

**2014 SURVEY OF FACULTY NEEDS FOR RESEARCH, SCHOLARSHIP AND CREATIVE EXPRESSION  
AT WILLIAM PATERSON UNIVERSITY**

**SUMMARY REPORT**

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**Executive Summary**

A survey of faculty needs for research, scholarship, and creative expression ("RSCE") was created by the Faculty Senate Research and Scholarship Council in the belief that RSCE is essential to the intellectual vitality of the University, the professional development of its faculty, and the success of its students. The survey was administered online to all full-time faculty in the Fall of 2014. Responses of 228 faculty members (54% response rate) provide a picture of the effectiveness of existing RSCE support programs, limitations on scholarly productivity, the status of scholarship at WPU with respect to the university's strategic plan, and evaluations of ideas for improving RSCE consistent with our institution's mission. This report summarizes quantitatively and qualitatively responses to both university and college-level questions and makes recommendations for change based upon these data. The complete data set for this report is contained in the attached appendices, including breakdowns of responses by tenure status and college membership. Overall, responses to this survey indicate a faculty highly motivated to engage in RSCE who believe WPU is not maximizing its potential for RSCE to the detriment of its institutional mission. Highlights of chosen key findings and general recommendations for improving RSCE at the university level follow. Please read report for full discussion of these results, more detailed recommendations, and college-level analyses (see table of contents on page 3).

**Highlights of Findings and Recommendations to University Leadership**

- University RSCE-support programs other than ART (i.e., RTI, SURP, and Career Development) are poorly known, especially among untenured faculty, and thus need increased promotion.

- Dissatisfaction with application procedures for university RSCE-support programs other than ART (i.e., RTI, SURP, and Career Development) suggests the need to review application procedures for these programs.
- Relative unimportance of the SURP program despite the institution's focus on undergraduate students suggests a need to consider how this program can be made more useful to faculty RSCE.
- Competing service duties were the top limitation to scholarly productivity, suggesting a need to review and rebalance incentives for service versus RSCE.
- Fragmented time was considered a top limitation of scholarly productivity, suggesting a need for added flexibility in ART and concentrated teaching schedules for active scholars.
- Limitations on scholarly productivity imposed by lack of support for summer RSCE and travel suggest the need for equitable and transparent systems for distributing support for these important activities.
- Most faculty disagree that WPU is meeting any of the elements of the university's strategic plan related to RSCE, suggesting structural issues that require policy changes and redirection of resources, but are unlikely to be solved with restricted one-time spending.
- Faculty rated summer RSCE as key for improving their production of recognized scholarly products, suggesting a need for mechanisms to support summer RSCE by active faculty scholars.
- Student involvement in faculty RSCE was considered least important for production of recognized scholarly products, suggesting potential tradeoffs between research productivity and student involvement that should be considered in policies that incentivize faculty RSCE productivity.
- Faculty considered all categories of support (teaching-load credit, student scholarships, publicity, and supplies) as very important for increasing undergraduate involvement in faculty RSCE, suggesting a need for programs to provide support in each of these areas.
- Some faculty expressed concern about lack of clear messages from university leadership about the relative importance of RSCE, suggesting that increased dialog between faculty and administrators about RSCE is necessary.
- Some faculty expressed concern that lack of ability to specialize in teaching, research, or service prevents career flexibility that impairs strategic advantages in research, suggesting that a less-rigid incentive system be considered.

Note: the analysis in this report is not intended to summarize WPU's RSCE resources or allow for comparison of RSCE support with other institutions, but instead to document existing incentives and disincentives for WPU faculty engaging in RSCE. It therefore does not consider support that is inaccessible to most faculty members such as Deans' discretionary funds and funds from grant revenues that are not channeled into official RSCE-support programs. The unpredictable nature of such funds prevents them from shaping the incentive system that leads faculty to establish an institutional culture of research, scholarship, and creative expression.

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## **What is the purpose of this survey?**

This survey was developed for faculty by faculty representatives to the Senate Research and Scholarship Council in the belief that research, scholarship, and creative expression are essential to the intellectual vitality of the University, the professional development of its faculty, and the success of its students. The goal was to gather information that allows the Senate to assess the effectiveness of existing programs that support these activities (e.g., ART, RTI) and to provide information and recommendations to University administrators that will contribute to the successful implementation of the goals of the University's Strategic Plan that involve research, scholarship, and creative expression. These goals are to "strengthen the research culture on campus through improved research incentives for both junior and senior faculty; give greater recognition for published research and recognized creative work; and provide summer support for creating knowledge" (from Goal I: Offer Academic Programs of the Highest Quality) and to "explore new ways of involving undergraduates and graduate students in faculty research and explore ways in which it can gain a strategic advantage in research" (from Goal II: Achieve Student Success by Increasing Matriculation, Retention and Graduation).

## **How was this survey conducted?**

The survey instrument, developed by members of the Faculty Senate Research and Scholarship Council with feedback from peers and members of the Senate, included one portion to address University-wide programs and strategic goals, and a second portion to address programs and strategic goals specific to each College. The survey instrument itself is attached to this report as Appendix 5. Survey questions were modeled after those from faculty surveys conducted by the Higher Education Research Institute (HERI), using 3-5 point response scales. Two open-answer questions were included in the university portion of the survey to cover topics not easily assessed by means of scaled responses. The survey was hosted by the online Qualtrics survey platform, which provided anonymity and allowed only a single completed response per invitation. Respondents were not required to complete the survey for their responses to be logged, and were instructed to skip any questions they did not feel comfortable answering. The survey took place during December, 2014, with automated weekly email reminders to participate sent by Qualtrics.

## **Who participated in this survey?**

Invitations to participate in this survey were sent only to full-time tenured and tenure-track faculty, including librarians, but excluding adjunct faculty and members of university administration with official faculty status. This population was chosen to best capture the opinions of those for whom research, scholarship, and creative expression (hereafter referred to as "RSCE") are expected professional duties on which job performance is (partly) evaluated. The total number of invitations was 423, of which 228 faculty did access the survey, yielding a response rate of 53.9%. As respondents were permitted to refrain from answering any questions they chose, the actual sample sizes for each question varied between 218 and 130.

Three demographic variables were requested of respondents: college membership, tenure status, and self-rated scholarly activity. 224 respondents provided answers to these questions, as summarized below.

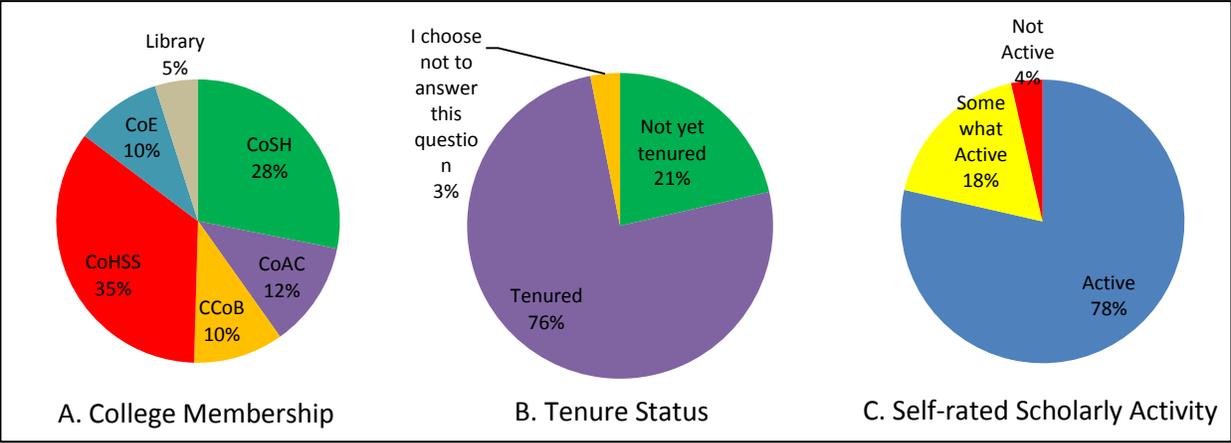


Figure A. Overall sample population for this survey based on three “demographic” questions (n = 224).

The sample populations for the college-specific portions of the survey, which are subsets of the overall sample population (above), is described in the table below.

Table 1. Sample populations for college-specific portions of survey

College	Tenure Status			Scholarly Activity (self rated)			Total Respondents
	Untenured	Tenured	Unknown	Active	Somewhat Active	Not Active	
CoAC	1	20	1	20	1	1	22
CCoB	9	13	1	21	1	1	23
CoE	8	13	0	14	7	0	21
CoHSS	7	62	3	59	12	1	72
CoSH	19	40	0	46	10	3	59
Library	0	8	0	2	5	1	8

This report considers the effects of tenure status and college membership on responses for each question, but does not include the potential effects of self-rated scholarly activity because the sample size of those identifying themselves as “not active” was too low (n = 8 in overall sample population) to allow for adequate statistical comparisons. Respondents choosing not to answer a demographic question were included in the general analyses for questions to which they did respond, but not in the demographic-breakdown analysis for those questions.

**How effective are existing university programs supporting RSCE?**

*Assigned Release Time (ART)*

Results: ART was considered by respondents as the most important program for RSCE (mean responses shown in Fig.1.3, Fig.1.4); 65% of respondents considered ART essential for their scholarship during the

last two years, and 72% of respondents definitely planned to use ART over the next two years. Untenured respondents considered ART significantly more important for their scholarship during the last two years than did tenured respondents (Fig.1.3). Significant differences in reported usefulness of ART and plans for future use of ART were found among Colleges (Fig.2.3, Fig.2.4). Most respondents (77%) were at least somewhat satisfied with the ART application process (Fig.1.2). Awareness of the ART program was not a problem; nearly all respondents (99.5%) were aware of ART (Fig.1.1).

