border populations, and first-generation students, should be internationally visible and touted through national and international reporting.

Doctoral students will require increased financial and intellectual guidance. They are the foundation of individual and team faculty productivity; they often possess new knowledge and energy that propels faculty research. To date, doctoral students in the COEHD have largely come from the local San Antonio communities and schools; efforts should be made to recruit from throughout the state and nationally.

6.1 Chapter 6 provides a current account of the grant development, grant submission process and post-award resources available to faculty. The goal is to make crystal clear how to proceed with a grant plan, receive funding and research support from proposal development to project implementation. This chapter includes information, which will be available and posted through College web-sites and research service centers. The present Committee recognizes the importance of cross-disciplinary, cross-campus, collaborative group research with significant outcomes for human development locally and nationally.

7.1 Summary

Determining College of Education and Human Development Research Goals and Visions for 2018 to 2028

At the *COEHD Committee Update and Data Retreat* on May 11, 2018, our Committee's College Research and Development Report included Committee findings as of this date (See *UTSA, COEHD, Spring 2018 College Meetings*). We summarized our first year of service, 2017-2018 to an audience from across the College and UTSA. We focused on the following three important goals at that juncture: a) we expressed a stalwart commitment to excellence in research and attention to national and international development. The role and direction of federal agencies, education institutes, and foundations who work at the forefront of research were highlighted. b) The importance of faculty interaction and collaboration with administrative offices to develop a research vision unique to our institution was briefly addressed. We called for a formation of a vision for research growth that was appropriate for a Hispanic Serving Institution (HSI) of the Americas, 150 -miles from the United States -Mexico Border, with first-generation to attend college populations. c) We called for building on the talents of individual faculty, within and across Departments, and interdisciplinary teams and partnerships across the University and beyond into research institutions, foundations, and centers.

Bylaws Approved December 12, 2017

The College Research and Development Committee (CRDC) will strengthen the research culture and scholarly initiatives within the College of Education and Human Development. (1) CRDC shall be advisory to the Dean and will be responsible for formulating general policies, procedures, and recommendations regarding faculty, undergraduate, and graduate student research and development opportunities. (2) The CRDC will interface with other College and University research and development offices (e.g., Research Centers, the Institutional Review Board, Deans and Associate Deans). (3) The CRDC shall be constituted as follows: (a) one faculty representative from each Department in the College, as selected by the Dean in consultation with Department Chairs, (b) the Associate Dean for Research (ex officio), and (c) the Senior Grant Development Coordinator (ex officio). Other individuals may be invited by the Chair to participate in selected meetings as non-voting guests. (4) The Chair of the CRDC shall be elected by simple majority of the membership at the first annual meeting of the committee. The Chair will serve a term of two years, with multiple terms allowed at the discretion of the CRDC. (5) Appointed CRDC members shall serve a two-year term. The Dean shall fill any vacated positions in consultation with the Department Chairs.

Chapter 2. Typology of Faculty Research

Introduction

Chapter 2 of this report is an effort to understand the types of scholarly inquiry faculty across the six COEHD Departments faculty are engaged in for research. At the recommendation of Dean DelliCarpini, this Chapter uses Ernest L. Boyer's scholarship framework discussed in *Scholarship Reconsidered: Priorities of the professoriate* (Boyer, 1990). To accomplish this goal, the RDC constructed a survey to understand how faculty in the COEHD viewed their scholarship in terms of Boyer's four types of scholarship. Boyer's original call to expand notions of scholarship moved away from traditional and binary perspectives of scholarship such as engaging in teaching *versus* doing research. Boyer's explains his view of scholarship in the following way (p.16):

... the work of the scholar also means stepping back from one's investigation looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students. Specifically, we conclude that the work of the professoriate might be thought of as having four separate, yet overlapping, functions. These are: the scholarship of **Discovery**; the scholarship of **Integration**; the scholarship of **Application**; and the scholarship of **Teaching**. (bolded by chapter author)

Boyer's perspective also contests hierarchical and linear notions of scholarship where knowledge production and influence can move in varied directions not only from basic to applied research but rather across various typologies. Boyer's perspective proposes that Discovery research is not a prerequisite for other types of scholarship but can be sparked by innovative scholarship in Teaching, Integration, Application or other forms of scholarship. Scholarly work can engage varied scholarly goals and achieve a range of contributions.

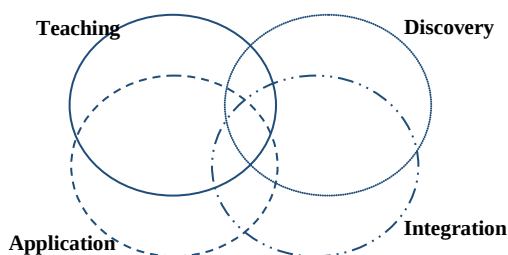


Figure 2.1. Varied and Overlapping Nature of Scholarship

Methodology

All COEHD tenured/tenured-track faculty were emailed an online survey designed by the RDC using Qualtrics during February 2018. The email explained the purpose of the survey and included a Chapter on Boyer's Typology and a PowerPoint presentation that described each of the four categories faculty would be asked to use when completing the survey. The survey contained three sections: a basic background section including information on faculty scholarship, a section on perceived faculty support, and a section on perceived needs for additional support. This Chapter focuses solely on the first section (see Appendix A, Section 1).

Faculty members were asked to identify their name, academic faculty rank (Assistant Professor, Associate Professor, Full Professor, mainly Administrative), and Department. The survey also asked faculty to "please include up to five research products between 2013-present" that they believe represented their "main scholarly focus". Research citation or scholarly product was defined as "publications, funded grants, technical reports, research-based conference paper, or other scholarly contribution." For each submitted product, faculty were asked to identify each product's format (journal article, book/chapter, technical report, grant), scholarship category (discovery, application, teaching, integration), methodology (mixed methods, not applicable, quantitative, qualitative), and partnership type (School K-12, universities, community-based organization, early childhood centers, other). Scholarship categories were defined as:

- **Discovery:** focus on searching for new knowledge, discovery of new information and models
- **Application:** focus on discovering how new knowledge can solve real world problems, concerns, goals, or endeavors
- **Teaching:** focus on researching innovative approaches to informal/formal teaching, advising, mentoring
- **Integration:** focus on the integration of knowledge from different sources and, bringing findings together across disciplines to discover convergences

The same prompts were repeated five times allowing faculty to describe each of their five research citations or scholarly products. Faculty were also asked two open-ended response questions - "*Thinking collectively about your scholarly products, what is most important about your scholarship and its potential outcomes?*" and "*Thinking collectively about your scholarly products, what are keywords that could describe your area(s) of research? Please list up to 7 at most.*" These two questions were meant to gather information for identifying common themes across research areas in the College.

Survey responses were downloaded into an excel file and then uploaded into Dedoose, a cross-platform application for analyzing qualitative and mixed methods research. Faculty names were removed for analysis and each individual faculty response was coded by, scholarship category, methodology, and partnership type. Descriptive statistics were conducted for quantitative data and qualitative data were coded using a grounded approach for identifying thematic scholarly convergences. Coding and analysis were completed by Dr. Jorge Solís.

Results

A total of 46 faculty surveys from six departments were obtained in the survey. All departments and ranks were represented in the responses. When asked for scholarly products, faculty collectively reported 191 sources that included 134 journal articles, 37 book/book chapters, 15 grants, and 5 technical reports. The most commonly cited journals were *Addictive Behaviors*, *Contemporary School Psychology*, *Counselor Education and Supervision*, *International Journal of Bilingual Education and Bilingualism* (see Appendix A for the full list of journals cited).

Scholarship in the College

Faculty categorized their research from 2013-2018. Collectively COEHD faculty indicated a major focus on Application (31%) and Discovery (40%) scholarship. When examined by Department, all Departments categorized Discovery most frequently, except for Counseling who categorized 33% of their works as Application. Teaching scholarship varied by Department from 0% in Educational Psychology to 27% in Counseling. See Table 2.1 for additional data.

Table 2.1.

COEHD Research by Boyer's Four Types of Scholarship (2013-2018 citations) (n=191 products)

	Application	Discovery	Integration	Teaching
COEHD	31%	40%	17%	12%
BBL	26%	37%	16%	21%
Counseling	33%	27%	13%	27%
ELPS	32%	41%	23%	5%
ILT	36%	43%	7%	14%
KHN	31%	46%	15%	8%
Ed. Psych	31%	46%	23%	0%
By Rank				
Assistant	25%	45%	28%	13%
Associate	41%	35%	18%	6%
Full	33%	36%	34%	17%

When examining the types of scholarships by format, a few key variations existed. Approximately 80% of grants were categorized as *Application*. Yet, most journal articles (59%) were categorized as *Discovery* scholarship. Books and book chapters had the most diversity across the scholarship types. See Table 2.2 for additional findings.

Table 2.2.

Faculty Responses Based on Boyer's Four Types of Scholarship by Format (n=191 products)

	Application	Discovery	Integration	Teaching
Journal Article	27%	59%	9%	5%
Book/Chapter	22%	41%	19%	19%
Grant	80%	20%	0%	0%
Report	40%	40%	20%	0%

Faculty members included mostly qualitative research in their submitted research citations and scholarly products (71 qualitative products versus only 53 quantitative). Almost a third of products indicated no methodology and were excluded from this analysis. Mixed methods were the least common method reported by faculty and were mostly classified as *Discovery* scholarship. See additional trends in Table 2.3.

Table 2.3.

Faculty Responses Based on Boyer's Four Types of Scholarship by Methodology (n=143 products)

	Application	Discovery	Integration	Teaching	Total
Mixed Methods	6	11	1	1	19
Qualitative	17	44	6	4	71
Quantitative	15	34	2	2	53
Total	38	89	9	7	143

Partnerships for Scholarship

When asked which partnerships were included in the scholarly product, faculty reported that only about 41% of scholarly products included a partnership. Partnership options included universities, city/state, community-based, international, K-12 schools and others. When categorizing partnerships by Boyer's four types of scholarship, we see that *Discovery* had the most partnerships reported followed by *Application*. Universities were the most frequently cited partnership, followed by K-12 schools and community-based organizations. City/state partnerships were only cited for *Discovery* and only one International partnership was cited. See Table 2.4 for additional data.

Table 2.4.

Faculty Responses Based on Boyer's Four Types of Scholarship by Partnership (n=80)

	Application	Discovery	Integration	Teaching	Total
Universities	13	28	4	3	38
City/State	0	2	0	0	2
Community Based Organizations	10	3	0	0	13
International	1	0	0	0	1
K-12 Schools	5	7	3	1	16
Total	29	40	7	4	80

Common Themes in Scholarship

Faculty key words were examined for converging themes. Each faculty could enter up to seven key words. Key words that were mentioned two or more times emerged from the data regardless of how many faculty members mentioned the key words. For example, if a faculty member included two or more key words that were closely related, then that theme might have

emerged even though it was from only one member. See key themes listed below in alphabetical order.

Table 2.5.

Themes in COEHD Faculty Keywords

Themes mentioned more than once			
African-American Identity/Blackness	Health research	Mexican-American/ Chicano/a/ Latinx	Social Justice/ Critical Theory
College Access/ Reform	Identity/Race/Gender/ Ethnicity	Multicultural/ Diversity Education	Teacher Education/ Preparation
Counselor Preparation	LGBTQ+/Sexual Health	Nutrition	Teacher Identify
Culture	Literacy/Text/ Reading	Policy/Theory/Practice	Unequal Schools/ Leadership

Discussion

The purpose of this Chapter was to explore the current research in The College of Education and Human Development and classify the research using Boyer's Scholarship Framework. Results showed that faculty were mostly engaged in *Discovery* and *Application* scholarship. This trend existed even when examining by Department and by Rank. Reasons for the emphasis on *Discovery* and *Application* scholarship were not explored in this survey. However, some possible reasons could include that both types of scholarship represent the more traditional definitions of research. Furthermore, these types of scholarship are common modes of research across colleges of education.

When examining the four types of scholarship by format, it was interesting to note that most grants were classified as *Application*. About 80% of the cited grants were classified as *Application* compared to only 20% classified as *Discovery*. This might signify a trend towards more applied work. This could also signify that funding agencies are seeking hands on and applied findings that will influence schools and a range of environments. Fewer than 30% of articles were classified as *Applied*. As grant projects advance in their completion, this number could increase in future assessments. The other possibility, though, is that faculty members are active in obtaining grant funding and carrying out projects that are application based but possibly do not translate those projects into journal article publications. In this second scenario, perhaps more training and support would benefit faculty to identify potential publishing opportunities for sharing their applied work. Books and book chapter citations were distributed across scholarship

types (ranging from 19% to 41%). Possibly, books and book chapters represent both a flexible space for a range of scholarship types and an area where faculty may have more expansive notions of scholarship.

Limitations

There are several limitations in this chapter that should be acknowledged when interpreting the results. First, though a comprehensive assessment of all scholarly products would have been ideal, the *RDC only asked faculty to select five scholarly products* each to represent their work. The scholarly products are therefore *not* representative of all research conducted throughout the COEHD. Faculty were asked to select the products that represented their “main scholarly focus” as a way of gathering relevant though not comprehensive data. Second, faculty members were provided with a chapter by Boyer on the areas of scholarship, a PowerPoint presentation, and definitions of the areas of scholarship on the survey. However, there is a possibility faculty did not fully understand how to categorize their scholarship into this new paradigm. The variability of scholarship areas might therefore be conservative. This survey is only the first step in ongoing dialogue and assessment of the categorizing of our COEHD research.

Chapter 3. Faculty Perceived Support and Additional Resource Needs

Introduction

The College of Education and Human Development's Research and Development Committee (COEHD RDC) were charged with advising the Dean on the most effective strategies for supporting research productivity in the COEHD. To inform the Committee's recommendations, the COEHD RDC conducted a needs assessment among tenured and tenure-track faculty in all six COEHD Departments. The main goals of the assessment were to gauge current perceptions of COEHD support for faculty research, to highlight current resources faculty are using for their research, and to identify additional resources needed for increasing research productivity.

Methodology

Faculty Perceived Support and Additional Resource Needs were assessed through: (1) an online survey hosted through *Qualtrics* and (2) a series of faculty interviews. Dr. Sosa developed the questions for both parts based on previous research examining factors that influence faculty research productivity and on initial committee discussions of relevant factors. The questions for the online survey were presented in part two of the COEHD RDC's Faculty Survey (described in chapter 2), following questions about faculty scholarly products. To assess faculty members' perceptions of the current COEHD research-related support, faculty were asked to rate their level of agreement on a series of nine, 4-point Likert type statements, such as "The COEHD currently supports me in obtaining grant funding for my research." Faculty rated their level of agreement from strongly disagree to strongly agree. Perceived university research-related support was also assessed using similar questions. To assess resources currently used, faculty members were asked to check all resources and strategies that helped to obtain grant funding; conduct meaningful, high impact, and innovative research; and publish research in high-impact and/or leading journals in their field. Three open-ended questions were used to gather data on additional resources that the COEHD could provide to help 'obtain more research-focused grant funding,' 'increase meaningful, high-impact and innovative research,' and 'increase publications in higher impact and/or leading journals in the field. One open-ended question asked for any additional comments, thoughts or suggestions faculty had. Finally, faculty members were asked to enter their email addresses if they were willing to participate in a short interview. See Appendix A, Sections 2 and 3.

Dr. Sosa emailed all faculty who provided their email addresses in the online survey to schedule interviews. All but two interviews were conducted at each faculty member's office around their schedule with the other two being conducted over the phone. The initial sample was missing representation from one Department so the COEHD RDC representative from that Department recruited additional participants. A semi-structured interview guide was used to gather more in-depth data on the current research environment in the COEHD and additional support needed as COEHD faculty increase their research productivity. See Appendix B for the interview guide. Dr. Sosa conducted all interviews between February 26, 2018 to April 10, 2018 and interviews took between 16 to 39 minutes to complete. All interviews were audio recorded and later transcribed by Dr. Sosa.

Dr. Sosa performed all analysis for the online survey and interviews. Descriptive statistics were performed on the survey data for the close-ended questions in SPSS. Open-ended responses were entered into NVIVO software for qualitative analysis. All interviews transcriptions were entered into NVIVO for qualitative analysis. Thematic analysis was used to identify major themes in the qualitative survey and interview data separately due to the different samples.

Results

Sample

The overall response rate for the Faculty Support Survey was 49% with 48 faculty members participating in the survey. Survey response rates within each Department ranged from 32% (Interdisciplinary Learning and Teaching) to 75% (Counseling). All ranks were represented in the survey sample with the largest representation from Assistant Professors (making up 40% of the sample) and smallest from Administration (making up 2% of the sample). One faculty member did not answer the questions regarding rank or department. Of the 15 faculty members who entered their information for interviews, 11 participated and two additional faculty members were recruited, resulting in 13 interviews being conducted. All Departments were represented in the interviews by at least two faculty members.

Table 3.1

COEHD Faculty Survey Sample by Department

	% of Total Sample	% Response Rate
Bilingual-Bicultural Studies	20	56
Counseling	12	75
Educational Leadership	18	47
Educational Psychology	14	55
Kinesiology, Health & Nutrition	18	28
Interdisciplinary Learning and Teaching	16	54
Missing	2	-
Total	100	49

Table 3.2

COEHD Faculty Survey Sample by Rank

	% of Total Sample
Assistant Professors	40
Associate Professors	22
Full Professors	34
Primarily Administration	2
Missing	2
Total	100

Current Perceived Support

When asked about current research support, faculty members perceived the university and college-level supports as similar on six of the seven items. Faculty members differed in their perception of the university and college support for developing their skills as a researcher with 43% of faculty members agreeing or strongly agreeing that the university supports them but only 34% of faculty members agreeing the college supports them in this capacity. Most faculty members agreed with four of the seven items. See additional information in Table 3.3.

Table 3.3

COEHD Faculty Perceptions of COEHD Research Support

Statement – The COEHD supports me in...	Strongly Disagree/ Disagree	Agree/ Strongly Agree
Conducting research that I personally find meaningful and important	12.8	83.0
Obtaining grant funding for my research	14.9	78.7
Conducting high-impact research or research that moves the field forward	21.3	72.3
Conducting innovative/cutting-edge research	27.7	61.7
Publishing my research in high-impact and/or leading journals in my field	42.6	44.7
Research design and measurement of research projects	42.6	40.4
Develop my skills as a researcher	46.8	34.0

When divided by faculty rank, differences were seen in how faculty perceived support. Few Full Professors agreed that the COEHD supported them in all but two of the ways – obtaining grant funding and research design and measurement. More of the Associate Professors (60%) perceived the COEHD supported them in research design and measurement compared to Assistant Professors (32%) and Full Professors (36%). Other differences can be seen in Table 3.4.

Table 3.4

COEHD Faculty Perceptions of COEHD Research Support by Rank

Statement – The COEHD supports me in...	Agree/Strongly Agree		
	Assistant	Associate	Full
Conducting research that I personally find meaningful and important	84%	90%	71%
Obtaining grant funding for my research	79%	70%	79%
Conducting high-impact research or research that moves the field forward	53%	50%	43%
Conducting innovative/cutting-edge research	68%	60%	64%
Publishing my research in high-impact and/or leading journals in my field	79%	67%	64%
Research design and measurement of research projects	32%	60%	36%

Develop my skills as a researcher	37%	30%	29%
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Support by Resource

When asked which resource(s) faculty members believed were helpful for obtaining grant funding, faculty members selected multiple resources. At least 20% of faculty members selected each of the seven listed resources (see Table 3.5). Three faculty members chose other and wrote in attending conferences; startup funds; and the UTSA crowd funding platform.

Table 3.5

COEHD Resources Faculty Identified as Helpful for Obtaining Grant Funding

Resources	% Faculty
The Research Service Center	48
Faculty with Similar Interests	44
Opportunities to Obtain Internal Grants and Seed Money	38
COEHD Making Faculty aware of University Funding Opportunities	28
COEHD Research Centers	26
Graduate Assistants funded through the COEHD	26
The Senior Grant Development Coordinator	20
Other: attending conferences; startup funds; UTSA crowd funding platform	6

When asked which resource(s) faculty members believed were helpful for conducting meaningful, high-impact, and innovative research, faculty members selected multiple resources. At least 20% of faculty members selected three of the seven listed resources (see Table 3.3). The lowest resources chosen were the COEHD making faculty aware of training opportunities and the COEHD Research Centers, with 12% of faculty endorsing each resource. This, in part, might be due to the smaller number of faculty affiliated with research centers and able to use the centers' resources. Additionally, some junior faculty members wrote in the comments section that they were not familiar with the research centers. Two faculty members chose 'other' and wrote in faculty development leave as a helpful resource.

Table 3.6

COEHD Resources Helpful for Conducting Meaningful, High-Impact, and Innovative Research

Resources	% Faculty
Faculty with Similar Interests	54
Opportunities to Obtain Internal Grants and Seed Money	38
Graduate Assistants funded through the COEHD	38
The Research Service Center	18
Opportunities for Course Buyouts	18
COEHD Making Faculty aware of University Training Opportunities	12
COEHD Research Centers	12
Other: faculty development leave	4

Faculty members believed several resources were helpful for publishing research in high impact journals. At least 20% of faculty members selected four of the six listed resources (see Table 3.7). The lowest resources chosen were the COEHD making faculty aware of training opportunities (4%) and the COEHD Research Centers (6%). This might, in part, be due to the smaller number of faculty affiliated with research centers and lack of familiarity with the research centers among some faculty. One faculty member chose ‘other’ and wrote in writing groups as a helpful resource.

Table 3.7

COEHD Resources Identified as Helpful for Publishing Research in High-Impact Journals

Resources	% Faculty
Faculty with Similar Interests	52
Graduate Assistants funded through the COEHD	30
Opportunities to Obtain Internal Grants and Seed Money	24
Travel Funding	20
COEHD Research Centers	6
COEHD Making Faculty aware of University Training Opportunities	4
Other: writing groups	2

Additional Support Needed

When asked which resources faculty members anticipated needing to maintain or increase their productivity to meet the university research endeavors as UTSA pursues becoming a research institute, faculty members identified several.

Obtaining more research-focused grant funding. Findings revealed five key themes – more time, more grant writing support, grant writing mentoring and peer review, graduate assistant support and travel funds (see Table 3.8). More time included hiring more faculty and staff, additional grant writing time, and teaching and service releases. More awareness of grant opportunities included both increasing the initial awareness of funding opportunities but also more training for how to prepare a competitive grant for each major funding agency (ex: NSF, NIH). Regarding awareness of grant opportunities, some faculty members wanted more focused searches for grant opportunities. Rather than receiving all funding related to their general research area, they hoped to have focused searches that were responsive to recently submitted grants or recent research projects. Faculty members wanted grant writing mentoring and peer review prior to submission. Proposal editing also was mentioned. Graduate assistant support included increase

ng the amount of support graduate students receive, consistency in graduate support and research-focused graduate students. Faculty discussed the challenges with attracting graduate students to their programs when competing against larger universities that incentivize students with graduate assistant positions that cover tuition or pay better stipends. Faculty also found it difficult to hire graduate assistants due to uncertainty if there would be COEHD funding or not each year. This uncertainty caused some faculty members to wait on announcing positions until weeks into the semester which subsequently delayed the hiring process. Therefore, faculty members would not be able to have a student ready to work until over a month into the semester.

Faculty members also mentioned the need to recruit more research-minded students to their programs. This was especially true in programs traditionally perceived as ‘practitioner’ programs. Even when faculty members did have funding for a graduate assistant, the student pool to choose from did not include research-focused students. Faculty members were unable to hire a research-focused graduate assistant or spent much of their initial time in training students in basic research concepts before project-specific training.

Table 3.8

COEHD Resources Needed to Obtain More Research-focused Grant Funding

Theme	Quotes
More Time	Hire more full-time tenure track faculty to reduce the teaching load Hire more clinical faculty Need time for grant writing Teaching and service release Additional administrative and staff support of current academic programs with high service needs to lessen the burden on tenure-track faculty
More Grant Writing Support	Help with identifying grant opportunities Hire more grant coordinators & admins for the administration of grants Conduct seminars on current research funding opportunities An automatic routing system that gave unfunded grants to [the Senior Grant Development Coordinator] so she could investigate other potential funding sources Help with identification of what to apply for and help with the application More frequent interface so that [Senior Grants Development Coordinator] is aware of our research and could recognize opportunities that might be a good fit
Grant Writing Mentoring & Peer Review	Grant writing workshops Assistance in writing proposals Feedback on the proposal draft “Peer review” of the proposals Grant-writing mentoring support group Edit proposals to meet call for funding Hire one other grants coordinator (or split her time) ...they are sometimes spread between the two campuses, with the downtown campus not usually given as much priority. (e.g., most meetings are on main, or larger grants, like NSF, get priority.)
Graduate Assistant Support	Increase support of graduate student research More consistency regarding GA support - we never know (from year-to-year) what funding for GAs will be like, and they often start late in the year because of related issues Recruit graduate students who can help with research

Travel Funds	Offer more funds for research conference presentations Travel funds would allow me to meet with colleagues with similar interests
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Increasing meaningful, high-impact and innovative research. Themes included graduate assistants, space, equipment and software, travel funds, publishing/editing fees, methodological support, networking, and faculty development leave. Regarding graduate assistants, faculty members believed the university could increase its research presence, which would allow it to attract more doctoral students. Faculty members commented that fellowships were necessary to attract strong doctoral students. Also, some faculty stated that the current funding for graduate assistants was insufficient. Graduate Assistants needed to pursue outside employment to make enough money and, therefore, were not able to fully contribute to or dedicate their focus to research projects. Faculty members mentioned needing space to conduct lab research and other work - even if the space was shared, it could strengthen grant applications by indicating faculty had a space for carrying out research. Faculty members identified equipment/software as an additional needed resource. This theme included research equipment, statistical software, and computer programs and like the space resource, faculty mentioned groups could share these resources. Travel funds were an identified resource and included travel for data collection, presentations, and trainings. Publishing fees were perceived as necessary, given the larger number of open access and top tier journals requiring publication fees. Editing fees were also mentioned as a need. Methodological support needed included training, resources, and consulting in cutting-edge research methods. Networking opportunities were needed and included the COEHD facilitating relationships outside of departments with experts in various content areas. Finally, faculty development leave was mentioned as a resource needed for increasing research. Though faculty development leave exists, the comments were regarding the process for acquiring the leave. Faculty members mentioned that the current selection methods do not allow the strength or passion of the proposal to be calculated and that the leave should be provided without faculty needing to compete for it. See additional information in Table 3.9.

Table 3.9

Additional COEHD Resources to Increase Meaningful, High-Impact and Innovative Research

Theme	Example
Graduate Assistants	Attract more doctoral students AND offer them fellowships Funding for graduate students that includes benefits and enough funds, so my students don't have to take multiple jobs
Space	Provide more lab space Physical space to carry out research Shared space that researchers could indicate on funding applications as dedicated space for carrying out research
Equipment/ Software	Research equipment, programs, and tools that could be used by multiple researchers to increase impact and quality of research Statistical software (e.g., HLM, Mplus, etc.)

Travel funds	Offer Much more travel money Increase travel funds to collect data and present/network the findings Funds for training
Publishing/ Editing Fees	Top journals are increasingly putting editing (formatting, etc.) responsibilities on the professors...I have been paying for editing services out of pocket (\$300-\$500 per article for article formatting through Scribindi) Need help paying for fees to publish in top journals
Methodological Support	Provide feedback on study design and methodology Methodology and stats training, resources, consultants
Networking	Ways to connect with experts from other areas To create a platform for stimulating and supporting cross-departmental collaboration
Faculty Development Leave	Automatic sabbatical (the strength or passion is not "calculated") We shouldn't have to compete for [faculty development leave] - consider ways to reward faculty for research productivity or invest incrementally in faculty who show promise Lack of transparency in selection process

Faculty Interview Findings

Faculty members shared several ideas regarding the current and needed levels of COEHD support for research. The analysis was done by question and the findings are presented per question. One question's responses are not included in the findings. A member of the R&D committee mentioned that research-focused universities provide incentives therefore a question was asked about incentives that might help facilitate research. However, multiple faculty members said researchers conduct research for the intrinsic value not for incentives. Few faculty members responded to the question; therefore, it was no longer asked.

Can you briefly describe how well you think the COEHD currently supports faculty research?

Faculty members had mixed responses to this question. Some faculty members saw improvements from the past saying things such as "I think the 'tier one' message is much more consistent so that's good." Others expressed a need for more saying things such as, "I think it's a lot better than it used to be but still there's a long way to go." Finally, some faculty members were more critical of the current support. One faculty member said, "It encourages it but doesn't necessarily support it." When asked for more information, they stated that there was a clear message that the COEHD wanted faculty to do more research, but the infrastructure did not exist to support research. Other faculty members contrasted the COEHD from similar colleges at research-focused universities and felt that many of the resources available to conduct high quality research at the comparison colleges were missing from the COEHD at UTSA.

What is the COEHD doing well to support or encourage research productivity?

Faculty members expressed several things the COEHD was doing well to promote research productivity. Faculty members mentioned that the “tier one” and “research university” messaging was becoming more common. One faculty member said in their time at UTSA, they had heard the messaging sporadically but in the last few years it had become more frequent and was commonly communicated among multiple leaders at UTSA. Faculty members also mentioned the COEHD Research Service Center was useful to help facilitate research productivity. The Research Service Center was seen as a positive resource that could help faculty with developing their grant proposals and budgets and have deadlines to guide them through the submission process. Finally, the Senior Grants Development Coordinator was also seen as a way the COEHD was supporting or encouraging research productivity. Faculty members stated that this role was important for faculty members increasing their grant submissions.

What barriers have you encountered when trying to increase your research productivity? What have you done to overcome those barriers?

Faculty members reported several barriers to increasing research productivity. Barriers included individual barriers such as lack of current expertise but also systemic barriers in the existing COEHD processes. One major barrier for faculty members at the Downtown Campus was feeling the Downtown Campus was a “satellite” campus and did not include the same resources as the 1604 campus. Faculty members overcame this barrier by traveling to the 1604 Campus when they needed to access resources. Another barrier was not having adequate connections or support for research. Faculty members overcame this barrier by establishing their own relationships with local partners. Faculty members described spending a considerable amount of time, especially in their first years at the university, setting up their networks. Faculty members expressed frustration that after they set up their networks, specific relationships were controlled and redirected by the COEHD leadership. The reasons relationships were either nurtured or discouraged was not transparent to the faculty members. These instances ranged from occurring six years ago to the previous semester before the interviews. Another barrier was keeping the research momentum between grants. Faculty members who discussed the shortage of research related funding mentioned using their startup funds and acquiring internal grants. However, these funds were perceived as insufficient between the expected breaks in grant funding. One of the most concerning findings was that faculty members, including junior faculty members, circumvented institutional financial barriers to research by self-funding. Faculty members reported funding their own studies, paying participant incentives, and funding their own travel and training out of pocket. Some faculty members also described the barrier of their current quantitative skills. They described not having adequate time to develop new skills or enough faculty members with quantitative skills in their departments whom they could collaborate with. They circumvented this issue by collaborating with experts from other universities. For example, many faculty members mentioned collaborating with researchers from their previous training programs or seeking out methodologists at professional conferences to collaborate with. Faculty members also believed there was a lack of a “research culture” in the college. When asked to elaborate, they mentioned the lack of discussions around research and more importantly, the lack of high-quality research being highlighted. This also led to faculty members with active research agendas seeking collaborators externally. Finally, faculty members

mentioned the lack of clarity in the process for approvals and support to conduct research. For example, one faculty member said, “I’ve been told I can’t do something because of some rule or regulation but I know other people in other colleges have done it, so I have to hunt down answers.” Faculty members discussed the lack of transparency and uniformity as an issue that required more time and increased frustration as faculty members learned how to navigate the current systems.