Recommendation: These survey results confirm that ART as an essential driver of RSCE at WPU. Nearly three-quarters of responding faculty plan to use the program in the near future, suggesting a deep pool of active scholars eager to engage in RSCE. Universal awareness of the program and general satisfaction with the program's application process suggest that efforts to improve RSCE at WPU should be focused elsewhere.

### *Research Travel Incentive (RTI)*

Results: RTI was considered by respondents as a very important program for their RSCE (mean responses shown in Fig.1.3, Fig.1.4); 38% of respondents considered RTI essential for their scholarship during the last two years, and 53% of respondents definitely planned to use RTI over the next two years. Untenured respondents planned to use RTI more over the next two years than do tenured respondents (Fig.1.4). Significant differences in plans for future use of RTI existed among Colleges (Fig.2.4). The majority (56%) of respondents were at least somewhat satisfied with the RTI application process. Awareness of the RTI program existed among the most (71%) respondents, but untenured respondents were significantly less aware (only 48%) of the program than tenured respondents (Fig.1.1).

Recommendation: These survey results suggest that RTI is a valued program important for supporting RSCE regardless of tenure status and college membership. Two aspects of the program would be worth investigating for positive change. First, there appears to be some dissatisfaction with the application process, possibly because it requires significant effort from applicants to coordinate support between department, college, and university levels, and because resources allocated to the program may not be sufficient to support each travel request. Second, although tenured faculty are generally aware of the program, untenured faculty are much less aware. Such low levels of awareness of an important program by a group that arguably is in the most need of its support is worrisome and should be remedied.

### *Student Undergraduate Research Program (SURP)*

Results: SURP was considered by respondents overall as a somewhat important program for their RSCE (mean responses shown in Fig.1.3, Fig.1.4); 12% of respondents considered SURP essential for their scholarship during the last two years, and 23% of respondents definitely planned to use SURP over the next two years. Untenured respondents planned to use SURP more over the next two years than do

tenured respondents (Fig.1.4). Significant differences in reported usefulness of SURP and plans for future use of SURP existed among Colleges (Fig.2.4). The majority (59%) of respondents were at least somewhat satisfied with the SURP application process. Awareness of the SURP existed among the majority (60%) of respondents, but untenured respondents were significantly less aware (only 35%) of the program than tenured respondents (Fig.1.1).

Recommendation: These survey results suggest that SURP is not considered important for most faculty RSCE. This may be due to the fact that the primary purpose of the program is to support student RSCE rather than faculty RSCE, and is consistent with the idea that there is a tradeoff between faculty RSCE productivity and mentoring of student exploratory RSCE. (The CoSH is an exception to this general pattern, possibly due to discipline-specific needs for student assistance.) These results are especially meaningful when considering WPU's mission of undergraduate education and the goals of the university's strategic plan, which both suggest that collaborative faculty-student RSCE should be high priority and thus supported with effective and popular programs of support. Such programs should be designed to mitigate any tradeoffs that might exist between faculty RSCE productivity and mentoring of student exploratory RSCE. We note that substantial and positive changes were made to SURP (including a new name for the program) between the time this survey was approved by the Senate and the close of this survey poll. The nature of the program, however, did not change and thus the responses documented here should not be ignored on the pretense that SURP no longer exists. Lastly, as with RTI, untenured faculty are less aware of the program than are tenured faculty. Such low levels of awareness of an important program by a group that arguably is in the most need of its support is worrisome and should be remedied.

### *Career Development*

Results: Career Development was considered by respondents overall as a somewhat important program for their RSCE (mean responses shown in Fig.1.3, Fig.1.4); 16% of respondents considered Career Development essential for their scholarship during the last two years, and 30% of respondents definitely planned to use Career Development over the next two years. No differences were observed between tenure statuses or among colleges with respect to reported usefulness or planned future use Career Development (Fig.1.4, Fig.2.4). The majority (51%) of respondents were at least somewhat satisfied with the Career Development application process. Awareness of Career Development existed among the majority (63%) of respondents, but untenured respondents were significantly less aware (only 30%) of the program than tenured respondents (Fig.1.1).

Recommendation: These survey results suggest that Career Development is moderately valued by faculty for RSCE support, regardless of tenure status and college membership. This relatively low rating may stem from the scope of the program, which includes teaching and service projects as well as RSCE, and therefore has had less direct impact upon faculty RSCE than other programs. However, the relatively low rating may also reflect perceptions of this program's balance of effort/expectations versus rewards. This, together with room for improvement in satisfaction with the application process,

suggests that application and administration procedures for this program should be reviewed. Lastly, as with RTI and SURP, untenured faculty are less aware of the program than are tenured faculty. Such low levels of awareness of an important program by a group that arguably is in the most need of its support is worrisome and should be remedied.

## **What is limiting scholarly productivity at WPU?**

### *Quantitative results*

Results: Respondents' ratings of eight potential limiters of scholarly productivity were ranked from most limiting to least limiting (mean responses shown in Fig.1.5). Almost all respondents (92%) agreed that their scholarly productivity over the last two years was limited somewhat or severely by time required for service. Most respondents also considered time required for teaching (86% of respondents), lack of non-fragmented time blocks (82% of respondents), and travel funds (80% of respondents), as somewhat or severely limiting factors for scholarly productivity. The majority of respondents considered lack of summer support (72% of respondents), and availability of student assistants (62% of respondents) as limiting factors. The least commonly limiting factors, of those offered by the survey, were facilities, durable equipment, or software (45% of respondents) and materials and supplies (44% of respondents). Limitations to scholarly productivity not captured by these eight factors were reported by means of an open-response question (see qualitative responses, below). Mean ratings for each measured factor were independent of tenure status with the exception of time required for service, which was significantly more limiting for tenured than for untenured respondents (Fig.1.5). Several significant differences in limitations were reported among colleges, including greater limitations of facilities, equipment, materials, and supplies for the CoSH, greater limitations of summer support and availability of student assistants for the CCoB, and lesser limitations of teaching duties, summer support, availability of student assistants, and materials and supplies for the Library (Fig.2.5).

Recommendation: These survey results suggest that all eight measured factors impose significant limitations on faculty RSCE productivity. Time limitations created by teaching and service duties were not surprisingly the most severely limiting factors, though it is interesting to note that “volunteer” service work was equal or slightly more limiting than assigned teaching duties. This suggests, given that teaching loads are relatively inflexible, that incentives for service work versus research should be adjusted to promote scholarly productivity. Also notable about time constraints is that faculty rated fragmentation of time as important as total time available. This suggests that scholarly productivity could be significantly increased without increasing the total time allotted to RSCE by granting flexibility (e.g., allowing 6 credits of ART in a single semester followed by 0 credits, rather than 3 credits each semester), or scheduling priority (e.g., help ART faculty restrict teaching to either Mon/Wed or Tues/Thurs). Also highly limiting were travel funds and summer support, both of which are key components of an active institutional culture of RSCE, one of the goals of the strategic plan. Summer research and academic travel both dovetail well with another strategic plan goal: to increase involvement of students in faculty RSCE. For these reasons, programs that create incentives for faculty-student summer RSCE and travel to present products of these efforts would have high benefit-to-cost

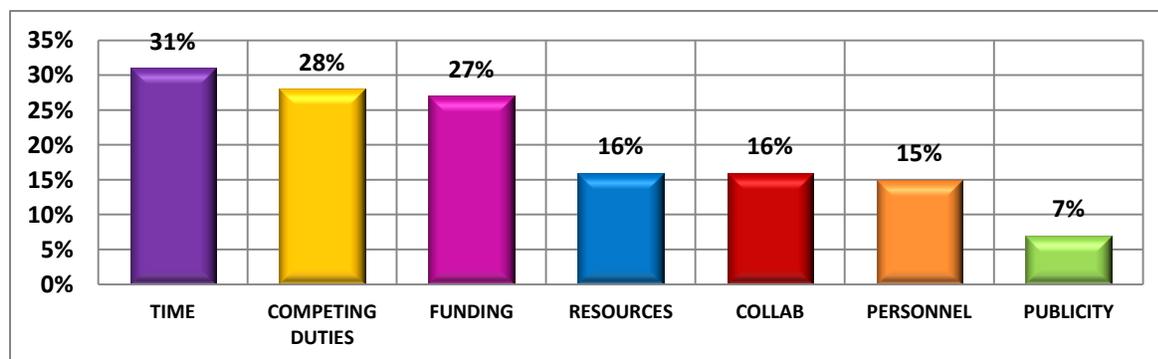
ratios and seem worthy of investment. Other barriers, such as availability of student assistants, facilities, equipment, and supplies appear to be mostly discipline specific as reflected in differences among the Colleges. For these barriers in particular, college-level support is needed, ideally by well-known, competitive programs that make clear to faculty the rewards of successful RSCE.

### Open responses

Survey respondents were given the opportunity to provide comments in response to the question "What other factors that have significantly limited your scholarly productivity?" Many faculty took the time to share substantive responses; a total of 104 responses were received. Faculty comments were coded into seven categories: Time, Service/Teaching/Research combined, Funding, Resources, Collaboration, Personnel, and Publicity.