Table 3.8. *What barriers have you encountered when trying to increase your research productivity? What have you done to overcome those barriers?*

Barriers	Methods of Overcoming Barriers
Being at a “satellite” campus	Travel to 1604 campus to access resources
Not having adequate connections or support	Making connections individually
Keeping research momentum between grants	Self-funding research projects, travel, training, and participant incentives
Limited quantitative skills	Collaborating with external quantitative methods experts
Lack of “research culture” in the college	Seeking out research-focused collaborators at other universities
Processes and systems that impede productivity	Asking multiple people how they navigated the system

Can you please describe the type of COEHD support that would be most helpful to increase your research productivity?

Faculty members identified five main areas where the COEHD could help support research productivity – travel funding; training opportunities; more writing support – writing groups, peer review; helping to establish networks with other faculty, community, funders, other universities; and more professional development. The faculty members described the type of support at research-focused universities and believed the COEHD could really create an infrastructure where research faculty could have one to two key people to go to in order to be directed to a system of support. The existing support was described as fragmented, inadequate, and even, in a few cases, a barrier to research productivity. Though the alignment of support did not emerge as a major theme, it did come up across several questions and warrants mention.

Faculty members identified travel funding as a necessity to increasing their research. Travel funding was primarily seen as support to attend conferences where faculty members could learn the latest innovative approaches to research, participate in research training, and network professionally. However, travel funding seen as a way for faculty to meet with colleagues at other universities and develop or conduct research projects. Training opportunities were critical for faculty members to increase their research. Training methods included bringing speakers to campus to provide training to faculty, providing workshops, and developing an ongoing training system. Writing support was recommended and specific tactics included developing writing

groups among faculty members, hosting writing workshops to improve academic writing habits, and providing proofreading of grants and manuscripts either by a research staff or by a panel of peer reviewers. One faculty member described how if the COEHD had a panel of peer reviewers to do a mock review of grants before they went out, that would greatly increase the likelihood of funding. Faculty members discussed a role that the COEHD could play in helping to establish and strengthen relationships other faculty, community members, funding agencies and collaborators at other universities. If the COEHD was able to aid in developing this network, faculty members could focus their time on the research and less on establishing the relationships. Finally, professional development was identified as a way the COEHD could help faculty increase their research productivity. Faculty mentioned wanting to have ongoing professional development provided to help them develop their research at the various stages of their careers – junior faculty, mid-career faculty transitioning, and full professors perhaps looking into more leadership roles.

If the COEHD could figure out a way to provide more training to faculty members in research related areas, what are the trainings most needed or most urgent?

Faculty members identified three primary areas where they would like more training – quantitative methodology, qualitative methodology, and grant writing. About half of the faculty members who were asked this question were unsure of what type of training they thought would benefit them. Faculty members who mentioned quantitative methodology believed they needed more training to learn and consistently practice using statistical software and the newest research methodologies. Faculty members who mentioned qualitative methodology believed they needed more training to stay up to date with the newer methods used for qualitative studies. Faculty members who mentioned grant writing identified the need to not only be trained generally on grant writing but specifically on funding mechanisms in their field. One faculty member mentioned if they could be connected to someone who was successful at acquiring funding from the agency they were submitting to as a mentor, then that would greatly increase their chances of getting funded.

Limitations

The findings of this chapter should be interpreted within the limitations of the assessment design. The assessment was done one time in February 2018. Faculty members' perceptions during this time cannot be compared to perceptions before or after this assessment data collection period. The analysis was done to include all faculty members' comments and input. Dr. Sosa did not weight faculty members' input based on accuracy. For example, if a faculty member mentioned that the COEHD should start offering a resource that was already offered, the comment was still included. The rationale was that if the faculty members were unaware of existing resources, this was an important finding worth including. Finally, the results should be interpreted in context of the response rate. About half of the faculty members are included in the survey. It cannot be guaranteed that faculty members who responded to the survey do not differ in some way from faculty members who chose not to participate. The diversity of positive to critical responses, though, provides some confidence that the data are not heavily biased in either direction (positive or negative).

Chapter 4. Scholarly Productivity

Chapters 2 and 3 in this White Paper report the types of scholarly work and research support received and needed among our COEHD faculty. Building on the preceding chapters, this chapter discusses the scholarly productivity of our COEHD faculty in recent years. Two indicators of scholarly productivity are examined: (a) external research grants and (b) academic publications.

4.1 External Research Grants

This section describes the research grant productivity of COEHD faculty analyzed by Dr. Amaury Nora, Associate Dean for Research in the COEHD, and Dr. Juliet Ray, Director of COEHD Research Service Center. The analysis began by searching online and gathering the financial or annual reports with information on the research grant funding received by ten peer and aspirant institutions, identified by Dean Dr. Margo DelliCarpini for comparison purposes for fiscal year 2016 (FY16). Table 4.1 displays the amount of research grant funding received by COEHD as well as other peer and aspirant institutions. Our COEHD faculty members received about \$3.7 million of research grant funds in FY16, which is (a) comparable to the amount received by Colleges of Education at the University of Houston (about \$4.0 million) and The University of Oregon (about \$3.5 million); (b) more than double of the amount received by Colleges of Education at the University of Louisville (about \$1.5 million), University of Texas at Arlington (about \$1.3 million), and The University of California at Riverside (\$0.9 million); and (c) about half of the amount received by Georgia State University (about \$6.5 million). When examining the share of research awards in the college with the university's total research grants, COEHD faculty members contributed about 5.4% of the research funds at the University level. The percentage is comparable to the faculty members at the College of Education in Georgia State University (5.5%) but is about or more than double of those at the Colleges of Education at the University of Oregon (3.0%), the University of Houston (2.7%), The University of Texas at Arlington (2.2%), the University of California at Riverside (0.9%), and the University of Louisville (0.6%). Table 4.2 reports the major sources of research funding of our COEHD faculty at UTSA.

Table 4.1. Comparison of UTSA to Aspirant and Peer Institutions: Research Awards, FY16

Institution	Classification	University Total Awards	College of Education Awards	Percent of Total Awards
University of Texas at San Antonio	Emerging	\$67,747,965	\$3,689,060	5.44%
University of Louisville	Aspirant	\$267,015,551	\$1,504,750	0.56%
University of Houston	Aspirant	\$150,000,000	\$4,000,000	2.66%
University of Maryland – Baltimore	Aspirant	\$392,051,010	Unknown	Unknown

University of California, Riverside	Aspirant	\$93,514,850	\$854,163	0.91%
Georgia State University	Aspirant	\$120,000,000	\$6,540,000	5.45%
Texas Tech University	Aspirant	Unknown	Unknown	unknown
University of Texas at Arlington	Peer	\$59,204,159	\$1,295,183	2.18%
University of Texas at El Paso	Peer	\$50,000,000	Unknown	Unknown
University of Oregon	Peer	\$116,900,000	\$3,507,000	3.00%
Washington State University	Peer	Unknown	Unknown	Unknown

Source. Data compiled by Amaury Nora and Juliet Ray (September 2017).

Table 4.2. Sources of Research Funding of COEHD Faculty

Source of Funding	Funding Organizations
Federal Agency	National Science Foundation; Institute of Education Sciences; Department of Education – Title V; National Institutes of Health; National Aeronautics and Space Administration
State Agency	Texas Education Agency; Texas Higher Education Coordinating Board; Teacher Quality Grants; Autism Grants; Cancer Prevention Research Institute of Texas
National Foundation	Spencer Foundation; Lumina Foundation; Ford Foundation; William T Grant; Robert Wood Johnson Foundation; TG Foundation
Local Foundation	San Antonio Area Foundation; San Antonio Education Partnership; Greater Texas Foundation; Baptist Health Foundation

Source. Compiled by COEHD RSC.

4.2 Academic Publications

This section presents findings of two investigations into academic publications—another key indicator of scholarly productivity—of COEHD faculty in recent years. In the first analysis, Dr. Amaury Nora used the Academic Analytics Database (AAD)¹ to document the total number of books and journal articles published by COEHD faculty and the citations to those published journal articles. The AAD includes research funding information on over 270,000 faculty

¹ More information about the Academic Analytics Database: <https://www.academicanalytics.com/>

members associated with more than 9,000 Ph.D. programs and 10,000 departments at more than 385 universities in the United States and abroad. It is important to note the number of academic publications captured by the AAD are only produced by COEHD faculty who are affiliated with a Ph.D. program and not with non-doctoral and Ed.D. programs. Thus, the numbers are underreported as the academic publications and citations of COEHD faculty who are not associated with Ph.D. programs were not included in the database, particularly those who are in the Department of Educational Psychology (EDP) and Department of Kinesiology, Health, and Nutrition (DKHN). Another caveat when interpreting the results is that the faculty sample in AAD data includes non-tenure-track and clinical faculty affiliated with Ph.D. programs who are less likely to have academic publications.

About 19 out of 47 (40%) COEHD faculty in Ph.D. programs from year 2007 to 2016 published 37 books. On average, it was 0.8 books per faculty. From 2012 to 2016, 36 out of 47 (77%) COEHD faculty in Ph.D. programs published 120 journal articles. On average, it was 2.6 articles per faculty over the five-year period. During the same five-year time frame, 37 out of 47 (79%) COEHD faculty in Ph.D. programs published journal articles that were cited 361 times. On average, there were 7.7 citations per faculty and 2.2 citations per article.

Table 4.3. Scholarly Publications and Citations by COEHD Faculty in Ph.D. Programs, 2007-2016

Type of Scholarship	Data
Books (2007-2016)	
Total number of books	37
Number of faculty with a book	19
% of faculty with a book	40%
Book publications per faculty	0.8
Journal Articles (2012-2016)	
Total number of articles	120
Number of faculty with articles	36
% of faculty with an article	77%
Articles per faculty	2.6
Citations (to journal articles; 2012-2016)	
Total number of citations	361
Number of faculty with citations	37
% of faculty with citations	79%
Citations per faculty	7.7
Citations per article	2.2

Source. Academic Analytics Database, compiled by Amaury Nora (February 2018).

In the second analysis, Dr. Guan Saw (Assistant Professor at the Department of Educational Psychology) used the Web of Science Database (WSD)² to chronicle and compare the growth in academic publications in peer-reviewed journals in education (with impact factors) by researchers at UTSA and other institutions since year 2000. The WSD includes primarily peer reviewed journals with an impact factor, which is a measure of the frequency with which the

² More information about the Web of Science Database: <https://clarivate.com/products/web-of-science/>

“average article” in a journal has been cited in a particular year or period. Although other publication types such as meeting abstracts and proceedings papers are also collected by the Web of Science Database, they are not included in this analysis. One limitation of using the WSD for tracking and comparing academic publication across institutions is that it only allows aggregation of publication records at the university-level, not at the college level. Therefore, this analysis limits the search scope to journal articles in *education*-related areas only, including general education, educational psychology, and special education, which could be a proxy of the high-impact scholarly publication by COEHD faculty. Such approach has two important limitations. First, academic publications produced by COEHD faculty that are in other forms of publication such as journals that have broad readership but without an impact factor are not included in this analysis. Second, articles published by COEHD faculty that are in journals with an impact factor but not classified in education areas such as linguistics, psychology, sociology, sport sciences, and public health, are also excluded from this analysis. Despite these limitations, the WSD offers an opportunity to track the growth of high-impact academic publications in education by UTSA researchers who are likely to be COEHD faculty and compare the growth rate, on the same scale, with other institutions.

Building on the list of peer and aspirant institutions, identified by Dean Dr. Margo DelliCarpini, this analysis expands the list by adding several universities that are suggested by the COEHD Research and Development Committee Chair and Committee Members. Preliminary results indicated that comparison universities can be categorized into four types:

- a) “Former Peer” institutions whose earlier publication trends (2000-2007) mirror the trend of UTSA but their publication productivity has been significantly slow to increase in recent years, compared with UTSA;
- b) “Current Peer” institutions whose publication productivities were significantly higher than UTSA in earlier years (2000-2007) but not in most recent years (2008- 2017);
- c) “Aspirant” institutions whose publication productivities have always been significantly higher than UTSA but UTSA is expected to close the gaps in the future; and
- d) “Powerhouse” institutions whose publication productivities have always been much significantly higher than UTSA and the gaps are expected to be widening in the future.

Figures 4.1 to 4.4 show results from comparing the growth of high-impact academic publication by researchers at UTSA with those at “Former Peer,” “Current Peer,” “Aspirant,” and “Powerhouse” institutions, respectively. Before year 2008, UTSA researchers published five or fewer articles in high-impact educational journals. The publication numbers have been increased to on average 15-20 articles from year 2008 to 2014 and reached about 35-40 articles in the recent two years. Compared with UTSA, the two “Former Peer” institutions within the University of Texas (UT) System—University of Texas at Arlington and University of Texas at El Paso—had similar publication productivity in earlier years (pre-2008) but has been lagged behind since year 2008 (see Figure 4.1). The University of Maryland at Baltimore, which was identified by the Dean as “Aspirant” institution, outperformed UTSA in earlier years but fell behind in recent

years. Therefore, it is classified as “Former Peer” institution in this analysis (see Figure 4.1). Three “Current Peer” institutions identified in this analysis are Texas Technology University, University of Louisville, and University of California at Riverside. Before 2008, they all had on average 10-15 articles published in high-impact educational journals, significantly higher than UTSA, and the trends started to grow after 2012. The publication trend of UTSA rose to resemble those of “Current Peer” institutions after 2007 (see Figure 4.2). Identified by the Dean as “Aspirant/Peer” institutions, University of Houston, University of Oregon, and Georgia State University have always been more productive in producing high-impact journal articles in education (see Figure 4.3). However, it is a goal for our COEHD to match the publication productivities of these institutions in the following years. Finally, it is necessary to recognize that there are a number of “Powerhouse” institutions, including The University of Texas at Austin, Michigan State University, and Arizona State University, whose publication productivities have always been and will likely continue to be much significantly higher than UTSA (see Figure 4.4).