Lack of **time** was mentioned most frequently, but most often in conjunction with an imbalance among **competing duties** of teaching and service. Faculty members recognize that both service and teaching are important for student retention, graduation, and engagement, and many times they put greater effort into service and/or teaching than research. Respondents commented that some faculty members are better at service and teaching, and some are better at research, and suggested that different talents should be accommodated within the University's culture. Lack of **funding** covered a myriad of concerns – funding for travel, professional memberships, and open access fees. Faculty comments mentioned specific **resources**, such as difficulty getting support and/or assistance with SPSS, and the financial databases in the Valley Road building. Library Resources that are lacking are Econlit and other financial databases, as well as research-quality database subscriptions. Respondents cited a lack of networking groups or centers for **collaborative research**. Often faculty members do not know what their colleagues are working on – either in their own College, or in other Colleges within the William Paterson University community. Many respondents (15%) who made comments mentioned the need for **personnel** such as graduate assistants to help with grading, or research assistants to help with a faculty member's research topic. There was also mention of a need for staff assistance to help with specialized software, or other research-related activities. Finally, some comments mentioned a lack of **publicity** and recognition for research that does take place.

Figure B. What other factors have significantly limited your scholarly productivity?



Above: Each factor represents the percentage of responses based on 104 comments. Specific faculty comments can be found in Appendix 4 of the accompanying packet to this report.

## **What is the current status of scholarship at WPU with respect to the university's strategic plan?**

Results: Most respondents disagreed that we are currently meeting each of the stated goals of the strategic plan (mean responses shown in Fig.1.6). Aspects of the strategic plan concerning RSCE were broken into seven statements, in order of disagreement: 72% of respondents *disagreed* that the university has a strategic advantage in research, 69% of respondents *disagreed* that summer support for creating knowledge is available, 65% of respondents *disagreed* that incentives for scholarship are adequate for senior faculty, 65% of respondents *disagreed* that undergraduate students are involved in faculty scholarship, 61% of respondents *disagreed* that graduate students are involved in faculty scholarship, 56% of respondents *disagreed* that incentives for scholarship are adequate for junior faculty, 49% of respondents *disagreed* that recognition is given for completed scholarly work. Untenured respondents agreed *less* than tenured respondents that undergraduates are involved in faculty scholarship, but *more* that summer support for creating knowledge is available and *more* that the university has a strategic advantage in research (Fig.1.6). Significant differences in perceptions of current RSCE were reported among colleges for nearly every aspect of the strategic plan (Fig.2.6).

Recommendation: These survey results suggest overall that WPU faculty do not believe we are currently meeting the goals of the strategic plan. This may not be surprising given that the strategic plan is still being implemented, but is significant in that it reflects significant discontent among faculty about the current state of RSCE at WPU. This discontent might be associated with low morale or fatalistic attitudes, but this is not corroborated by other survey results such as the unusually high response rate, positive ratings for existing RSCE programs, and abundance of constructive open-answer suggestions, which all suggest an engaged and motivated faculty. Given that mean responses to individual elements of the strategic plan differed little (only recognition for completed scholarly work received a "neutral" rating), discontent over the current status of RSCE likely reflects institution-wide structural issues rather than weaknesses in particular areas. Structural weakness should not be considered inconsistent with the significant difference among colleges for individual elements of the strategic plan, which suggest that some colleges are doing certain things very well and may serve as models for strengthening our institutional RSCE structure (please see individual college reports for discussion of these reported strengths). Tenure-status differences in faculty attitude toward the current state of RSCE at WPU is difficult to interpret as it may reflect the unique priorities, experiences, or prior expectations of untenured faculty who are relatively new to WPU. For example, untenured faculty agree less than tenured faculty that undergraduates are involved in faculty RSCE, which could reflect less involvement of undergraduates in untenured faculty RSCE, or higher expectations for involvement of undergraduates in faculty RSCE by untenured faculty. Further assessment of attitudes and experiences of untenured faculty, a vital population for RSCE, might help assess progress toward strategic goals. The results obtained here show that while differences in responses by tenure status are statistically significant for several elements of the strategic plan, the overall picture of faculty attitudes toward the current status of RSCE at WPU is similar; both groups disagree that we are meeting our current RSCE goals.

## What are the most effective ways of increasing RSCE at WPU?

### *Increasing faculty ability to produce recognized scholarly products*

Results: Respondents' ratings of five potential mechanisms (each of which is an element of the WPU strategic plan) for increasing production of recognized scholarly products were ranked from most important to least important (mean responses shown in Fig.1.7). Two mechanisms were rated very highly; increased incentives for scholarship during the academic year was considered essential by 55% of respondents, and additional summer support for scholarship was considered essential by 50% of respondents. Next most important was increased recognition for scholarly work; 33% of respondents considered it essential for producing recognized scholarly products. Least important was increased student involvement in faculty RSCE; 22% of respondents considered increased involvement of graduate students essential for producing recognized scholarly products, and 18% of respondents considered increased involvement of undergraduate students essential for producing recognized scholarly products. Untenured faculty considered the following as more important than tenured faculty for increasing recognized scholarly products: additional support for summer RSCE, increased involvement of graduate students in faculty RSCE, increased involvement of undergraduate students in faculty RSCE. These same three mechanisms also differed in perceived importance by college (Fig.2.7).

Recommendation: These results suggest that faculty consider the "strengthen the research culture on campus through improved research incentives" element of the strategic plan as the most important for increasing their production of recognized scholarly products. Support for summer RSCE was, notably, just as important as incentives for RSCE during the academic year. Given the large teaching loads of WPU faculty during the academic year and the present existence of a program for release time for research during the academic year, effective programs to promote summer RSCE seem a priority for meeting the goals of the strategic plan (see *Increasing the productivity of summer research*, below). Summer support is considered more important for producing scholarly products by untenured than by tenured faculty, further emphasizing the need for incentives for summer support for this important subpopulation of the faculty. Student involvement, both undergraduate and graduate, is considered less important possibly due to productivity trade-offs involved with training and supervising students. Despite such trade-offs, however, student involvement is still considered as somewhat important to faculty overall, which suggests that students can be helpful in increasing recognized scholarly products. Additional incentives for faculty to involve students in RSCE would help overcome productivity trade-offs to increase the importance of students for faculty RSCE. Increased involvement of students resulting from these incentives would be consistent with measures used for faculty professional evaluation and articulate well with all aspects of the university strategic plan. Interestingly, involvement of students is considered more important for producing scholarly products by untenured than by tenured faculty, further emphasizing the need for incentives for student involvement for this important subpopulation of the faculty. More information on specific mechanisms for increasing the involvement of students in faculty RSCE is described below (*Increasing the involvement of students in faculty RSCE*).

### *Increasing the productivity of summer RSCE*

Results: Respondents rated three categories of support for RSCE in terms of their importance for increasing summer RSCE productivity (mean responses shown in Fig.1.8). The majority of respondents (51%) rated additional salary support as essential for increasing productivity of their summer RSCE. Significant numbers of respondents also rated as essential for increasing summer scholarly productivity additional support for student assistants (24%) and additional support for materials and supplies (20%). Untenured respondents rated all three categories of support as significantly more important than tenured respondents (Fig.1.8). Responses for all three categories of support also depended significantly on college membership (Fig.2.8).

Recommendation: Faculty consider summer salary support as very important for increasing summer RSCE productivity. There are currently very few personal incentives for faculty to engage in summer RSCE beyond the widespread belief that scholarly productivity is important for retention and promotion decisions (which is an important driver, but vaguely defined). Comparison to personal incentives available for other summer professional activities, such as teaching, may reveal why faculty do not feel that the institution is meeting its strategic goal of fostering summer creation of knowledge (noted above). Competing personal incentives may have the greatest effects on the professional decisions of untenured faculty, who are generally less financially secure, yet at the same time more dependent on scholarly productivity for retention. Untenured faculty also consider support for students and material and supplies as more important than tenured faculty, which is consistent with their identification of summer support as especially important for increasing their ability to produce recognized scholarly products (noted above). These results together present a picture of summer as an opportunity for RSCE at WPU that is not being taken full advantage of. Support targeting untenured faculty and encouraging student involvement would provide significant positive impacts on the culture of scholarship at WPU. Mechanisms of support could include competitive grants for summer research "release time", designated RSCE courses that allowed faculty to mentor groups of students in faculty RSCE activities (somewhat like a group internship), or summer grants for graduate students to pursue thesis work under a faculty mentor.

### *Increasing the involvement of students in faculty RSCE*

Results: Respondents rated four categories of support for RSCE in terms of their importance for increasing the involvement of undergraduate and graduate students in faculty RSCE (mean responses for undergraduates shown in Fig.1.9, mean responses for graduates shown in Fig.1.10). Many respondents rated as essential for increasing undergraduate involvement teaching-load credit for mentoring students (47%) and student research scholarships (40%). Significant numbers of respondents rated as essential for increasing undergraduate involvement publicity to recognize faculty-student scholarship (28%) and support for materials and supplies (27%). No significant difference between untenured and tenured respondents were identified (Fig.1.9). Responses for the importance of student scholarships and financial support for materials and supplies depended significantly on college membership (Fig.2.9).

Responses rating the importance of these categories of support for involving graduate students were similar, but higher overall. Many respondents rated as essential for increasing graduate involvement teaching-load credit for mentoring student RSCE (54%) and student research scholarships (50%). Significant numbers of respondents rated as essential for increasing graduate involvement publicity to recognize faculty-student scholarship (36%) and support for materials and supplies (35%). Untenured respondents rated student scholarships and support for materials and supplies significantly higher than tenured respondents (Fig.1.10). Responses for these same two categories of support depended significantly on college membership (Fig.2.10).

Recommendation: Faculty consider all four of the proposed categories of support as very important for increasing student involvement in faculty RSCE. Programs to cover all four categories of support should exist at WPU given the supportive effects of students on faculty scholarly productivity suggested by responses in this survey, WPU's mission and strategic plan, and well-documented effects of mentored student scholarship on student engagement. Teaching-load credit for mentoring student RSCE was most important to faculty, reflecting the unsurprising fact that faculty are limited by their full teaching schedules as to the amount of student involvement they can foster. While the amount and quality of mentoring will ultimately be driven by curricular decisions at the department level and constrained by finances, institutional initiatives such as graduation honors for students completing theses and recognition of student theses as valid ART products, could encourage creative solutions by signaling the importance of student mentoring. Competitive scholarships for students engaging in RSCE and increased publicity to recognize faculty-student RSCE would send similar signals and foster a climate of scholarship for relatively little expense. The Student Research and Creative Expression Program is already in place for support of materials and supplies, but as noted above, needs to be better known to make it effective in increasing student involvement in RSCE. These forms of support should be equally targeted at graduate and undergraduate students (like the SRCEP, or programs created for each), as graduate students are more helpful than undergraduates for producing recognized scholarly products (as noted above), and can serve as important scholarly role models for undergraduates.

*Open response: how can the university gain a strategic advantage?*

There were comments from 98 respondents. Respondents often mentioned more than one idea, and each different idea was coded. There were a total of 160 ideas, which were coded into the following categories described below. Sample comments are provided for each category and a graphical summary of the frequency of comments for each category is shown in Figure C.

Funding: While Funding included travel and membership, it also included funding student research, grant support, and summer salaries.

SAMPLE COMMENTS:

- “More funding for untenured faculty or at least in first 3 years of appointment.”
- “Incentivize grant writing; provide a development fund for new research projects; create a new administrative position: VP of Research Affairs....”

Recognition/Incentive/Reward: Some respondents feel that some current research goes unnoticed, or unappreciated. Research projects take a lot of time and effort, and there is not enough encouragement to make research a consistent part of one's professional life.

SAMPLE COMMENTS:

- "Provide monetary rewards for publication in higher level journals."
- "...so often does the university highlight work done by 'tried and true' faculty that they are missing those who are working quietly and behind the scenes."
- "Reward research that is recognized nationally and internationally and support those that continue to have a productive research agenda, instead of faculty who simply publish for the sake of publishing."

Reducing Course Load: This category covered mention of reduced course loads, release time for those engaged in important projects and keeping course caps where they are.

SAMPLE COMMENT:

- "It will only come with reduced teaching loads. The idea that faculty at a teaching-first university such as WPU can continually produce a significant amount of high-quality research is absurd."

Student Involvement: Several comments recognized the need to focus some attention on student assistance to faculty research and student research.

SAMPLE COMMENTS:

- "Mentoring (students) is essential albeit time consuming to gain advantages in developing strong research programs."
- "We will never have a strategic advantage in research without having more doctoral programs. Research and the efforts it takes to mentor grad. assistants are not supported at WPU."

Cross-discipline Research: Comments in this area covered a wide-range of topics: sharing resources across schools at the university, developing centers for collaborative research, as well as reaching out to the surrounding community for projects, data, and support with practical research projects.

SAMPLE COMMENTS:

- "We live in an amazing area and we can leverage our abilities and strengths to help others with practical research projects."
- "Through partnering with other organizations throughout NJ to have students doing research."

Accommodate Different Strengths: There is a strong perception/recognition among faculty members that WPU is a comprehensive teaching university, and not everyone excels at everything. Different faculty members have different strengths; some are strong in research, some are strong in teaching. Many respondents feel that evaluations should accommodate these differences, and that the accommodation of such a variety of talents will be a way to gain strategic advantage.

SAMPLE COMMENTS:

- "By finding ways to support (research) without compromising undergraduate teaching."
- "Do we even want to reallocate our resources to tip the balance towards research? What if that meant sacrificing teaching? The answers to many of these questions depend on what we want to be as an institution. It's important to have that conversation first."
- "Think about research faculty, graduate faculty, teaching faculty, etc."

- “The advantage I see is the willingness of the university to see the value of many different kinds of scholarship.”
- “Loosen the guidelines for creative activity.”
- “Tighter restrictions for what is considered innovative research.”
- “Develop an institutional ability to distinguish between real, substantial, nationally-recognized work (major book publishers, serious journals, national magazines, major newspapers) and trivial, local, self-published attempts to meet the “research” requirement. Stop promoting people who lack adequate research.”

**Resources:** Comments covered a variety of issues such as equipment, technical support, an attractive place on campus, and regional research resources.

**SAMPLE COMMENT:**

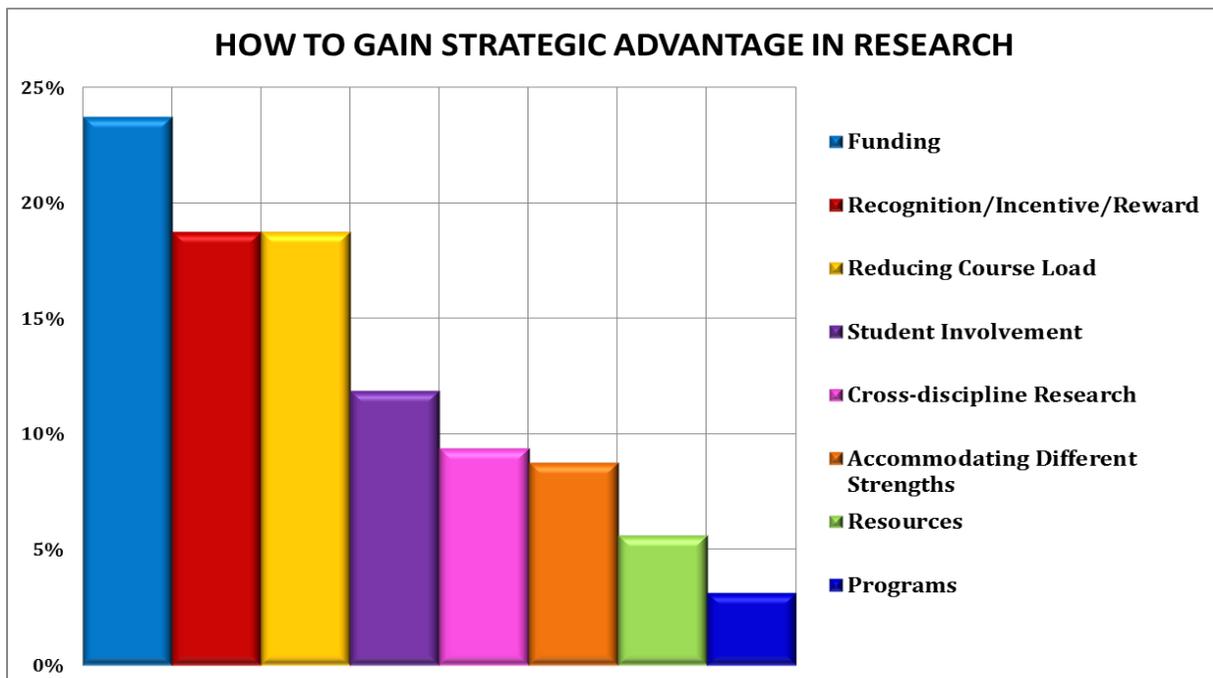
- “Provide the infrastructure and resources to support serious research and use centers to disseminate and monetize findings.”

**Graduate Programs:** Responses in this area covered support for graduate programs.

**SAMPLE COMMENT:**

- “Increase reputation by increasing research productivity in key areas. Recognize strategic importance of graduate programs in research. Offer graduate fellowships in key fields within each college by redirecting funds from adjunct pay to grad support and employ grad students in the classroom while faculty mentor them in productive research.”

Figure C. *How do you believe the university can gain a strategic advantage in research?*



### *What do open responses reveal beyond those addressed by survey questions?*

The survey included two open-ended questions that enabled individual faculty to voice their concerns and suggestions for RSCE beyond those directly addressed by survey questions. In a "by faculty for faculty" survey, the open-ended questions give individual faculty a voice. A significant number of faculty took the time to write responses, which in and of itself is significant, as composing open-ended replies increased the amount of time it took individual faculty to complete the survey. Those comments provide an opportunity to "speak for themselves" in this part of the report as open-ended concerns, comments, and suggestions.

Method for Developing Survey Coding: All of the surveys were compiled. Initially, one committee member reviewed all of the qualitative data for the purpose of looking for general and specific trends (especially those that were mentioned repeatedly). After producing a list of 20 such trends, another committee member reviewed the data in order to confirm that all such trends had been found. In all, 20 trends (hereafter referred to as 'codes') were found, with no disagreement regarding the redundancy or inappropriateness of the codes. Both committee members then reviewed all codes for the purpose of consolidating them into fewer categories, as appropriate: at least 3 days on campus; face time; 12 credit load requirement; more release time, fewer meetings, the time it takes to do service, advisement; time spent on ART proposal; software needs; membership fees and conference funds; external grants; other research funding; application process for funding; more guidance; discussions and frame of mind; collaboration; mixed messages; balance schedules by faculty strengths; University's image; library; places to do work; students.