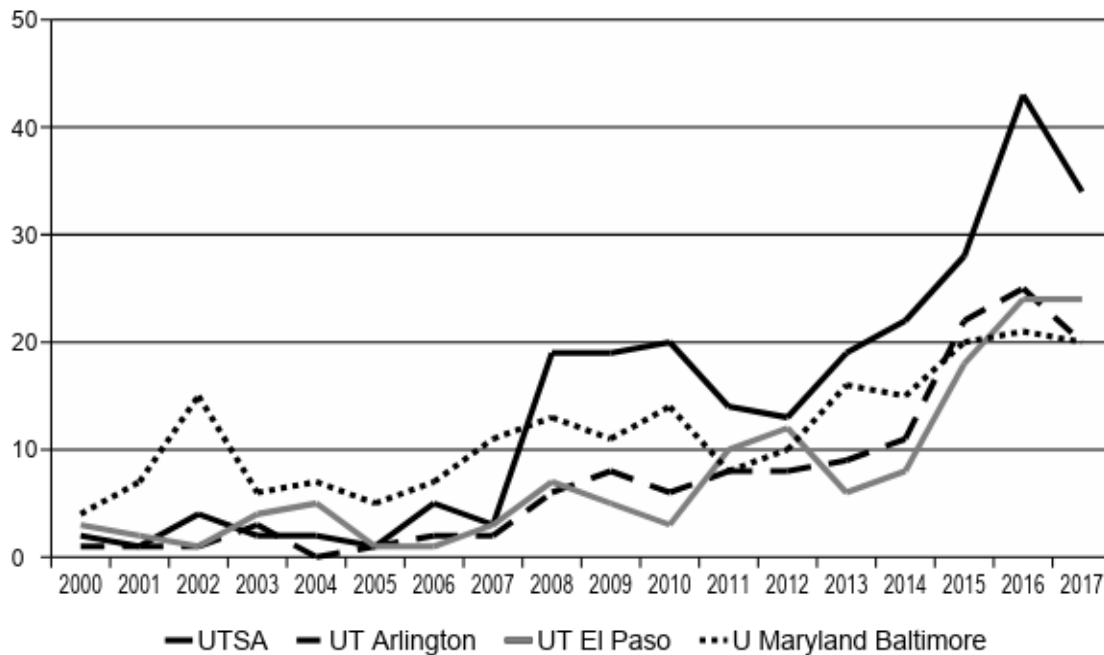


Figure 4.1. Comparison of UTSA to “Former Peer” Institutions, High-Impact Journal Publication in Education, 2000-2017

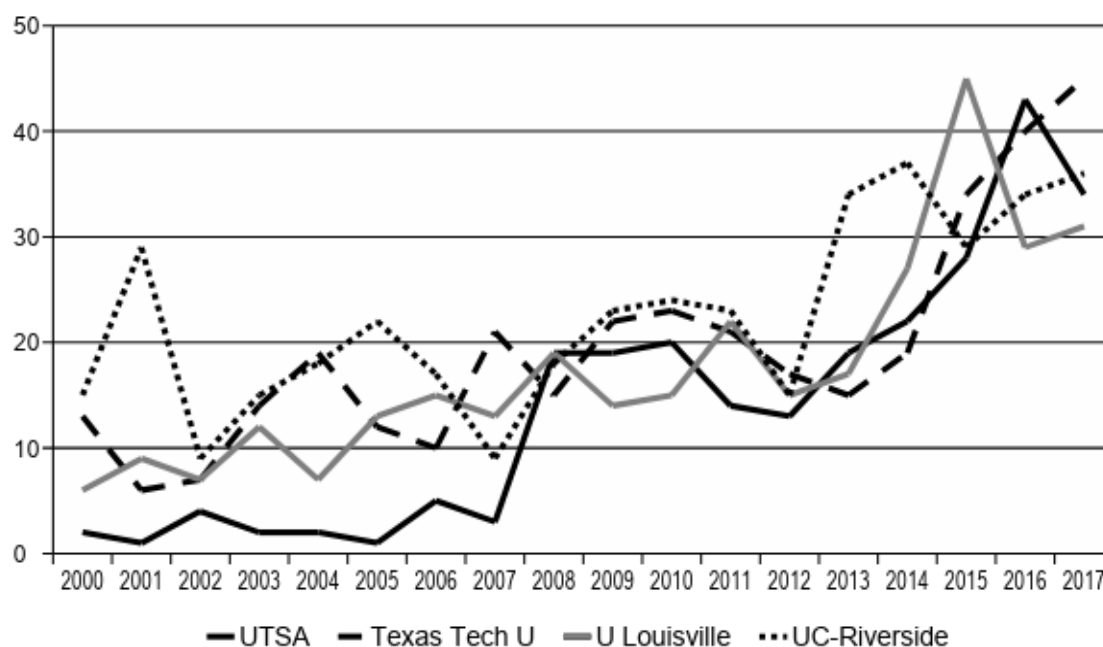


Figure 4.2. Comparison of UTSA to “Current Peer” Institutions, High-Impact Journal Publication in Education, 2000-2017

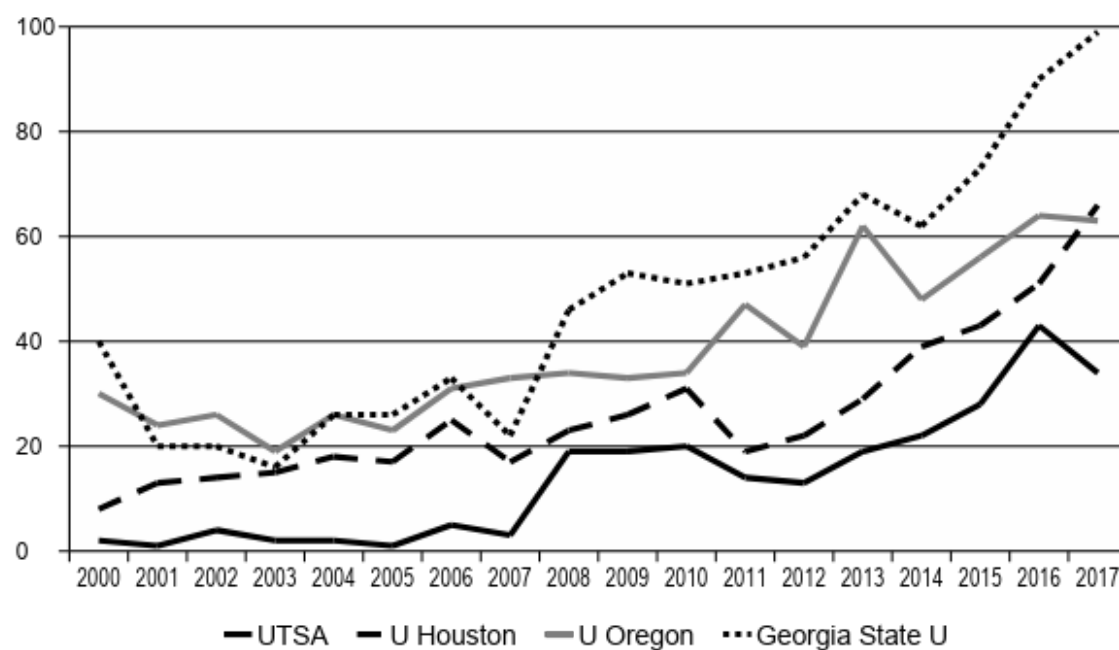


Figure 4.3. Comparison of UTSA to “Aspirant” Institutions, High-Impact Journal Publication in Education, 2000-2017

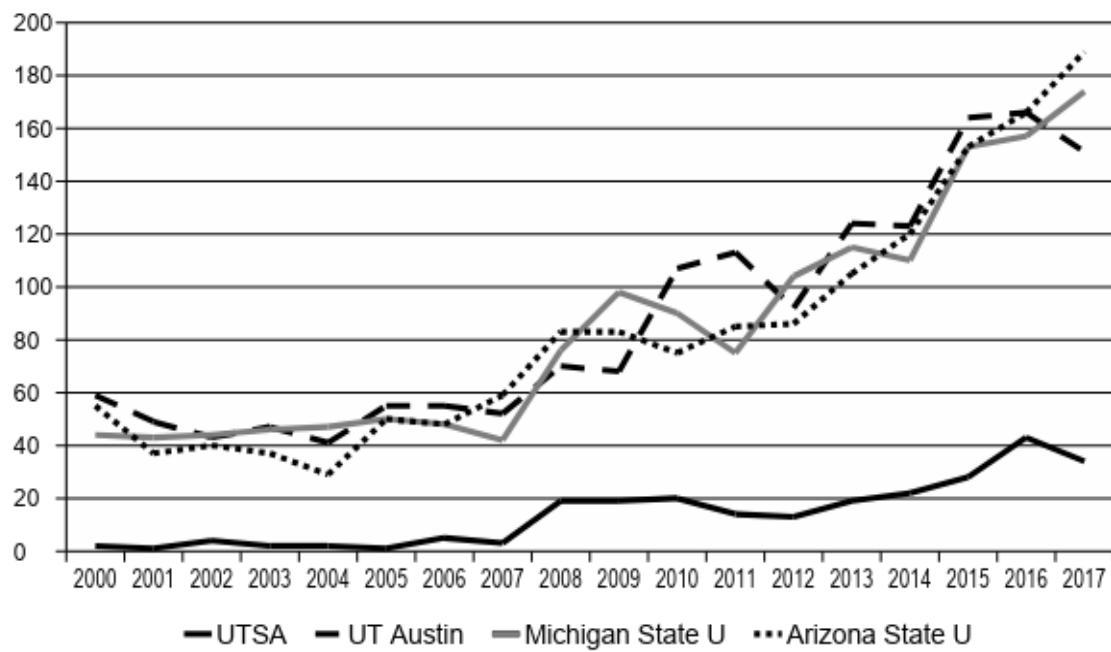


Figure 4.4. Comparison of UTSA to “Powerhouse” Institutions, High-Impact Journal Publication in Education, 2000-2017

Chapter 5. COEHD Research & Development Committee Recommendations for Next Steps (2018-2028)

5.1 Background

The University of Texas at San Antonio is dedicated to the advancement of knowledge through research and discovery, teaching and learning, community engagement, and public service (UTSA Mission Statement, 2018). The *Vision for UTSA* as presented by Dr. Taylor Eighmy and obtained October 22, 2018, positions UTSA as a “learning and research enterprise and next generation Hispanic-Serving Institution... that [channels] expertise into tackling critical societal issues of today and tomorrow” (“Presidential Initiatives”, 2018).

One of Dr. Eighmy’s three identified areas of focus, or destinations, is for “UTSA to be a Great Public Research University” (“Presidential Initiatives”, 2018). Toward this end, we will work to cultivate research-intensive environments where faculty and students thrive in knowledge building and application. A Research Task Force chaired by Dr. Bernard Arulanandam, Interim Vice President for Research, Economic Development and Knowledge Enterprise, leads efforts for this presidential initiative. The task force charge is as follows:

to identify and launch activities that will increase national and international recognition of UTSA as an institution of research excellence and to reach status as a Research Intensive University, as identified by the National Research University Fund and Carnegie Classifications. Strategies aim to increase the institutions annual research expenditures, increase the pipeline and success of doctoral students, support UTSA’s faculty to achieve national research recognitions and the recruitment of National Academy members to UTSA. (“Research Excellence”, 2018).

Research and development activities of the College of Education & Human Development (COEHD) are integral to realizing our collective vision as a great public research university. Further, innovative and high-impact scholarship provides a channel for critical engagement with issues influencing our local, national, and international communities.

This chapter provides a blueprint for activities of the COEHD Research & Development Committee over the next 10 years (2018-2028). In the sections below, we identify four areas of strategic focus, related action items to be spearheaded by the COEHD Research & Development Committee, and recommendations for further administrative consideration. Action items and recommendations discussed are based on the multiple sources consulted in the construction of this White Paper. Relevant data sources include a typology of faculty research (Chapter 2), faculty survey of perceived support and needs (Chapter 3), and indicators of scholarly productivity relative to peer and aspirant institutions (Chapter 4). Future efforts of the Research & Development committee incorporate President Eighmy’s *Vision for UTSA*, while also reflecting the unique context of the COEHD.

5.2 Areas of Strategic Focus

Drawing on common themes across data sources and stakeholders, the present Research and Development Committee identified four areas of focus. These areas identify and launch activities that will support the recognition of UTSA as a Research Intensive University, as designated by the National Research University Fund and Carnegie Classifications. Metrics of particular salience to these designations include numbers of doctoral students, external funding, and research productivity.

Strategic Focus 1: Research Visibility

To enhance visibility of innovative, high impact research that contributes to knowledge-building in a range of social, cultural, psychological, and physical dimensions of human development across educational environments and contributes to the improvement of quality of life in communities we serve.

Strategic Focus 2: Faculty Support

To create a sustainable and transparent infrastructure of support for scholar-researchers in the COEHD pursuing disciplined inquiry and knowledge building for worldwide contributions.

Strategic Focus 3: Collaborative Model

To advance internal and external trans-disciplinary research collaboratives that position the COEHD and University as a model Research Intensive HSI meeting local and regional needs.

Strategic Focus 4: Student Researchers

To increase the pipeline and opportunities for undergraduate and graduate student research engagement.

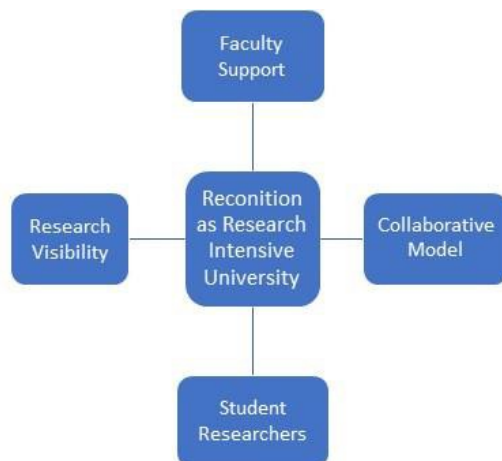


Figure 5.1. *Relationship of strategic foci to Presidential Initiatives*

5.3 Strategic Foci, Goals, and Recommendations

As universities push to become more internationally competitive and innovative, it is important to understand factors that promote research productivity. At an individual level, two factors of particular importance are researcher self-efficacy and research disposition (Hemmings & Kay, 2015). At the university level, vibrant research cultures are enhanced by faculty autonomy, publicity about research, institutional commitment to research, emphasized programs of research, and the integration of research into education and practice (Billot, 2010; Pratt, Margaritis, & Coy, 1999).

The Research & Development Committee will work toward advancing the four identified areas of strategic focus and bolstering a vibrant COEHD research culture. The Committee suggests the following short-term, intermediate, and long-term goals. We also recommend establishing metrics that show our progress and identify opportunities for improvement.

Table 5.1. *COEHD Research & Development Committee Strategic Foci and Related Goals*

Strategic Focus	Short-term (2018-2019)	Intermediate (2019-2023)	Long-term (2023-2028)
Research Visibility	Solidify unique COEHD research trajectories Evaluate overlap of identified COEHD research trajectories with current research centers	Monitor and compare growth of scholarly productivity of COEHD faculty relative to peer institutions Bolster research center functionality as hubs for coordinated and targeted COEHD research trajectories	Visibility across external research outlets (i.e., promotion of COEHD scholarship by funding agencies, state and national distribution of research outcomes) Visibility across internal channels (i.e., university leadership, magazines, newsletters)
Faculty Support	Clarify role of Research Ambassadors Update and disseminate updated COEHD boilerplates for external funding and award packages	Support bi-directional communication about changes to research related administrative roles, policies, and procedures Targeted professional development workshops attentive to diverse academic ranks	Develop support systems that help build and sustain distinguished faculty careers

Collaborative Model	Plan opportunities for inter- and intradisciplinary dialogue and thinking within the COEHD	Facilitate coordinated communication about university-level research activities salient to identified COEHD research trajectories	Bring distinguished scholars who can help brainstorm, diversify, and elevate identified COEHD research trajectories
Student Researchers	Publicize opportunities for undergraduate and graduate student research on COEHD and UTSA research websites.	Provide consultation for graduate assistant technical and research training Training for faculty researchers regarding integration of student researcher support in external funding applications and research center activities	Increase resourcing, mentoring, and supervision of emerging student researcher-scholars

Recommendations for Administrative Consideration:

- Target faculty recruitment to prioritize interdisciplinary cluster hires, methodological expertise, recognized/emerging discipline leaders, and non-research faculty.
- Increase time for research through streamlined and equitable service loads, course buy outs, and developmental leaves.
- Establish an Evaluation/Statistical Research Consulting Center within the COEHD
- Strengthen graduate student recruitment and competitive program offerings.
- Access resources from other institution and brilliant minds in the state and nationally.
- Provide representation on and interaction with the Research Excellence Task Force to keep research and development of the COEHD at the forefront.