The most common issues raised by faculty relate to the University's overall commitment to RSCE. Faculty responses repeatedly expressed confusion over whether we are primarily a teaching school or a research institution; how research is supported/valued/promoted/disseminated across campus; and how time and money constraints create challenges for faculty seeking to sustain active research agendas. The faculty reported mixed messages about the importance of research at a University with very high teaching loads.

Several faculty also noted that the demands of service and teaching leave faculty with fewer non-fragmented blocks of time necessary for research. Faculty responses produced a series of comments and suggestions about current time schedules, noting, for example, that a 12 credit course load is too much; that a lot of time is spent at meetings; questioning the need to be on the campus 3 days a week, etc. Faculty responses also indicated concerns about adequate funding for research, indicating, for example, that there are no current funding models available to pay open access fees for article publications; that the current University funding models typically only provide sufficient funds for one research trip or one conference presentation per year, which is not commiserate with the amount of scholarly activity that would enable faculty to sustain an active research agenda; that the University does not pay for membership fees in professional organizations; and that the University does not have adequate funds for summer research available to all interested faculty.

Below are some sample comments (left in the faculty's voice) that illustrate concerns and suggestions about RSCE at WPU beyond those directly addressed by survey questions. The appendix includes the full list of comments received for both open-ended questions.

### Concerns

- “Clearly the committee is aware that TIME is of the essence, and particularly non-fragmented time. Why this insistence for faculty to be on campus three or four days? If we can fulfill our obligations in two days rather than three and prefer to do so, then what's the objection? “
- “FLEXIBLE TIME is the key phrase in many industries, and the key to employee happiness and fulfillment. This is a "cheap" way to give faculty more time to do research. Face time culture is unproductive and meaningless.”
- “The culture of my department -- and I suspect of other departments -- is oriented to a large extent around teaching and service. I have a sense that a substantial number of faculty aren't thinking much about research much of the time. This makes it easier for one's "mindshare" for research to shrink as one finds oneself drawn into discussions and tasks related to teaching and service. “
- “Mixed messages about the importance of research to the college. The 4-4 load tells me teaching is more important; this survey and unofficial communication as well as the availability of ART sends a different message.”
- “WPU has been a teaching university with a generally poor reputation. Becoming a research university would be very important for increased visibility and recognition. Expecting high quality and volume of faculty research with the current teaching and service load is absurd. Contemporary colleagues at other universities attain higher ranks and produce more and better research, but have SIGNIFICANTLY less teaching and service. When they hear of the conditions at WPU they pity us. This is crippling and demoralizing.”
- “I think the university needs to decide who we are as a university in terms of scholarly activity and then share their thoughts with faculty. As it stands, we teach 12 credits a semester and many faculty teach 12 credits of graduate coursework. When you add service to the department, college and university there is little time for scholarly endeavors. It would be helpful if there was a clear discussion of the expectations with regard to scholarship and the discussion needs to include resources necessary to support scholarship.”
- “Ambivalence about what kinds of research is valued (i.e. peer-reviewed, practitioner focused, quality of journals)”
- “...there is a clear disconnect between faculty that do research and faculty that don't, there needs to be a university wide effort to be sure that all faculty see the value added by research faculty. Not all faculty are on board with research and supportive of research faculty --which adds an extra challenge. Perhaps service-oriented faculty could be rewarded in a different way than research oriented faculty? Being productive and successful as a researcher takes an enormous effort - research productivity gets trumped by demands for service to the department and the university.”
- “Lack of masters and Ph.D. programs where students write thesis and faculty can work with them to turn them into research papers.”

### Suggestions

- “Provide avenues for additional reduction in teaching load for faculty who demonstrate higher scholarly productivity.”
- “Less committee work. Have committee work/advising/teaching in blocks so schedules are not so fragmented. Have committee work more streamlined so we waste less time in meetings.”

- “...set one dedicated amount of travel money per professor per year, and streamline RTI and Career Dev. into one program. Any leftover money (from profs. who don't use it) could be circulated into the following year's fund (if the finance office can do it that way).”
- “ At the college level, provide guaranteed travel funds instead of an unspecified amounts that change annually. Provide more travel grants at the college level (in addition to department travel funds). Provide funds for summer travel (in addition to summer research--even if available on a grant/competitive basis, this might help those of us traveling during the summer for research).”
- “More generous sabbatical leave (e.g., less competitive availability) would be very helpful.”
- “...encourage and support grant writing and reward recipients of outside funding; encourage and provide funding for outside speakers (specialists) for departmental lecture series.”
- “Let's have a balance of faculty with varying strengths that support one another. Research should not be the only criteria we evaluate faculty on since the needs of our student population are so varied. Many faculty came to WPU because of the balance of wanting to be teachers who do research and we shouldn't sacrifice good teaching for publications. Allow for various ways to evaluate professors based on their strengths and contributions to the many aspects of University life and goals.”
- “Perhaps identify individuals who have a consistent record of scholarship (i.e. over 6-10 years) and find ways to further support and encourage them. Some people do research just to get tenure/promotion, others do it consistently as part of their professional life; perhaps a distinction needs to be made between these two groups.”
- “More graduate assistants. Have part time GA's as many graduate students need to work and take only 1 or 2 classes a semester. If there was partial assistance or scholarship available for them to work PT perhaps 10 hrs a week if faculty wanted to involve them in their work.”

### **Summary Report for CoAC Survey Results**

No summary report is available for the College of Arts and Communication. For full survey results from CoAC respondents, please see appendices 1-3.

## Summary Report for CCOB Survey Results

Cotsakos College of Business (CCOB) faculty were invited to participate in a two part survey relating Research Scholarship and Creative Expression, or RSCE, both at the University, and at the college level. A total of 23 (from 50) f/t faculty responded to the survey – representing a 46% response rate from the college itself, which contributed 11% towards the entire sample of respondents to the survey (213 from 423). From these, 9 faculty identified themselves as not-yet tenured, 13 tenured, 1 chose not to identify him/herself as either. In addition, 21 faculty considered themselves active in research, 1 somewhat active, and 1 chose not active in research.

Readers of this report may choose to review the University wide portion of the survey questions (in the attached summary report) to gauge general responses to the different questions asked to the entire university faculty body and how the CCOB compares to the number of inquiries made. The following represents an analysis of specific college questions which were asked to participating faculty about RSCE which pertained to the college itself.

### **CCOB: College specific questions**

*How do faculty perceive the current status of research within the CCOB?*

**Results:** Respondents rated the extent of their agreement with statements concerning the current status of research in the CCOB (mean responses shown in Fig. CB1). Close to 70% of respondents agreed strongly that incentives for engaging in research are not sufficient to support their desired level of research activity; 61% agreed somewhat that the college fosters research by junior faculty members; while 52% disagreed somewhat that the college fosters research by senior faculty members. 48% agreed somewhat that an active culture of research exists within the college (with some statistical differences and disagreement reported between untenured and tenured faculty). Finally in this section, 48% disagreed somewhat that the college fosters recognition for completed scholarly work.

**Recommendation:** Research and scholarship has to become a priority topic for the CCOB so that the above perceptions can be addressed. An active platform for scholarship communication, development, and engagement will remedy these issues as well as increase the recognition of scholarly work by those more active in research at the college – which in the long run will raise the perception of the current status of research within the CCOB.

*How can the CCOB increase the ability of its faculty to obtain extramural funding?*

**Results:** Respondents rated the importance of a wide number of categories of support for increasing their ability to obtain extramural funding (mean responses shown in Fig.CB2). The most essential categories of support were: support for summer research and scholarship (82% of respondents rating it as essential); increase funding for faculty development workshops at conference proceedings (62% of respondents rating it as essential); increased incentives for research and scholarship conducted during academic year (50% of respondents rating it as essential); increase student training for research activities (45% of respondents rating it as very important and reflecting some statistical differences

between untenured and tenured faculty); increase the vision of the college and our research goals (evenly rated by 41% as essential, and somewhat important); increase direct financial incentives for software needs, update needs, data set purchases, library data set needs, etc. (41% of respondents rating it as essential, and 18% as somewhat important with some statistical differences between untenured and tenured faculty); clear guidance and structure of faculty research and scholarship requirements from the college (37% of respondents rating it as essential, and another 32% rating it as somewhat important); and increased recognition for completed scholarly work (being rated as essential by 32% of respondents, and by 41% as somewhat important).

**Recommendation:** Research and scholarship has to become a priority topic for the CCOB so that the above perceptions can be addressed. An active platform for scholarship communication, development, and engagement will remedy these issues as well as increase the recognition of scholarly work by those more active in research at the college – which in the long run will increase faculty’s ability to obtain extramural research and scholarship.

*What is the status of both undergraduate and graduate students’ involvement in CCOB faculty research?*

**Results:** Respondents rated the extent of their agreement with statements concerning the current status of student involvement in faculty research within the CCOB (mean responses shown in Fig. CB3). 50% of respondents agreed somewhat about involving graduate students in their research and scholarship, while 37% felt the same about undergraduate students; in regards to positive incentives being in place for involving graduates in faculty research, 46% of respondents disagreed strongly; while 60% of respondents disagreed strongly about incentives being in place for involving undergraduates. Overall, the majority of respondents disagreed strongly that the CCOB provides a model to the university for involving both undergraduate (60%) and graduate students (46%) in faculty research and scholarship.

**Recommendation:** Research and scholarship has to become a priority topic for the CCOB so that the above perceptions can be addressed. An active platform for scholarship communication, development, and engagement will remedy these issues as well as increase the recognition of scholarly work by those more active in research at the college – as well as those who wish to involve both graduate and undergraduate students in their research and scholarship.

### **Open Ended Questions**

The following are statements from the college portion of the survey where CCOB faculty were invited to share their comments in regards to enhancing their ability to obtain extramural funding.

*What else would help increase your ability to obtain extramural funding?*

- Clear set guidelines of the research requirements by the college, and a full yearly report of faculty accomplishments to learn everyone's research outputs. Digital measures should offer the potential to provide the entire CCOB reporting/accountability of our research
- Make a systematic effort to encourage collaboration across schools at the university, and even more so, with faculty at other schools. (To keep myself current, and to not give up research

connections built up over a long period of time, I will be teaching 4 "guest PhD lectures" next term at another school, during which time I will also be doing joint research.)

- Grant writing support. Connections to corporations to obtain data and access.
- I don't really know what you mean by 'ability to obtain extramural (?) funding'. Are you referring to grants? Money from companies for projects? This is the second time that the questions seem to have missed the boat and the final report will be misleading because of it. If you asked 'Is it the responsibility of the faculty to obtain outside funding?' and 'Is it the responsibility of the administration to get outside funding?' you will find that many would agree that it is the Dean, Provost, President and Board's jobs to obtain the funding for research. Send the administration out knocking on doors!
- Incentives research, especially for senior faculty
- Solve real problems reported by companies; white papers may be a first step- not an end in itself

## **Conclusions**

The CCOB should be commended for the dedication of its faculty towards service duties including student run organizations, student oriented success programs and clubs, and their efforts in the teaching of its dedicated academic programs. However, the above summary suggests that research and scholarship efforts of our faculty at the current moment can be enhanced. It is recommended, based on both University and College portions of the survey, that Research and scholarship has to become a priority topic for the CCOB and that the administration take the leadership role in addressing, reviewing, and enhancing the scholarly experience and output of its tenured as well as not yet tenured faculty. An active platform for scholarship communication, development, and engagement will remedy the reported issues in this survey as well as increase the recognition of scholarly work by those more active in research at the college.

### **College of Education: college-specific questions**

College of Education (CoE) faculty were invited to participate in a two part survey relating Research Scholarship and Creative Expression, or RSCE, both at the University, and at the college level. A total of 21 (from 46) faculty responded to the survey – representing a 45% response rate from the college itself, which contributed 10% towards the entire sample of respondents to the survey. From these, 8 faculty identified themselves as not-yet tenured, 13 tenured. In addition, 14 faculty considered themselves active in research, 7 somewhat active, and no faculty chose not active in research.

*How do faculty perceive the current status of research within the CoE?*

Results: Respondents rated the extent of their agreement with statements concerning the current status of research in the College of Education (CoE). Regarding overall perception, the majority of respondents (86%) agreed somewhat or strongly that an active culture of research exists within the CoE, and that the COE fosters research by junior faculty (86%) and senior faculty (81%). The majority also somewhat or strongly agreed that the College fosters recognition for completed scholarly work (90%) but a minority (only 33%) agreed somewhat or strongly that their teaching load and advisement responsibilities allow time for research (mean responses shown in Figure CE1). 43% of respondents agreed somewhat or strongly that the incentives for engaging in research are not sufficient to support my desired level of research activity. There was a statistical difference ( $p = 0.04$ ) between untenured faculty (mean = 3.8) and tenured faculty (mean = 3.1) in the way that they perceive the current status of research within the CoE.

10% of respondents agreed somewhat or strongly that the existence and application procedures for summer grants were clear to them, and 19% agreed that the existence and application procedures for mini-grants were clear to them.

Recommendation: These survey results suggest that the majority of COE faculty feel positively about the culture of research within the college; that the COE fosters research by both junior and senior faculty; and that the COE fosters recognition for completed scholarly work. However, the majority do not feel that their teaching load and advisement responsibilities allow time for research. Many faculty members in the COE must advise at least 45 students and must take on course overload in order to meet the needs of student advisement. Also, many methods courses in the COE are only 2 credit courses, which means that some faculty members must teach at least 4 courses in order fulfill their course loads (this occurs even in the cases in which the faculty member has a 3 credit ART release). A recommendation is to form a committee to discuss ways to deal with the 2 credit courses and advisement load. One solution may be to increase the number of credits for certain courses from 2 to 3, as appropriate, which would also better align with the credit amount given at other similar state colleges. Another recommendation may be to hire someone to do advisement.

Summer and "mini" grants do not appear to be utilized much by CoE faculty. Therefore, the college should consider methods to alert all faculty regarding its availability and use. The impact of these programs may be increased if more CoE faculty are aware of them.

*How can the CoE increase the ability of its faculty to obtain extramural funding?*

Results: Respondents rated the importance of five categories of support for increasing their ability to obtain extramural funding (mean responses shown in Fig.CE2). The most essential categories of support were increased incentives for research conducted during the academic year (76% of respondents rating it as essential or very important) and additional support for summer research (76% of respondents rating it as essential or very important). Another important category of support was increased involvement of graduate students (67% of respondents rating it as essential or very important). 55% of COE faculty rated recognition for scholarly work as essential or very important.

Much fewer faculty in the COE thought increased involvement of undergraduate students (36% of respondents) was essential or very important.

Recommendation: The majority of respondents from COE clearly prioritized increased incentives both during the academic year and during the summer as very important or essential. The College should develop ways to expand incentives for research and scholarship activities for faculty throughout the year and in the summer and find ways to support graduate students to help with faculty research.

*How could COE summer grants be changed to increase faculty summer research productivity?*

Results: A majority of respondents from the CoE agreed that it was very important or essential to increase both the availability (87%) and size (81%) of Summer Stipend Grants to allow for salary continuity without teaching (mean responses shown in Figure CE3). Of lower priority were allowing student stipends for full-time work for Summer Stipend Grants (71% rated the item as very important or essential), or providing summer support in the form of materials and supplies (57% rated the item as very important or essential). No significant differences in agreement with any of these statements were observed between untenured and tenured respondents.

Recommendation: These survey results suggest that any and all four of the potential modifications to the summer CfR program would make COE faculty's summer research more productive, with increasing the availability and size of Summer Stipend Grants having the most meaningful impact on COE faculty summer research productivity. We suggest that all of these potential modifications be considered in reevaluating the effectiveness of the CfR summer grants program for fostering productive research by COE faculty.

*What is the status of undergraduate involvement in CoE faculty research?*

Results: Respondents rated the extent of their agreement with statements concerning undergraduate involvement in CoE faculty research (mean responses shown in Fig.CE4). The majority (78%) of respondents agreed somewhat or strongly that involving undergraduates in faculty research is important to the mission of the CoE. The majority (78%) also agreed somewhat or strongly that they are aware of the Child Development Center and Professor in Residence schools as research sites. (Although, this will be the last year of the Child Development Center, located on campus. It will be shut down because of our budget issues.) Half of the respondents agreed somewhat or strongly that the CoE provides a model to the university for involving undergraduates in faculty research. The minority (35%) agreed somewhat or strongly that positive incentives exist for involving undergraduates in faculty

research. No significant differences in agreement with any of these statements were observed between untenured and tenured respondents.

Recommendation: These survey results show that CoE faculty consider undergraduate involvement in research important for the College's mission and are aware of research sites where College of Education faculty are taking an active role. The majority of faculty did not think incentives for involving undergraduates in faculty research exist. Providing incentives for involving undergraduate students in research should be a major goal of future discussions about research in the CoE.

### **What are the unique needs of CoE faculty for research and scholarship?**

The following are all the statements from the university portion of the survey for which the CoE had the highest mean response in comparison with all other WPU colleges. This determination is made based purely on which college had the highest overall college mean for each question on the survey; it is not based on statistical inference. Ties for highest mean are included.

- Awareness of the Assigned Release Time for Teaching program.
- Recognition is given for completed scholarly work
- Satisfaction with the Research Travel and Incentive Program
- Satisfaction with the application process for the Student Undergraduate Research Program

The following are all the statements from the university portion of the survey for which the CoE had the lowest mean response in comparison with all other WPU colleges.

- Awareness of the Career Development Program
- Awareness of the Student Undergraduate Research Program
- Travel funds have limited scholarly productivity of the past 2 years

### *Conclusions*

The CoE should be commended for the methods used to recognize faculty's scholarly work and provide travel funds for faculty, which are important incentives for research, scholarship and creative expression. Other colleges seeking to increase incentives may benefit from the experiences of CoE.

These results indicate that an active culture of research exists within the COE and the COE fosters research by junior faculty and senior faculty. However, CoE faculty expressed concerns about the time to do research, considering their teaching load and advisement responsibilities. One of the college's unique needs involve research in schools with students. Being provided with access into schools and getting parent consent for work with students can be very time consuming. Going through the process of getting this type of permission may take a lot of time and energy before the data collection even begins.

Increased incentives for research conducted during the academic year and summer stipends for salary continuity without teaching were considered very important or essential for CoE faculty.

Overall, the College-specific results for the CoE are in line with the overarching survey results indicating a faculty who is highly engaged in RSCE and would like the time and money to do so.

## College of Humanities and Social Sciences

A total of 72 faculty from CoHSS completed the survey, representing 35% of survey participants. The faculty from CoHSS constituted the largest percentage of respondents, suggesting that they are deeply invested in their research and scholarship agendas.