Chapter 6. Grant Development and Submission Process

Chapter 6 of this White Paper describes the College of Education and Human Development's grant development and submission process, as well as the post-award resources available to faculty. The present chapter specifically focuses on the resources and processes associated with the following: (1) identification of grant opportunities; (2) pre-award processes; and (3) post-award resources. Specific resources that are available to faculty from the Vice President for Research, Office of Research Support, are also provided below.

This Chapter is unique, from previous chapters, in that it is designed to help faculty procure research funding in ways that have emerged over the past three years and will continue to be developed in the upcoming years.

6.1 Quick Overview of Steps for Principle Investigators (PI's) Applying for Research Funds

1. Identify funding opportunities and find collaborators- contact the *Senior Grant Development Coordinator* or *Assistant Director of Development* for assistance.
2. Read through the solicitation/RFP/FOA in detail.
3. Notify the Research Service Center (RSC) about your upcoming submission.
4. Begin drafting your proposal narrative and other documents- If interested, request assistance from the *Senior Grant Development Coordinator* for editing and review.
5. Draft your budget or ask for drafting assistance from the RSC.
6. Complete and initiate an institutional Routing Form.
7. Verify that your Conflict of Interest (COI) disclosure is current.
8. Work with the RSC to finalize and upload your proposal documents.
9. Work with the RSC to route your proposal for approvals.
10. RSC submits proposal to sponsor.

A flow chart of the grant development and submission process is included in Appendix C.

6.2 Finding Funding for Research

Faculty interested in locating research funding opportunities should contact the *Senior Grant Development Coordinator*, when seeking local, state, federal and research oriented foundation opportunities (e.g., Spencer Foundation, William T. Grant Foundation). One should contact the *Associate Director of Development*, for general Foundation Grant opportunities. Faculty should also contact the *Assistant Director of Development* when the foundational grant requirement for submission is limited (e.g., Meadows Foundation) or requires non-profit (501c3 status) status since this needs to be submitted through UTSA's University of Texas Foundation, and possibly the Alumni Association (on a case by case basis).

Comprehensive Funding Search Engines may be pursued (i.e. PIVOT, Philanthropic News Digest) for **predefined and customized Searches** (i.e. STEM - computer education or literacy, engineering education, environmental education, mathematics education, precollegiate education - minority, precollegiate education - science or mathematics, science education, teacher education, vocational or technical education)

Internal & Limited Submission Opportunities are available at UTSA (e.g. INTRA grants, GREAT grants, SALSI Innovation Challenge, SALSI Clusters in Research Excellence, COEHD Faculty Research Awards)

Federal Opportunities (e.g. NSF, NIH, USDA, DOE, DOD, NASA)

State Opportunities (i.e. THECB; Texas.gov; eGrants; TEA)

Private Opportunities (Lumina grants, Ford Foundation grants, Greater Texas Foundation grants, etc.)

6.3 Proposal Approval & Submission Process (Pre-Award)

Any applications submitted for UTSA faculty or staff participation in a Sponsored Project, including those where UTSA is not the primary applicant, must be coordinated and approved through this process.

Proposal Submission Deadline Policies: Highly Important

- The VPR has implemented a 5/2-day rule (Business Days) requiring proposals be routed and finalized prior to an agency's deadline.
- Multidisciplinary proposals require greater routing lead time.
- 5 Business Days Deadline (Non-Technical documents due): Budget, Justification, Biosketch, Current/Pending Support, References Cited, Letters of Support
- 2 Business Days Deadline (Technical documents due): Routing form, Internal approvals in Cayuse, Abstract, Project Description, Research Strategy, etc.

Principal Investigator (PI) Role

STEP 1: Contact the Research Service Center (RSC)

Faculty that are considering submitting a proposal for a particular call/solicitation should

notify the RSC of **Intent to Submit** by completing the new **RSC Intake Form** for all proposals which can be found by accessing the following link:

<https://utsaresearch.wufoo.com/forms/colfa-business-coehd/>

STEP 2: Send Draft Budget document(s) to the RSC

As soon as the PI has a preliminary draft budget and/or budget outline prepared, it should be sent to the RSC. They will review the document and work with the PI to finalize it both to suit the PIs project needs and meet UTSA and sponsor requirements. The PI can also meet with RSC staff personally to get assistance with the first draft budget, if needed.

Link to the Budget template: [Budget Template Form](#)

<http://education.utsa.edu/research/>

STEP 3: Verify that Conflict of Interest Disclosure is up to date

All PIs must have a current Conflict of Interest (Disclosure) on file prior to submitting a proposal.

STEP 4: Complete a Routing Form

PI logs into CAYUSE and creates an electronic routing form for the proposal.

Please complete the routing form at link below – some questions are compliance related and best for the PI to complete.

<https://comal.it.utsa.edu/routing/login.php>

- 1) Login with your abc123
- 2) Select the **New** tab at top of the page
- 3) Complete the form, click on save at bottom of page

Completion of Routing Form

the checklist / kick-off email contains a link or use

<https://comal.it.utsa.edu/routing/login.php>

type of funding, use drop down arrow, select New

type of activity, use drop down arrow, click on icon for add'l info type of award,

use drop down arrow, select Grant

sponsor, use drop down arrow to select

see application for sponsor email and phone number

select the PI/Co-PI role and shared credit – add PI/Co-PI to add additional CoPI

standard university rate (F/A) is 'yes' or "no" respond to the

remaining questions on the form

scroll to bottom of page, click on continue, the system will prompt you if any errors

- 4) Save the document as PDF to desktop or file
- 5) Send the PDF to the RSC pre-award staff

For first-time Cayuse users:

To create a profile in Cayuse for uploading all documents for internal routing/approvals at the following link.

Click at the link below to create a profile in Cayuse:

<http://research.utsa.edu/research-funding/cayuse/>

Once you have logged in (abc123), go to the people tab, put your name in, and click Search. We will need you to link your profile with the UTSA institution.

Complete the contact office info: One UTSA Circle
 San Antonio, Texas 78249-1164
 Office phone number

STEP 5: Work with the RSC to finalize Routing of the PIs proposal

All proposals must be reviewed and approved by all persons on a routing chain prior to submission. Typical routing order for the College of Education and Human Development:

- the PI
- The PIs Department Chair
- RSC Pre-Award Administrator
- COEHD Associate Dean for Research
- RSC Director
- **If there is a Co-PI from another College on your project, plan for a prolonged routing/approval timeframe. Routing requirements and timeframes vary by College. Also,*

STEP 6: Work with the RSC to finalize and upload the PIs technical documents

Please follow the link and instructions below:

Go to the Cayuse record in Cayuse

Cayuse # XXXX

1. Navigate to the left side of screen to “Proposal Summary” to review uploaded internal Documents
2. Navigate to the left side of screen to the “Routing & Approval” subsection under Proposal Management
3. Click the box next to your name, then click “Approve” to route it forward
4. Once you indicate your approval, the next person in the chain will be notified via email

From CAYUSE.

5. Click on [Proposal Lists](#) (upper left corner) under Overview tab to logout of Cayuse. Whether the PI's proposal is going to be submitted to Grants.gov via Cayuse, the National Science Foundation via Fastlane, or to another sponsor through another portal, the PI should work with the RSC pre-award contact to finalize the required documents and the PI should upload these documents into the sponsor's required submission protocol.

STEP 7: Review final/complete proposal packet

Once the RSC pre-award contact has reviewed the PI's final proposal packet, they will provide the PI with an electronic copy of the complete, final proposal packet as it will appear to the sponsoring organization. **It is very important that the PI and/or other members of the PI's project team (Co-PI, etc.) take time to review the packet one last time before submission.**

Research Service Center Role

STEP 1: Create Customized Checklist

The RSC will complete a thorough review of the project guidelines (a.k.a. FOA, RFP, solicitation, etc.) and will use that to create a customized checklist for the PI's proposal.

STEP 2 - Initiate the Routing Chain

All proposals must be reviewed and approved by all persons on a routing chain prior to submission. The RSC will assist in setting up this chain in Cayuse.

STEP 3 - Create Application Packet

The RSC will create a proposal application packet in whichever e-system the proposal will need to be submitted through (i.e. Fastlane for NSF projects, Cayuse for all other federal projects).

STEP 4 - Review final, complete proposal packet

Once the proposal application packet is finalized in the applicable e-system, the RSC will conduct a review of all documents and will also provide a copy of the complete proposal to the PI for final review. It is advisable that *all members* of the project team are available and take some time to review the packet one last time.

STEP 5: - Review and submit final, complete proposal packet

Once the proposal application packet has been reviewed by the RSC and routed, the authorized organization representative (AOR) or PI will submit the application on behalf of UTSA.

6.4 Account Setup

1. Receipt of Notice of Award (NOA) - *RSC, PI, AOR and/or others can receive this. If received by PI directly, PI must send a copy to RSC Contact for award setup*
2. Research Service Center coordinates any statement of work and budget changes described in the award and initiates the project setup in PeopleSoft
3. College of Education and Human Development Research Service Center director sends award information to Grants and Contracts Financial Services to complete the budget setup in PeopleSoft Research Service Center, notifies PI and their Department that account has been
4. set up and provides project ID, copy of award documentation, and budget

6.5 Specific resources that are available to faculty from the Vice President for Research, Economic Development, and Knowledge Enterprise, Office of Research Support (OTS), include:

Research Support:

- IRB Protocol Submission
- IRB (CITI & OIC) Training
- Intellectual Property, Commercialization, & Technology Transfer Guidance/Management
- Contract & Agreement Negotiation/Processing (including teaming agreements, non-disclosure agreements, material transfer agreements, etc.)
- Public & Private Partnerships

Training and Development:

- Grantsmanship Workshops & Professional Development (including New Faculty Institute)
- Research Conferences / Symposia
- Guest Lectures
- Research Integrity Classes

Proposal Development Resources:

- Consultations with Grant-Development Professionals – UTSA Senior Grant Development Coordinators or External (for new or resubmission applications)
- Team Building & Coordination (for larger dollar value or multidisciplinary projects)
- Online Guides, Articles, and Presentations
- Proposal Document Templates and Library of Past-Funded Proposals

Recommended Strategic Action Goals:

Immediate: Expand on the grant development and submission process on the COEHD website

Intermediate: Provide grant development workshops based on faculty needs within the college (e.g., evaluation)

Intermediate: Establish cross-disciplinary (across departments) collaborative groups based on research topics/themes/interests

Long-term: Establish an Evaluation/Statistical Research Consulting Center within the COEHD. Committee members regard this as a much needed addition to our College Research productivity and influential in shaping quality research.

Chapter 7. Conclusion

28 November 2018

As we close this report of the past and future needs for research and development in the College of Education and Human Development at The University of Texas at San Antonio, the present discussion should be placed in the broader context of two distinguished sources – vital for thinking about American educational research and dedicated to funding promising research. a) *The National Academy of Education*, which in 2015 celebrated its 50th year and b) *The Spencer Foundation*, each innovative research sources. These two organizations were led by giants of educational research, in the United States—James Conant, Lawrence Cremin, Frank Keppel, Israel Scheffler, Ralph Tyler, Patricia Graham — exemplary researchers from a range of fields.

The National Academy of Education (NAEd) has since 1985 held routine proceedings, training and seminars for its distinguished members and emerging scholars, special gatherings, symposia on timely topics, and discussion groups including at The American Educational Research Association (AERA) Conference. The Academy members are highly distinguished researchers in education as well as from other disciplines that contribute to the advancement of education research, policy, and practice.

The National Academy of Education three years ago published *Past as Prologue. The National Academy of Education at 50. Members reflect.* (2015). The statements provided herein by members of the Academy are succinct (3-5 pages) each brilliantly telling about current research needs on a national scale. It behooves us at UTSA to consider these thoughts.

- a. The new immigrant populations and English as a second language learner have created a new school populace for research, unprecedented—or historically ignored.
- b. The *No Child Left Behind Legislation* may have been too limiting, given the emergence of these new populations which require an insightful and broader view of student cultures, languages, and social-educational needs. These populations also require new research methods. Alejandro Portes (Feuer et al, 2015), a sociologist of Princeton University and the University of Miami, notes that while linguistic factors have been studied that bear on school success of Hispanic students, “...other factors affecting children’s achievement such as family socioeconomic status, family composition, parental human capital, length of U.S. residence, and neighborhood characteristics including class and ethnic composition.” Historically, factors associated with culture took a backseat in research because it was deemed hard to describe and measure. Sociological factors on second-generation adaptation have been ignored (p. 223). Effects of poverty on children and learning are being studied given the growing number of poor and homeless in the United States (Berliner, 2017). Also, use of testing data may result in different cut-off scores for “remediation” depending upon a district and have different ramifications for research and practice.
- c. Adam Gamoran (Feuer et al, 2015) The University of Wisconsin, Madison, of the NAEd, President of the William T. Grant Foundation, also argues it is essential that we “nurture the next generation of outstanding researchers” and that “we provide mentoring and networking.” (pp. 70-71). What he holds as powerful is not only visible research opportunities, but organizing of mentoring activities, countless hours offered by the NAEd membership, as emerging scholars work through research goals and manage their careers.

- d. Gamoran calls for targeted training of specific skills in research including: crafting of dissertation workshops, focus on new purposes for disciplined inquiry—relative to the purposes of education, mixed-methods training “because this approach arguably is rarely done well and often does not receive concerted attention as a methodological skill.” (p.72).
- e. It is noted areas of research sometimes neglected are to teach children how to think critically, imaginatively, ethically and empathically.
- f. Finally, Richard Shavelson, (Feuer, et al, 2015) Stanford University, and more recently, other prominent research-scholars including Catherine Snow, Harvard University, highlight that the generalizability of education research findings are slim—and complex. This complexity of replication is now of grave concern in education but also in other social sciences. The IES 2020 Grants Competition in Education, for one, has called for replication studies. This would suggest researchers in education must be even more vigilant and precise in describing research populations, methodologies, tasks, school settings, time of research such as day and week, clock time, and more. Shavelson indicates, but along with rigorous science, that we must listen to additional sources such as those available in philosophy, history, ethics that may generate challenges and counterchallenges in research (p.132).

The Spencer Foundation, which has provided funds to the NAEd for emergent scholars of excellence recently (November 15, 2018) publicly shared an update of the visioning process at the Spencer Foundation. This was based on the desire to get a better understanding of the “needs, interests, and critical issues for education researchers.” In addition, the Spencer Foundation visited over 40 schools of education and held one-to-one conversations with scholars. There was also a survey. Responses came from 1,100 respondents and from across the world. I only mention a few of the findings. First, in non-R1 institutions, the Foundation heard the “time is squeezed” between “maintaining a research agenda, teaching, and high levels of university and field service” which is no doubt an issue at UTSA. Further, it is noted that there was continuous “demands on their time and the sense that this demand is ever-increasing.” (p. 2). Faculty note exhaustion and that there was a toll on their ability to “balance family life and work life, and to practice sufficient self-care” (p. 2-3).

Second, faculty reported they wanted “more time to think together and work collaboratively.”

They accentuated, “Our field is hungry for thinking time together----to ponder, to be generative, to be collaborative.” (p. 3).

Rosalind Horowitz
Chair, Research and Development Committee
National Academy of Education Spencer Fellow

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Committee Members and Chapter Contributors

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Rosalind Horowitz, Chair, College Research and Development Committee, is Professor, Discourse and Literacy Studies in the Departments of Interdisciplinary Learning and Teaching; and Educational Psychology of the College of Education and Human Development. Dr. Horowitz served as Research Coordinator for the College of Social and Behavioral Sciences, UTSA and of the College of Education, The University of Minnesota—Twin Cities. She has received numerous research-based grants and prestigious awards including a *Centennial Award, Inspiring Minds for a Century, 1905-2005* from the University of Minnesota. She was selected as a *National Academy of Education Fellow* and founded the *First Fellows Research Forum*. Dr. Horowitz has served in a variety of leadership roles in the American Educational Research

Association and was recently elected as Program Chair (2019-2022) for the SIG on Research in Reading and Literacy. Her research examines Oral and Written Discourse; International Comparisons of Literacy Development; Borderland Discourses; and Research Development in Higher Education. Dr. Horowitz has produced over 100 publications and three books. She coordinated and contributed to the production of this White Paper. *Committee Chair and Chapter Contributor*.

Michael J. Karcher



Michael J. Karcher, Ed.D., Ph.D., became the Associate Dean for Research for the College of Education and Human Development just as the Research and Development Committee was finalizing their recommendations. He used the Committee's recommendations in the report to structure his three-year plan to strengthen the support provided to faculty for securing external funding and publishing high impact research. As part of working towards these goals through his activities as Associate Dean for Research in the College, he serves as an ex-officio member of the committee to collaborate with the members on these efforts. He has been on the faculty at UTSA since 2002 in the Department of Educational Psychology. The U.S. Departments of

Education and Justice, as well as the William T. Grant Foundation have funded his research. Dr. Karcher has published in high-impact research journals, including the *Journal of Counseling Psychology* and *Prevention Science*. *Committee Member*.

Jessica Lloyd-Hazlett



Dr. Jessica Lloyd-Hazlett is an Assistant Professor in the Department of Counseling and licensed professional counselor. She is currently Co-PI on a 4-year \$807,000 Health Resources & Services Administration Behavioral Health Workforce Education and Training Grant. Her research interests include cognitive development, counselor preparation, professional ethics, and integrated healthcare. Dr. Lloyd-Hazlett's teaching and scholarship has been recognized with several honors including the Southern Association for Counselor Education and Supervision Outstanding Teaching Award (2017), Pine-Biggs ASERVIC Journal Award (2017), Engagement Scholarship Consortium Emerging Engagement Scholar Award (2017), Chi Sigma Iota *Journal of*

Counselor Leadership and Advocacy Outstanding Article Award, UTSA President's Distinguished Achievement Award for Teaching Excellence (2019), and UTSA President's Distinguished Award for Innovation & Impact (2019). Current research projects include counseling students' constructions of ethical client referrals, gatekeeping in counselor education, and primary care behavioral health. Dr. Lloyd-Hazlett's contributions to the White Paper include the strategic foci and action plan. *Committee Member and Chapter Contributor*.

Amaury Nora



Dr. Amaury Nora is Professor of Higher Education and Co-Director of the Center for Research and Policy in Education in the College of Education and Human Development at the University of Texas at San Antonio. He is a Fellow of the American Educational Research Association. His research has focused on theoretical perspectives related to student persistence, the role of college on diverse student populations across different types of institutions, and the development of retention models that integrate economic theories and psychosocial perspectives within college persistence frameworks. The extent of his inquiries has contributed to traditional as well as non-traditional lines of research on college student persistence.

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Juan Manuel Niño is an Associate Professor in the Department of Educational Leadership & Policy Studies at The University of Texas at San Antonio. Juan received his Ph.D. in School Improvement from Texas State University. Before joining academia, Juan Manuel served as a teacher and administrator in several urban school districts across Texas. His research, which takes a critical perspective on the practice of education and leadership in multiple contexts, addresses issues of justice, equity and excellence in education for diverse communities, and the Latina/o experiences that influence identity and advocacy. His experiences as a scholar-practitioner are closely supported by a philosophy in preparing aspiring school leaders for social justice.

Centering on the importance of research and practice, Dr. Niño co-coordinates several off-campus graduate programs: Urban School Leaders Collaborative, Urban School Leaders Collaborative – South Bexar, and the Winter Garden Doctoral Program. Additionally, Juan Manuel is Feature Editor of the *University Council of Educational Administration Review* and Assistant Editor of *Research on Educational Administration and Leadership*. *Committee Member.*

Nathern S. Okilwa



Nathern S. Okilwa is an Associate Professor in the Department of Educational Leadership and Policy Studies at The University of Texas at San Antonio. His research interests include educational and life outcomes of underserved or marginalized students, school leadership in diverse school contexts, and educational policy. He currently serves on two COEHD Committees: the Committee for Faculty Development Leaves and the present COEHD Research & Development Committee. Okilwa earned his Ph.D. from The University of Texas at Austin. Okilwa taught for six years in a rural farming community school in western Kenya. After his Master's Degree in Special Education from the University of Wyoming, Okilwa taught K-12 special education classes in Wyoming. While teaching at the high school in Laramie, WY, Okilwa helped design, implement, and coordinate a program for students with Emotional and Behavioral Disabilities. Furthermore, in Austin, TX, Okilwa taught students at the Alternative Learning Center, suspended from their home schools for a variety of infractions. These professional experiences as well as personal background have shaped Okilwa's research-scholarly interests and commitment to educational outcomes for disadvantaged or marginalized students. He is the first editor of *The School to Prison Pipeline: The Role of Culture Discipline in School*. *Committee Member*.

Guan Saw



Guan Saw is an Assistant Professor in the Department of Educational Psychology at The University of Texas at San Antonio. His research interests lie in the intersection of educational inequality, college access and success, STEM education and workforce, and quantitative research methods. Guan's work has been funded by the American Educational Research Association, with the support of the National Science Foundation. He has led-authored research articles appeared in the *Educational Researcher*, *Journal of Higher Education*, *American Journal of Education*, *International Journal of Science and Mathematics Education*, and *Hispanic Journal of Behavioral Sciences*. He holds a PhD in Measurement and Quantitative Methods from Michigan State University. *Committee Member and Chapter Contributor*.

Jorge Solís



Jorge Solís is an Associate Professor in the Department of Bicultural-Bilingual Studies in the College of Education and Human Development. He teaches courses that are part of the Bilingual Education Certification Program and the Culture, Literacy, and Language (CLL) Ph.D. Program. Dr. Solís' research examines how language and literacy practices are used in the service of disciplinary sense-making and cultural adaptation. He is currently Co-Principal Investigator of two longitudinal studies on STEM education in minoritized and bilingual contexts. Dr. Solís joined the Research and Development Committee in the Fall of 2017 and assisted in analyzing faculty survey responses for this White Paper. *Committee Member and Chapter Contributor.*

Erica Sosa



Dr. Erica Sosa is an Associate Professor in the Department of Kinesiology, Health and Nutrition. Her research interests include examining structural, cultural, and psychosocial contributors to the onset of diabetes and obesity among minority populations. Her interests also include Latino health issues and identifying opportunities for improving data analysis and psychometric measurements used in Health Promotion research. Currently, her primary research uses a socioecological perspective to examine factors influencing diabetes and obesity-related behaviors and the effectiveness of culturally tailored and family-based interventions. *Committee Member and Chapter Contributor.*

Monica Treviño



Monica Treviño earned her Doctoral Degree from Texas A & M University, College Station, in Human Resource Development in 2013. Dr. Treviño has over 17 years of experience in grant development, management, and program evaluation in Public Health and Education sectors. Dr. Treviño developed and managed projects that demand high level quantitative, qualitative, and problem-solving skills to improve school programs. At The University of Texas Health Science Center, she was senior project manager of grants and contracts of The Cancer Therapy and Research Center. In addition, she served as Project Manager of the Department of Psychiatry also at UT's Health Science

Center monitoring budget expenditures for National Institute of Health (NIH) and other grants. She has assisted individuals and groups in obtaining federal funds for the study of Transitioning from Homelessness, Head Start Programs, Math Instruction, STEM Research, and HIV Prevention. Dr. Treviño has published research papers in professional journals. She brings to the College advanced knowledge of Multivariate Statistics and Structural Equation Modeling (SEM). *Committee Member and Chapter Contributor.*

Appreciation is extended to Liliana Gonzalez, Undergraduate Student in the College of Education and Human Development, and participant in the Borderlands Research Project at the Undergraduate Research Showcase at UTSA. Liliana helped edit and organize the final copy of the White Paper (2018-2028).

APPENDICES

Appendix A. COEHD R&D Committee Faculty Support Survey

The instruments below represent a survey administered to all tenured, tenure-track faculty in the COEHD. In quotation below are the directions provided for completing the survey.

“This survey includes 3 sections to understand the types of research COEHD faculty are currently engaged in, perceived support, and additional resources needed to advance COEHD research goals. Please complete this survey by 5pm on Monday, February 26th.”

Demographics for Survey discussed in Chapter 3.

Faculty Member First Name: _____

Faculty Member Last Name: _____

Please indicate your current rank

- ☐ Assistant Professor
- ☐ Associate Professor
- ☐ Full Professor
- ☐ Mainly Administrative

Department:

- ☐ Bicultural-Bilingual Studies
 - ☐ Counseling
 - ☐ Educational Leadership
 - ☐ Educational Psychology
 - ☐ Interdisciplinary Learning and Teaching
 - ☐ Kinesiology, Health, and Nutrition
-

Survey Instrument for Chapter 2. Section 1.

“For this section, please include up to five research products between 2013-present that you believe represent your main scholarly focus.

Research Citation or Scholarly Product: Includes products such as publications, funded grants, technical reports, research-based conference paper, or other scholarly contributions.

Boyer’s Four Scholarship Categories: **Discovery:** Focus on searching for new knowledge, discovery of new information and models. **Application:** Focus on discovering how new knowledge can solve real world problems, concerns, goals, or endeavors. **Teaching:** Focus on researching innovative approaches to informal/formal teaching, advising, mentoring.

Integration: Focus on the integration of knowledge from different sources and, bringing findings together across disciplines to discover convergences.”

Please enter your first Research Citation or Scholarly Product Title

Please classify your *first Research Citation or Scholarly Product* according to the following categories:

Format (1)	▼ Journal Article (1) ... Grant (4)
Scholarship Category (see descriptions above) (2)	▼ Journal Article (1) ... Grant (4)
Methodology (4)	▼ Journal Article (1) ... Grant (4)
--- Partnerships (type in if not listed): (5) ---	▼ Journal Article (1) ... Grant (4) ---

Please enter your *second Research Citation or Scholarly Product* Title

Please classify your *second Research Citation or Scholarly Product* according to the following categories:

Format (1)	▼ Journal Article (1) ... Grant (4)
Scholarship Category (see descriptions above) (2)	▼ Journal Article (1) ... Grant (4)

Methodology (4)	▼ Journal Article (1) ... Grant (4)
Partnerships (type in if not listed): (5)	▼ Journal Article (1) ... Grant (4)
Please enter your third Research Citation or Scholarly Product Title	
Please classify <i>your third Research Citation or Scholarly Product</i> according to the following categories:	
Format (1)	▼ Journal Article (1) ... Grant (4)
Scholarship Category (see descriptions above) (2)	▼ Journal Article (1) ... Grant (4)
Methodology (4)	▼ Journal Article (1) ... Grant (4)
Partnerships (type in if not listed): (5)	▼ Journal Article (1) ... Grant (4)
Please enter your fourth Research Citation or Scholarly Product Title	

Please classify *your fourth Research Citation or Scholarly Product* according to the following categories:

Format (1)	▼ Journal Article (1) ... Grant (4)
Scholarship Category (see descriptions above) (2)	▼ Journal Article (1) ... Grant (4)
Methodology (4)	▼ Journal Article (1) ... Grant (4)
Partnerships (type in if not listed): (5)	▼ Journal Article (1) ... Grant (4)
Please enter your fifth Research Citation or Scholarly Product Title	

Please classify *your fifth Research Citation or Scholarly Product* according to the following categories:

Format (1)	▼ Journal Article (1) ... Grant (4)
Scholarship Category (see descriptions above) (2)	▼ Journal Article (1) ... Grant (4)
Methodology (4)	▼ Journal Article (1) ... Grant (4)
Partnerships (type or if not listed) (5)	▼ Journal Article (1) ... Grant (4)
Thinking collectively about your scholarly products, what is most important about your scholarship and its potential outcomes?	▼ Journal Article (1) ... Grant (4)

Thinking collectively about your scholarly products, what are keywords that could describe your area(s) of research? Please list up to 7 at most.

“The richness of faculty should be celebrated.” Ernest Boyer. Please continue to Section 2 of the survey.

Survey Instrument for Chapter 3

Section 2:

This next section is to identify the facilitators and barriers to obtaining grant funding, conducting research and publishing in the COEHD. We also hope to identify additional resources or strategies that would aid in sustaining and/or increasing research productivity in the COEHD.

Please rate your level of agreement with the statements below. Support might include informational support (e.g., training, notification of external funding opportunities); tangible support (e.g., staff support, seed grant money); or other type of support (e.g., assistance with analysis).

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	N/A or Unsure (5)
UTSA currently supports me in <u>obtaining grant funding for my research</u>	0	0	0	0	0

The COEHD currently supports me in obtaining grant funding for my research

0 0 0 0 0

UTSA currently supports me in conducting research that I personally find meaningful and important

0 0 0 0 0

The COEHD currently supports me in conducting research that I personally find meaningful and important

0 0 0 0 0

UTSA currently supports me in conducting high impact research or research that moves the field forward

0 0 0 0 0

The COEHD currently supports me in conducting high-impact research or research that moves the field forward

0 0 0 0 0

UTSA currently supports me in conducting innovative/cutting-edge research

0 0 0 0 0

The COEHD currently supports me in conducting innovative/cutting-edge research

0 0 0 0 0

UTSA currently supports me in research design and measurement of research projects

0 0 0 0 0

The COEHD currently supports me in research design and measurement of research projects

0 0 0 0 0

UTSA currently supports me in publishing my research in high-impact and/or leading journals in my field

0 0 0 0 0

The COEHD currently supports me in publishing my research in high-impact and/or leading journals in my field

0 0 0 0 0

UTSA currently helps me to develop my skills as a researcher

0 0 0 0 0

The COEHD currently supports me to develop

my skills as a researcher

○ ○ ○ ○ | ○

Which COEHD resource(s) and strategies have helped you in obtaining grant funding for your research? Check all that apply.

- ☐ The Senior Grant Development Coordinator
- ☐ The Research Service Center
- ☐ Faculty with similar interests
- ☐ Opportunities to obtain internal grants and seed money
- ☐ COEHD research centers
- ☐ Graduate Assistants funded through the COEHD
- ☐ COEHD making faculty aware of university funding opportunities
- ☐ Other _____

Which COEHD resource(s) and strategies have helped you in conducting meaningful, high impact, and innovative research? Check all that apply.

- ☐ The Research Service Center
- ☐ Faculty with similar interests
- ☐ Internal grants and seed money
- ☐ COEHD research centers
- ☐ Graduate Assistants funded through the COEHD
- ☐ Opportunities for course buyouts
- ☐ COEHD making faculty aware of university training opportunities
- ☐ Other _____

Which COEHD resource(s) and strategies have helped you in publishing your research in high impact and/or leading journals in your field? Check all that apply.

- ☐ Faculty with similar interests
- ☐ Internal grants and seed money
- ☐ COEHD research centers

- ☐ Graduate Assistants funded through the COEHD
- ☐ COEHD making faculty aware of university training opportunities
- ☐ Travel funding
- ☐ Other _____

Please continue to Section 3 of the survey.