The 72 faculty respondents from CoHSS comprise about 50% of the College's 145 full-time faculty members. Of these respondents, 62 were tenured (representing 51% of the College's tenured faculty), and 7 were untenured (representing 33% of the College's untenured faculty). Of the CoHSS respondents, 59 faculty (82%) self-identified as "active" in scholarly activity, and 12 as "somewhat active" (17%) (see Table D1).

### College-Specific Questions

*How do faculty perceive the current status of research within the CoHSS?*

Results: The survey revealed that a majority of respondents (72%) somewhat or strongly agree that an active culture of research exists within the CoHSS, and that the College fosters recognition for completed scholarly work (73%) (mean responses shown in Figure HSS1). Untenured respondents agreed significantly less than tenured respondents that the CoHSS fosters recognition for completed scholarly work (means of 2.8 and 3.3, respectively). A majority of respondents (70%), however, agree somewhat or strongly that there are not sufficient incentives to support their desired level of research activity. 55% of respondents felt that support for open-access publishing would be helpful, suggesting that CoHSS faculty place a higher priority on other forms of support for their research and scholarship. Respondents from the CoHSS suggested that research by untenured faculty members receives more support than that conducted by senior faculty members: 79% somewhat or strongly agreed that the college fosters research by junior faculty members, but only 50% of respondents somewhat or strongly agreed the same for senior faculty.

Recommendation: While the majority of CoHSS faculty feel positive about the culture of research within the College, it is significant that respondents feel that there is more support and incentive for untenured faculty than for senior faculty. Providing more incentives for senior faculty while continuing to support junior faculty might help to address this sense of inequity within the College.

*How can the CoHSS increase the ability of its faculty to obtain extramural funding?*

Results: In keeping with overall survey results, CoHSS respondents agreed that increased incentives for research and scholarship both during the academic year (74%) and over the summer (70%) are either very important or essential (mean responses shown in Figure HSS2). Tenured respondents agreed significantly more than untenured respondents about the need for additional summer support (means of 3.9 and 2.9, respectively). However, a much smaller percentage of CoHSS faculty felt that increased

involvement of undergraduate students (30%) or graduate students (34%) in research were very important or essential.

Recommendation: The majority of respondents from CoHSS clearly prioritized increased incentives both during the academic year and during the summer as very important or essential. The College should develop ways to expand incentives for research and scholarship activities for faculty throughout the year. Given the statistical difference in response between tenured and untenured faculty on the issue of summer funding, the CoHSS should in particular address tenured faculty's need for additional summer funding.

### *Summer Research Productivity*

Results: A majority of respondents from the CoHSS (70%) agreed that increasing both the size and availability of Summer Stipend Grants to allow for salary continuity without teaching was of high or highest priority (mean responses shown in Figure HSS3). There was a significant statistical difference between tenured and untenured faculty regarding the need to increase the size and availability of Summer Stipend Grants (3.9 and 3.1 for size; 3.4 and 2.8 for availability, respectively). Of much lower priority were allowing student stipends for full-time work for Summer Stipend Grants (rated of high or highest priority by only 38% of respondents), or providing summer support in the form of materials and supplies (rated of high or highest priority by just 36% of respondents).

Recommendation: The survey results clearly indicate that increasing Summer Stipend Grants would have the most meaningful impact on CoHSS faculty summer research productivity. Currently, only untenured faculty are eligible for Summer Stipend Grants; the noted statistical differences on questions related to summer funding more broadly (as reflected in Figure HSS3) and the Summer Stipend program in particular (as reflected in Figure HSS4) suggests that tenured faculty feel strongly about the need to extend opportunities for summer funding for all faculty in the College. We recommend that the CoHSS extend the Summer Stipend program to tenured faculty while continuing to support untenured faculty.

### *Involving Undergraduates in Research*

Results: A majority of respondents (78%) agree somewhat or strongly that involving undergraduates in faculty research is important to the mission of the CoHSS (mean responses shown in Figure HSS4). However, only 23% of respondents agree somewhat or strongly that the College currently provides models for including undergraduates in faculty research, while just 43% of faculty agree somewhat or strongly that there are positive incentives for involving undergraduates in faculty research and scholarship. About half of the respondents (51%) agree somewhat or strongly that there is a tradeoff between research productivity and involvement of undergraduates. No significant differences were observed between untenured and tenured respondents on these issues.

Recommendation: The survey results suggest that while CoHSS faculty agree that undergraduate involvement in research is important for the College's mission, there seems to be a lack of confidence or information about how to best fulfill this mission. Developing positive models for faculty that also provide increasing incentives should be a major goal of the College moving forward. These results suggest the need to consider how undergraduate research programs can be made more useful and attractive to CoHSS faculty.

### **Conclusions:**

Overall, the College-specific results for the CoHSS are in line with the overarching survey results indicating a faculty highly motivated to engage in RSCE who believe WPU is not maximizing its potential for RSCE to the detriment of its institutional mission. The issues identified within the survey related to increasing time and funding models while also promoting a strong culture of research are of critical importance to CoHSS faculty.

While a majority of CoHSS faculty were aware of University programs for supporting research, it is worth noting that CoHSS faculty did indicate slightly more dissatisfaction with the application processes (see Figure 2.2). For example, the overall rate of satisfaction for Career Development was 2.43; within the CoHSS this mean score was 2.21. This may explain why Career Development was rated slightly less important to CoHSS faculty than to the faculty overall (1.96 and 2.06, respectively). These results suggest that application procedures for this and other programs should be reviewed with the specific research needs of CoHSS faculty in mind.

The results also indicate that ART is of particular importance to CoHSS faculty. Overall survey results indicate an average 3.2 rating of the importance of ART; for CoHSS faculty the average is 3.53 (see Figure 2.3). As CoHSS faculty often engage in long-term research projects, the ability to have release time from teaching for research is vital to their scholarly productivity.

In many disciplines with the CoHSS, producing a single-author monograph is still considered the benchmark of scholarly productivity and expertise. This type of work often requires extensive periods of research and writing, which are difficult to balance with the existing demands of teaching and service during the academic year. Providing more flexible research leaves for CoHSS faculty, in addition to increasing summer support, would enable CoHSS faculty to complete lengthy book-length projects in a more timely fashion.

## College of Science and Health: college-specific questions

*How do faculty perceive the current status of research within the CoSH?*

Results: Respondents rated the extent of their agreement with statements concerning the current status of research in the CoSH (mean responses shown in Fig.SH1). Regarding overall perception, 68% of respondents agreed somewhat or strongly that an active culture of research exists within the CoSH, but 85% agreed that incentives for engaging in research were not sufficient to support their desired level of research activity. Regarding potential stratification of support, 69% of respondents agreed somewhat or strongly that the college fosters research by junior faculty members, while 54% agreed that the college fosters research by senior faculty members. Regarding non-salary incentives, 60% of respondents agreed somewhat or strongly that the college fosters recognition for completed scholarly work, and 85% agreed that support for open-access publishing would be helpful to the research. Regarding the Center for Research, 76% of respondents agreed somewhat or strongly that the existence and application procedures for CfR summer grants were clear to them, and 67% agreed that the existence and application procedures for CfR mini-grants were clear to them. No significant differences in agreement with any of these statements were observed between untenured and tenured respondents.

Recommendation: These survey results suggest that while the majority of the CoSH faculty feels positive about the culture of research within the college, they overwhelmingly desire changes to the existing incentive structure to allow them to meet their professional expectations for research. Discontent among CoSH faculty is corroborated by their disagreement with most positive statements about the current state of research at the university (Fig.2.6) and by their responses to open-ended survey questions (Appendix 5). Together these responses suggest that maintaining the status quo, while even heightening expectations for research productivity, will not allow the CoSH to lead the university toward its strategic goals with respect to research. We therefore recommend that the CoSH redirect resources to maximize the impact of its faculty's expertise and ambition for research. Suggestions for accomplishing this at the university level, described elsewhere in this report, may be equally applicable at the college level, but here we focus on those potential solutions that arise from the portion of the survey exclusive to the CoSH.

Much of the CoSH faculty feels that the college fosters research by junior faculty, but fewer feel that the same is true for senior faculty. As incentives for research for both these groups are a goal of the university strategic plan, we recommend that the college consider how it might incentivize research among its senior faculty while continuing to support junior faculty to promote a culture of career-long research within the college. This could be aided by establishing separate CfR opportunities for established faculty versus newer faculty, with separate pools of resources for which these two groups compete. We also recommend the creation of a system for recognizing completed scholarly work to help signal the importance of research productivity to the college. Similarly, creation of a process for supporting open-access publication would meet the near-universal demand for open-access support and foster recognition of CoSH scholarship beyond the campus. The college's two direct means for supporting faculty research, summer grants and "mini" grants administered via the Center for Research, appear to be generally known among both tenured and untenured faculty, but the college should

consider how it can make these programs universally known and understood. Impacts of these programs may be increased through review of their effectiveness in consideration of competing incentives, award conditions, and application procedures.

*How can the CoSH increase the ability of its faculty to obtain extramural funding?*

Results: Respondents rated the importance of five categories of support for increasing their ability to obtain extramural funding (mean responses shown in Fig.SH2). The most essential categories of support were increased incentives for research conducted during the academic year (58% of respondents rating it as essential) and additional support for summer research (56% of respondents rating it as essential). Very important as a category of support was increased involvement of graduate students (44% of respondents rating it as essential). Also important, though rated relatively low, were increased involvement of undergraduate students (36% of respondents rating it as essential) and increased recognition for scholarly work (31% of respondents rating it as essential). No significant differences in importance for any of these categories of support were observed between untenured and tenured respondents.