Survey Instrument for Chapter 3. Section 3.

“We would now like to discuss the future directions of research at UTSA. The university has aspirations to increase research productivity (e.g., increase research expenditures, conduct innovative research that advances the field, and disseminate findings in high impact and/or leading journals in the respective field). These next questions are about COEHD support that would be needed for you to contribute to these university, research-related goals.”

Questions were:

What additional resources could the COEHD provide to you to help you obtain more research focused grant funding?

What additional resources could the COEHD provide to you to help you increase your meaningful, high-impact, and innovative research?

What additional resources could the COEHD provide to you to help you increase your publications in higher impact and/or leading journals in your field?

COEHD RDC White Paper

Please provide any additional thoughts or comments below that would help the Research and Development Committee understand the current research environment in the COEHD. These could include suggestions for improving the research support in the college or could elaborate on your responses to the survey.

If you would be willing to participate in a follow up interview, please enter your email address below.

_____ Thank
you for your participation!! The COEHD Research and Development Committee will share
the results of this survey at the Spring College-wide meeting.

Appendix A. Journals Cited in Survey

The following are journals cited by Faculty, in which they have published their Research that represents a “main scholarly focus,” from 2013-2018 (Top Five Journals Cited).

Academic Pediatrics
Addictive Behaviors
AERA (American Educational Research Association) Open
American Journal of Education
American Journal of Health
Education Applied Developmental
Science Archives of Sexual Behavior
Behavior Modification
Chicana/Latina Studies Journal Children’s
Literature in Education
Classroom Discourse
Contemporary Educational Research Quarterly
Contemporary School Psychology
Counseling and Values
Counselor Education and Supervision
Cultural Diversity and Ethnic Minority Psychology
Decolonization: Indigeneity, culture, & society
Developmental Neurorehabilitation
Educational Research for Policy and Practice
Elementary School Journal
English Language Teaching
European Journal Medicinal Plants
Frontiers in Computational Neuroscience
Games and Culture
Health Behavior & Policy Review
Health Promotion Practice
Interactive Learning Environments
International Journal of Bilingual Education and
Bilingualism International Journal of Educational
Management International Journal of Game-Based Learning
International Journal of Immersion and Content-Based Education
International Journal of Language Studies
International Journal of Leadership in Education
International Journal of Mentoring and Coaching in Education International
Journal of Qualitative Studies in Education
International Journal of School and Educational Psychology
International Multilingual Research Journal
Intervention in School and Clinic
Journal for Counselor Preparation and Supervision
Journal of African American Studies
Journal of American College Health

Journal of American College Health
Journal of Applied School Psychology
Journal of Child and Adolescent Counseling
Journal of Children's Literature
Journal of College Admission
Journal of Counseling & Development Journal
of Creativity in Mental Health.
Journal of Curriculum Theorizing
Journal of Developmental and Physical Disabilities
Journal of Early Childhood Teacher Education
Journal of Educational Administration Journal
of Educational Foundations Journal of
Educational Foundations, Journal of
Educational Management.
Journal of Ethnicity in Substance Abuse
Journal of Homosexuality
Journal of Latina/o Psychology
Journal of Latinos in Education
Journal of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling
Journal of Nutrition
Journal of Professional Counseling: Practice, Theory, & Research
Journal of Qualitative Studies in Education
Journal of Research in Childhood Education
Journal of Research on Leadership Education
Journal of Sport and Exercise Psychology
Journal of Student Affairs in Higher Education
Journal of Teaching in Physical Education,
Journal of the Association of Mexican American Educators
Journal of the Social Sciences
Journal of Virtual Worlds Research
Language Policy
Linguistics and Education
Measurement and Evaluation in Counseling & Development.
Multicultural Education
Oxford Bibliographies in Latino Studies
PLOS One
Psychological Assessment
Psychology in the Schools
Quest
Race, Gender & Class,
Reading & Writing Quarterly
Research quarterly for exercise and sport
Review Journal of Autism and Developmental Disorders,
Review of Educational Research
Substance Use and Misuse
Teachers and Teaching: Theory and Practice
Teachers College Record (Yearbook)
Teachers College Record
Teaching and Teacher Education

The Dragon Lode
The European Journal of Humour Research
The Family Journal
The Journal of Diversity in Higher Education
The Modern Language Journal
The Reading Teacher
The TESOL Encyclopedia of English Language Teaching
Texas Public Health Association Journal
Transgender Rights (MPS-TR)
Writing & Pedagogy
Written Communication

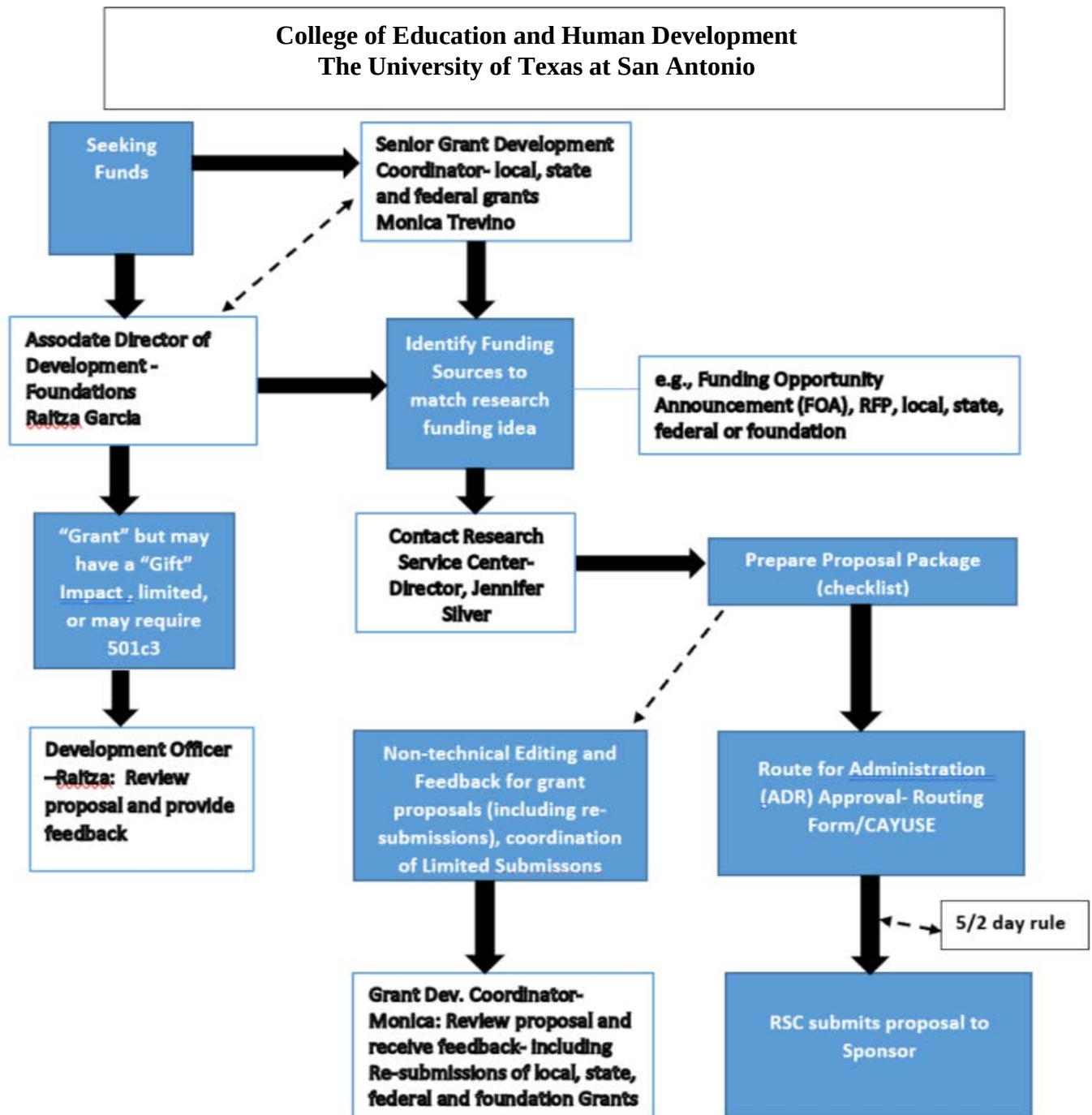
Appendix B. COEHD R&D Committee Faculty Support Interview Guide

Thank you for speaking with me today. I've reached out to you to discuss more about the COEHD and its support for faculty research. You answered a survey and agreed to participate in this interview so thank you for that! You will notice some of the questions might overlap with questions in the survey, but the hope is to really gather deeper insights into faculty members' responses. Additionally, today we will discuss some potential solutions and your ideas for the best way to facilitate faculty research and development. You do not need to remember your answers from the survey as we did not link your identity to those answers. So, if you want to repeat any of that information, please feel free to do so.

I am audio recording this interview, so I can go back to take notes, but your identity will not be linked to your responses. In the report, we will mention how many faculty members participated in the interviews and how many departments were represented but the findings will all be reported aggregate with no further identifying information given for any set of responses. Do you have any questions for me before we begin?

1. Can you briefly describe how well you think the COEHD currently supports faculty research? Why?
2. What is the COEHD doing well to support or encourage research productivity?
3. What barriers have you encountered when trying to increase your research productivity? If you haven't tried to increase your research productivity, is there a reason why?
4. What have you done in the past to overcome those barriers?
5. Can you please describe the type of COEHD support that would be *most helpful* to increase your research productivity? Exploring new areas in your field?
6. Can you describe the role of graduate students in your research? Specifically, how have you incorporated graduate students in your research so far – masters or doctoral students? And can you describe COEHD support that might enable you to get the most out of your work with graduate students?
7. If the COEHD could figure out a way to provide more training to faculty members in research related areas, what are the trainings *most needed or most urgent*?
8. If the COEHD could figure out a way to provide more incentives to faculty for their research productivity, what do you believe would be the most motivating incentive(s) for you?
9. As UTSA moves towards becoming a research university, increasing the COEHD research productivity is critical. If you were in charge, what do you think are the 2-3 most urgent actions for the COEHD should make to help us reach those standards? That was my last question, is there anything else you would like to add to what we discussed?

Appendix C. Flowchart of Grant Development and Submission Process



Appendix D. Boiler Plates for Research Grant Applications

(Profiles of The University of Texas at San Antonio)

Boiler Plates are profiles often required by funding agencies and may be incorporated into written proposals. They summarize the nature of the institution and the uniqueness of The University of Texas at San Antonio among universities at-large.

BOILER PLATE: EXAMPLE

The University of Texas at San Antonio (UTSA), established in 1969, is one of the largest, most diverse public universities in Texas. As a Hispanic-Serving Institution (HSI) approaching Tier One status. UTSA promotes innovation and creative discovery by channeling our expertise and embarking on critical societal issues of today and tomorrow. UTSA is dedicated to the advancement of knowledge through research and discovery, teaching and learning, community engagement and public service. Our vision is to be a premier public research university, providing access to education excellence and preparing citizen leaders for the global environment. UTSA currently serves about 30,674 students, including 52.9% Hispanic, 24.4% White, 8.7% African American, 5.4% Asian, 3.4% International, 3.2% two or more Races, and 2.1% represent all other Races.

BOILER PLATE: RESOURCES AVAILABLE

The University of Texas at San Antonio (UTSA). UTSA has the capacity to support the proposed project. UTSA is an emerging Tier One research institution with over \$41.1 million in research funding realized in 2017. [LN1] UTSA specializes in health, energy, security, sustainability, and human and social development research. With over 30,000 students, it is the largest university in the San Antonio metropolitan region. UTSA advances knowledge through research and discovery, teaching and learning, community engagement and public service. The university also embraces multicultural traditions and is one of the nation's top Hispanic-Serving Institutions. As an emerging Tier One Research Institution, UTSA has a number of initiatives, through the office of the Vice President for Research aimed at supporting Early Career researchers. The Office of the Vice President for Research promotes all aspects of research and other creative endeavors among colleges, centers, institutes and collaborating partners. The Office ensures that all research-engaged faculty and students have the resources and support they need to develop and manage their research programs. The UTSA Vice President for Research awards a number of internal seed funding programs each year to help kick start UTSA faculty new research projects. In 2017, \$340,000 was awarded to fund 29 new research projects. The Office of the Vice President for Research, in collaboration with the UTSA Library services, also boasts a 4500 square-foot Faculty Center that serves as clearinghouse for faculty-related information and services. The faculty center coordinates all of the professional development and grantsmanship workshops, and offers a new slate of topics each semester. The College of Education and Human Development, where this project will be housed, boasts a supportive research environment to facilitate faculty research. Over the past nine years, the college has secured more than \$40 million in external funding for scholarships, academic programs and research. The College of Education and Human Development also has a number of resources available to faculty in pursuit of their research. First, a Research Service Center provides pre-award and post-award support for externally funded projects (budget preparation, applications routing and approval, post-award budget management). Second, a College Computer Lab provides database and software application support for faculty research without charge. Project EARLY has secure resources through the College of Education and Human Development including office and meeting spaces, library services, and other resources required. The PI has her own office on campus and her own computer to manage data and create intervention materials.

BOILER PLATE LONG VERSION

The University of Texas at San Antonio (UTSA) is a large public university whose main campus occupies 725 acres on the northern edge of San Antonio, Texas, along with a Downtown campus and the Institute of Texan Cultures for a total of 828 acres. Founded by the Texas Legislature in 1969 to be a “university of the first class,” UTSA has exceeded all expectations, becoming one of the largest, most diverse public universities in Texas and the second-largest university in The University of Texas System. As a premiere Hispanic Serving Institution (HSI), UTSA has excelled at providing research and education opportunities to Hispanics, and currently ranks eighth and ninth respectively in the number of undergraduate and graduate degrees awarded to Hispanic students each year. More than 69 percent of the 30, 674 UTSA students are from underrepresented groups, of which 53 (16,257) are Hispanic. Nearly half (45%) of UTSA undergraduates will be the first in their family to earn a bachelor’s degree. Additionally, transfer students comprise about 38% of UTSA’s total undergraduate population. Further enhancing an already diverse student population is UTSA’s military community, which makes up approximately 13% of students. Several marks of excellence underscore UTSA’s national and global reach. The Times Higher Education ranks the University one of the top four young universities in the nation. The institution is also ranked number 75 nationally and 448, internationally by the U.S. News & World Report. The Hispanic Network Magazine ranks UTSA one of the 77 U.S. universities ranked 'Best of the Best' for Hispanics, African-Americans, veterans and females.”

BOILER PLATE LONG VERSION

The University of Texas at San Antonio (UTSA) is a large public university whose main campus occupies 725 acres on the northern edge of San Antonio, Texas, along with a Downtown campus and the Institute of Texan Cultures for a total of 828 acres. Established in 1969 as the first public, state-supported, four-year University in San Antonio, the purpose was to provide the South T e x a s population, with its majority Hispanic population, access to quality education. The vision is to be a premier public research university, providing access to educational excellence and preparing citizen leaders for the global environment, and ultimately achieve Tier One status, as set forth by the UT System Board of Regents. We are focused on world-class research, academic excellence and international reach.

UTSA is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. UTSA’s mission is dedicated to the advancement of knowledge through research and discovery, teaching and learning, community engagement and public service. As an institution of access and excellence, UTSA embraces multicultural traditions and serves as a center for intellectual and creative resources as well as a catalyst for socioeconomic development and the commercialization of intellectual property for the state and beyond.

CORE VALUES – “We encourage an environment of dialogue and discovery, where integrity, excellence, inclusiveness, respect, collaboration and innovation are fostered.” UTSA is committed

to the success of every student, staff and faculty member – on campus, at work and in life. For all members of our university community to excel, we must preserve freedom of thought and expression and promote a climate of respect that honors the rights, safety, dignity and worth of every individual. We choose to be members of this community and pledge our respect for the wellbeing of all its members. To further strengthen the UTSA community, we affirm the following values: respect, inclusiveness, responsibility, self-examination, civility, integrity and celebration.

DEGREE PROGRAMS, STUDENT POPULATIONS, AND MARKS OF EXCELLENCE:

UTSA offers and supports 67 bachelors, 69 masters, 30 Graduate Certifications, and 24 doctoral degree programs, through our nine colleges: College of Architecture, Construction and Planning; College of Business; College of Education and Human Development; College of Engineering; College of Liberal and Fine Arts; College of Public Policy, College of Sciences; University College; Honors College and the Graduate School. UTSA prides itself on its diverse student population and is nationally recognized for its contribution to the education of Hispanic students and for addressing multicultural issues facing the nation; and currently ranks eighth and ninth respectively in the number of undergraduate and graduate degrees awarded to Hispanic students each year. UTSA is a Hispanic-Serving Institution (HSI), one of 286 in the U.S. and Puerto Rico, and a member of the Hispanic Association of Colleges and Universities (HACU, 2018). More than 69 percent of the 30, 674 UTSA students are from underrepresented groups, of which 53 (16,257) are Hispanic.

Nearly half (45%) of UTSA undergraduates will be the first in their family to earn a bachelor's degree. Additionally, transfer students comprise about 38% of UTSA's total undergraduate population. Further enhancing an already diverse student population is UTSA's military community, which makes up approximately 13% of students. Several marks of excellence underscore UTSA's national and global reach. The Times Higher Education ranks the University one of the top four young universities in the nation. The institution is also ranked number 75 nationally and 448, internationally by the U.S. News & World Report. The Hispanic Network Magazine ranks UTSA one of the 77 U.S. universities ranked 'Best of the Best' for Hispanics, African-Americans, veterans and females."

CONTINUED COMMITMENT TO EDUCATING UNDERREPRESENTED STUDENTS:

UTSA serves the South Texas region, a region identified as impoverished in the nation. Although the present focus of UTSA is to become a Tier One research institution, UTSA remains committed to its historical mandate to meet the needs of its students, particularly those from underrepresented minority groups. In addition to having an Associate Provost of Faculty and Student Diversity, UTSA also boasts a Diversity Advisory Board whose primary goal is to ensure that every UTSA student has access to a diverse, high quality, educational experience.

RESEARCH FUNDING AND INFRASTRUCTURE: FY 2017 research expenditures totaled \$68.1M, of which, \$40 was restricted; and \$28M was unrestricted. To support its research efforts, for the last ten years UTSA has completed over \$250 million in construction projects that dramatically increased research infrastructure. To the existing Flawn Science (215k square feet), Engineering (70k sq. ft.), and Bioscience (58k sq. ft.) Buildings, UTSA has added the Margaret Tobin Laboratories (\$10.6 million, 22k sq. ft., 11/2005), the Biotechnology, Sciences and

Engineering Building (\$84 million, 227k sq. ft., 12/2005), and the Applied Engineering and Technology Building (\$82.5 million, 145k sq. ft., 10/2009). Further, the West Campus Laboratory Complex and original Flawn Science building has been fully renovated (\$24 million, 15k sq. ft. 1/2011).

FACULTY SUPPORT SERVICES

The University provides a comprehensive set of research and educational support services to the faculty, including year round faculty development programs; pre and post-award services, such as proposal preparation, and grant contracting and management assistance; and resources promoting research integrity, intellectual property acquisition, commercialization of innovation, and regulatory compliance, among others. A brief listing of various supportive services offered includes (list is not exhaustive):

UTSA Faculty Center: The UTSA Faculty Center is the centralized hub for Professional Development workshops, serving all the university's teachers and researchers including tenured, tenure-track and non-tenure-track faculty. Located on the fourth floor of the John Peace Library, Faculty Center rooms can be reserved for faculty meetings and events. Faculty are encouraged to drop-in at any time to take advantage of the casual seating areas—perfect for chats with colleagues or getting work done when away from the office. Spaces include: Small Meeting Rooms (seat 6, 9 or 12 people), Conference Room (seats 20), and a digital Studio featuring collaborative tables with laptops (seats 18). Workshops and events held include the annual San Antonio Military Health System & Universities Research Forum, Academies of Distinguished Teaching Scholars (Reducing DFWs and similar), Distinguished lecturers.

Office of Institutional Research (OIR): The OIR provides collection and reporting of institutional data, research and data analysis, and the support of institutional effectiveness. It provides links to various reports and informational resources related to student and university data. The OIR also offers online documents entitled “UTSA Fact Book” and “UTSA Quick Facts” which provides informational and statistical student, faculty and staff, and financial data related to UTSA.

Office of Sponsored Project Administration (OSPA): Within the Office of the Vice President for Research, the Office of Sponsored Project Administration (OSPA) promotes, supports, and administers sponsored program awards and provides the highest quality Pre and Post-Award services in generating and administering external awards in the pursuit of research, scholarly activities and public service. OSPA ensures that the administration of sponsored programs from proposal submission to award close-out is consistent with applicable laws, regulations and policies. Support operations include account set-up, account management, proposal packaging and institutional routing, sponsor liaison, invoicing, financial reporting, and close-outs, as well as contract, effort certification, development and analysis of operational metrics, and assistance with required progress/end of project reports and audit requests.

Office of Sponsored Project Administration (OSPA): Within the Office of the Vice President for Research, the Office of Sponsored Project Administration (OSPA) promotes, supports, and administers sponsored program awards and provides the highest quality Pre and Post-Award services in generating and administering external awards in the pursuit of research, scholarly activities and public service. OSPA ensures that the administration of sponsored programs from proposal submission to award close-out is consistent with applicable laws, regulations and policies. Support operations include account set-up, account management, proposal packaging and institutional routing, sponsor liaison, invoicing, financial reporting, and close-outs, as well as contract, effort certification, development and analysis of operational metrics, and assistance with required progress/end of project reports and audit requests.

OSPA operates six Research Service Centers (RSCs) designed to provide direct service to faculty and staff in all areas of research administration. The six RSCs are in the following areas: Engineering; Sciences; Liberal and Fine Arts, Business and Honors College; Education; Institute for Economic Development; and UTSA's Downtown Campus. The RSC's work closely with the PI's Department and the Department of Grants, Contracts, and Financial Services (GCFS) to manage grant accounts from setup to closeout. Support provided by the academic department and/or the RSC include assistance with purchasing, travel, personnel contracts, and monthly reconciliations. GCFS provides support by invoicing, completing timely drawdowns and drafting financial reports. Milestones, including due dates for both financial and programmatic reports, are entered into PeopleSoft during account setup which provides email alerts to ensure timely and accurate submission of Federal Financial Reports and withdrawals from the Payment Management System.

Office of Research Support (ORS): The Office of Research Support (ORS) establishes a foundation of assistance for research-engaged faculty and students, while facilitating collaboration across all academic disciplines. The ORS offers a variety of services to develop and successfully manage all stages of research at UTSA, including year-round faculty development programs, such as seminars and presentations on grant development and awards management.

Office of Research Integrity: The Office of Research Integrity promotes ethical behavior and best practices by anticipating risk and communicating research compliance standards for conducting research, e.g., Institutional Review Board.

Office of Commercialization and Innovation: The Office of Commercialization and Innovation provides intellectual property management and licensing, proof-of-concept development, new venture incubation, entrepreneurial training, and policies and procedures that accelerate and ease the transition of intellectual property from the university to industry.

Office of Auditing and Consulting Services: The Office of Auditing and Consulting Services serves as the internal audit function for the University. This Office is charged with enhancing and protecting organizational value by providing risk-based and objective assurance, advice

and insight; ensuring UTSA accomplishes its objectives by bringing a systematic and disciplined approach to evaluation and improvement of the effectiveness of the university's governance, risk management, and internal control environment.

MAJOR STUDENT SUPPORT SERVICES

UTSA has invested heavily in programs and offices to enhance student success. These include standard offerings such as advising centers, but extend to more innovative campus organizations such as the Office of P20 Initiatives which coordinates a majority of Pre-college interventions, the Tomas Rivera Center for Student Success (below) which provides a host of academic support activities for both undergraduate and graduate trainees, and the Career Center which assists students and faculty to attain their life-long career goals.

Office of Undergraduate Research: Housed under the Vice President of Research Support, and Directed by Dr. Donovan Fogt, the UTSA Office of Undergraduate Research is designed to promote access, advancement, and excellence in undergraduate (UG) research and scholarly activities. In such, the mission of OUR is to initiate a collaborative network of programs to engage and support UG students' participation in research and scholarly activities in all areas of academic inquiry. The OUR strives to increase participation of all undergraduate students in the research process. This includes facilitating relationships between exploratory students and faculty members performing research as well as progressively more competitive experience opportunities such as comprehensive UG research projects.

Tomas Rivera Center for Student Success (TRC): The TRC is an academic support unit that provides free services that impact students of all levels. The TRC offers several student success programs to a variety of freshman populations, including the Academic Inquiry Freshman Sessions in which student learn the basics of inquiry in multiple fields. The TRC has also implemented the Quantitative Skills "Q-Lab" which offers free walk-in tutoring in all quantitative sciences. Free tutoring is also available in a variety of core subjects. Academic coaching in association with the LASSI assessment (designed to identify and assist with barriers student achievement) is available at both undergraduate and graduate levels. The TRC also coordinates the UTSA Supplemental Instruction program, which essentially creates a Peer Lead Team Learning environment in traditionally challenging courses.

Office of P20 Initiatives: The Office of P-20 Initiatives seeks to provide leadership in educational reform and facilitate university involvement in public education through programming, research, and service. It strives to increase UTSA's partnerships and collaborations with educational institutions, businesses, industries, community-based organizations and public/private foundations to strengthen the quality of education in San Antonio and South Texas. Among a variety of programs, the office coordinates UTSA's Dual Credit enrollment for High School students, Summer Enrichment Programs, the LSAMP

Student Research Program for undergraduates, plus mentoring and tutoring programs. The Office of P-20 Initiatives also oversees the TRIO programs, federally-funded programs that include the McNair Scholars Program, dedicated to helping first generation, low-income students succeed in their precollege performance and ultimately in their higher education pursuits.

Advising Centers: UTSA has 10 Advising centers, designed to assure that students are provided accurate and field-specific assistance in their degree progression. These include Advising centers in the Arts and Humanities, Business Studies, Engineering, Life and Health Sciences, Mathematical & Physical Sciences, and Social Sciences. The Downtown Advising center and the Honors College Advising center provides more general assistance to students of all majors. There is also a Student Placement advising center for undeclared freshman, gateway students and CAP Students, who will matriculate to UT Austin after their Freshman year.

University Career Center: The Career Center offers a host of services for students, alumni, and employers. Their mission is to assist students and alumni in identifying and developing the skills necessary to pursue lifelong career goals. The Career Center offers both virtual and physical career centers. These services include, but are not limited to, career counseling (specialized to college and major), online assessment to assist with career and educational decisions, career fairs, a job listing service, educational seminars and materials on a variety of topics, resume creation assistance, and mock interviews.

University Health Professions Office (UHPO): The UHPO provides advising and support to students interested in pursuing careers in the health professions. This includes academic preparation assistance as well as information about health careers, application procedures, and entrance exams.

The Writing Center: The Writing Center is designed to provide writing assistance to students from all majors, as well as graduate students and faculty. The writing tutors are professors of writing, graduate English students, and English major upperclassmen who are trained to teach students how to write, rather than merely serve as editors. Assistance is free and is performed on both a drop-in and appointment basis. The center also assists with preparatory notes and oral presentation planning. Writing assistance takes place both within the writing center's central facilities on campus, as well as in the University dormitories. Synchronous online tutoring is also available.

RESEARCH FACILITIES: NETWORKING INFRASTRUCTURE

The foundation of the UTSA network consists of a 40Gbp/s Ethernet backbone interconnecting 23 buildings in a star topology. Each building is connected to the Ethernet backbone using Brocade MLXe core chassis' running on single mode fiber that is capable of 100Gbp/s speeds with the installation and cost of additional optic transceivers. We have an MPLS/VPLS enterprise transit cloud that consists of 2 Pnodes and 21 PE (provider edge) hosts which are Brocade MLXe chassis'. Each Pnode is geographically separated in separate Main Distribution Frames (MDF's) across campus for safety and security. Both Pnodes connect to each other over 2 links of 40 Gbe fiber (single mode) and are LAG'd together as an aggregate 80Gbe link, for scalability and redundancy.

At the customer edge (CE), each Intermediate Distribution Frame (IDF) closet within a building consists of a 10Gbe link from the building core MLX PE to a stack of Juniper EX4200 edge switches.

Each stack of Juniper EX4200 edge switches are built in a virtual chassis configuration so that the stack of switches act as a single, logical unit that shares routing and the 10Gbe uplink to the entire stack. This provides redundancy within the IDF and reduces the number of routers across campus.

Each EX4200 has the capability for a 10Gbe fiber uplink and delivers 1Gbe to any network device on campus.

The UTSA campus network is protected at the edge via a Fortinet Fortigate firewall and provides intrusion detection and prevention for transit traffic. A Juniper MX240 border router with redundant routing engines is the campus gateway to off campus resources. The border router is both BCP38 compliant as well as RFC1918 compliant. These technologies are both enabled and protect the campus from both public IP spoofing and private IP spoofing.

UTSA Research Data Center (RDC): UTSA provides a dedicated Research Data Center, custom built and designed for research technology equipment. The Research Data Center is a raised floor data center and was opened in the summer of 2012. The main purpose of the room is to provide data center space for servers and data storage equipment utilized by researchers at UTSA. The room consists of one outer staging area used for delivering and unpacking of equipment, one room to house a 180kW backup UPS, and an open area for colocation of research equipment. There is also one room that is secured in a caged off area and requires biometric readers to allow access. A final room is separated with a solid wall and also requires biometric readers to allow access.

The RDC is connected to the UTSA backbone network in a similar fashion as each

physical building is connected. A 40Gbp/s Ethernet connection serves the RDC with 1Gbp/s Ethernet being delivered to each individual host system. 10Gbp/s connectivity has been delivered to 5 separate physical areas in the room. The current network gear serving the RDC has the capability to provide 10Gbbp/s connectivity to other areas of the room with the simple addition of optical transceivers, additional fiber, and a top of the rack Ethernet switch.

UTSA High Performance Compute Cluster: UTSA's Office of Information Technology currently maintains a centrally managed high-performance compute cluster named Shamu. This system is designed to be utilized by any faculty or student researchers at UTSA.

SHAMU currently consists of:

- 80 physical servers
- 1100 CPU Cores
- 16 TB of shared memory
- 96 TB of shared disk storage

The University of Texas System Research Cyberinfrastructure (UTRC) and Texas Advanced Computing Center (TACC): The UTRC, in collaboration with the Texas Advanced Computing Center (TACC), leverages advanced computing and visualization resources via TACC's Lonestar system. Through the UTRC, UT System researchers have unique access to allocations on Lonestar, one of the world's most productive HPC resources that integrates shared memory nodes, GPU nodes, tools for high-throughput computing, and remote interactive visualization.

High-bandwidth Network Connectivity (10Gbp/s) has been established between all UT System institutions (including UTSA and TACC), which enables the sharing of data for collaborative purposes, as well as the movement of data to/from computing and data systems. UT System has deployed this high-bandwidth network capability (10Gbp/s connection) and continues to work with institutions to best utilize the resource.