Recommendation: These survey results suggest that the majority of CoSH faculty think that all five categories of support, which are borrowed directly from the WPU strategic plan, are important for increasing their ability to obtain extramural funding. Increased incentives for research during the academic year is considered most essential, not surprising given the potential for broad interpretation of the term "incentives", but suggesting that most CoSH faculty consider existing incentives to favor activities other than seeking extramural support for their research. We recommend that incentives for seeking extramural support be aligned with the importance to the college of such support. Incentives could include release time, competitive financial awards, upgrades to infrastructure necessary for generating preliminary data for specific grant proposals, and recognition of low-impact publications that increase extramural competitiveness. Regarding more specific categories of support, support for summer research is notable as being rated nearly as highly as the more general question of incentives during the academic year. Given the significant teaching demands of WPU faculty, summer is the primary opportunity for many faculty to leverage their invested scholarly activity during the academic-year (made possible through the ART program) into productive research capable of supporting grant proposals and publications. We therefore recommend expanding the existing summer research support program administered by the Center for Research (see below). Involvement of graduate students in research also appears to be considered important by CoSH faculty for obtaining extramural funding. This is especially true in those fields that require significant input of time to gather sufficiently large data sets; graduate students are a key source of "fuel in the engines" of research-productive, grant-receiving institutions. Programs to attract research-oriented graduate students and enable their participation in research during their degree work could significantly boost chances for success in extramural funding as well as articulating with other aspects of the university's strategic goals. A similar recommendation comes from the results of this survey regarding the involvement of undergraduates in faculty research, which was rated as only somewhat less important than graduate involvement. Important differences

between the two types of students in usefulness for obtaining extramural support should at the same time be recognized, including increased training, increased supervision, and decreased scheduling flexibility of undergraduates.

*How could CfR summer grants be changed to increase faculty summer research productivity?*

Results: Respondents prioritized four potential modifications to the CfR summer grants program for increasing their summer research productivity (mean responses shown in Fig.SH3). All four potential modifications were rated on average as high priority (Fig.SH3). In order of decreasing priority, the potential modifications were: 1) increase the award amount to allow for salary continuity without teaching (assigned highest priority by 43% of respondents), 2) increase the student stipend to allow for full-time work (assigned highest priority by 42% of respondents), 3) provide support for materials and supplies (assigned highest priority by 35% of respondents), and 4) increase the availability of summer grants so that the chance of receiving one is greater (assigned highest priority by 29% of respondents). No significant differences in priority for any of these potential modifications were observed between untenured and tenured respondents.

Recommendation: These survey results suggest that any and all four of the potential modifications to the summer CfR program would make CoSH faculty's summer research more productive. This likely reflects the fact that each potential modification touches on a factor that is currently limiting the productivity of CoSH faculty under the current program, including lack of summer salary continuity, competing salary incentives for teaching, lack of full-time student support to mirror the expected faculty commitment, lack of support for materials and supplies to execute the proposed research projects, and scarcity in the number of grants awarded. We recommend reevaluation of each of these elements of the CfR summer grants program to increase its effectiveness in fostering productive research by all CoSH faculty.

*What is the status of undergraduate involvement in CoSH faculty research?*

Results: Respondents rated the extent of their agreement with statements concerning undergraduate involvement in CoSH faculty research (mean responses shown in Fig.SH4). Nearly all (95%) respondents agreed somewhat or strongly that involving undergraduates in faculty research is important to the mission of the CoSH. Most respondents also agreed somewhat or strongly that the CoSH provides a model to the university for involving undergraduates in faculty research (69% of respondents) and that positive incentives exist for involving undergraduates in faculty research (63% of respondents). Untenured respondents agreed significantly less than tenured respondents that the CoSH provides a model to the university for involving undergraduates in research (means of 2.5 and 3.1, respectively;  $T = 2.07$ ,  $df = 36.3$ ,  $p = 0.05$ ). Regarding constraints for involving undergraduates, many respondents agreed somewhat or strongly that there exists a tradeoff between research productivity and involvement of undergraduates in research (67% of respondents), and that their ability to involve undergraduates in

research is constrained by their department's needs for teaching non-majors courses (58% of respondents). Untenured respondents agreed significantly less than tenured respondents that their ability to involve undergraduates in research is constrained by their department's needs for teaching non-majors courses (means of 2.2 and 2.8, respectively;  $T = 2.08$ ,  $df = 36.6$ ,  $p = 0.04$ ).

Recommendation: These survey results show that CoSH faculty overwhelmingly consider undergraduate involvement in research important for the College's mission. The majority of faculty also appear to be positive about the example set by the CoSH within the university, though the sizable fraction in disagreement might be able to provide constructive suggestions for improvement (in particular, untenured faculty, who were split almost evenly by this question). Disagreement among faculty is also apparent over whether positive incentives exist for involving students in research. This disagreement over general incentives (37% of respondents) is of concern given the overwhelming opinion that involving undergraduates is important for the college. We recommend, given the expressed importance of this issue, the significant disagreement as to its current state, and the extensive articulation of undergraduate research with the university's strategic goals (including recruitment and retention), that the CoSH undertake a joint administration-faculty initiative to improve the quantity and quality of undergraduate involvement in faculty research. Included in such discussions should be how to overcome existing disincentives (barriers) for faculty involving undergraduates in research (e.g., on-load credit for mentoring, capstone initiative to support small research-intensive courses), the implications of constraints imposed by tradeoffs between undergraduate involvement versus research productivity (e.g., do policies that incentivize faculty research publication succeed at the expense of undergraduate involvement?), and strategic plans for minimizing the impact of course offerings to students outside the college on institutional benefits offered uniquely by CoSH faculty research. Lastly, the role of graduate students in faculty research and its impacts on undergraduates (e.g., graduate students as role models and trainers) should be considered as part of this initiative.

### **What are the unique needs of CoSH faculty for research and scholarship?**

The results and recommendations above address questions asked only of CoSH faculty, but an additional perspective on the college's unique needs can be gained by examining CoSH faculty responses (relative to the responses of faculty from other colleges) to questions asked of all survey respondents. The following are all the statements from the university portion of the survey for which the CoSH had the highest mean response in comparison with all other WPU colleges (see figures 2.1-2.10). This determination is made based purely on which college had the highest overall college mean for each question on the survey; it is not based on statistical inference. Ties for highest mean are included. The CoSH did not trail (i.e., have the lowest mean of all colleges) for any question on the survey. Questions for which the CoSH led fell into four categories, which together might be considered to characterize the unique needs of CoSH faculty: 1) student involvement in faculty research is especially important for the CoSH, 2) CoSH faculty have unique materials needs for research, 3) CoSH faculty have unique non-materials needs for research, and 4) CoSH faculty research is especially subject to certain competing duties.

*1. Student involvement in faculty research is especially important for the CoSH*

- SURP was important for my research and scholarship during the last two years.
- I plan to use the SURP program for my research and scholarship over the next two years.
- Undergraduate students are involved in faculty research and scholarship
- Increased involvement of graduate students in my research would increase my ability to produce recognized scholarly products in my field
- Increased involvement of undergraduate students in my research would increase my ability to produce recognized scholarly products in my field
- Additional support for student assistance would increase my summer research productivity
- Financial awards for students engaged in research is important for increasing involvement of undergraduate students in faculty research and scholarship
- Financial awards for students engaged in research is important for increasing involvement of *graduate* students in faculty research and scholarship

*2. CoSH faculty have unique materials needs for research*

- Lack of necessary facilities, durable equipment, or software has limited my scholarly productivity over the last two years
- Lack of materials and supplies has limited my scholarly productivity over the last two years
- Additional support for materials and supplies would increase my summer research productivity
- Financial support for materials and supplies is important for increasing involvement of undergraduate students in faculty research and scholarship
- Financial support for materials and supplies is important for increasing involvement of *graduate* students in faculty research and scholarship

*3. CoSH faculty have unique non-materials needs for research*

- Lack of non-fragmented blocks of time has limited my scholarly productivity over the last two years
- Lack of travel funds has limited my scholarly productivity over the last two years

*4. CoSH faculty research is especially subject to certain competing duties*

- Amount of time required for teaching duties has limited my scholarly productivity over the last two years
- Amount of time required for service duties has limited my scholarly productivity over the last two years
- Teaching load credit for mentoring student independent research is important for increasing involvement of undergraduate students in faculty research and scholarship
- Increased incentives for research conducted during the academic year would increase my ability to produce recognized scholarly products in my field

### *Conclusions from 1-4*

The CoSH should be commended for the dedication of its faculty to student, particularly undergraduate, involvement in research and scholarship, which is an important goal of the university's strategic plan. Other colleges seeking to increase student involvement in faculty research may benefit from the experiences of CoSH faculty. The college's unique material needs are not surprising given the nature of scientific inquiry, but should be taken into account by university level policies and programs. The college's unique non-material needs should be taken into account as seriously as the material needs, as they also likely reflect requirements for productivity in the fields of science and health. In these fields, travel for research presentation is often as important a measure of scholarly productivity as publication, and many studies require dedicated blocks of time due to lengthy and time-sensitive experimental protocols. These unique requirements should be taken into account by university level policies and programs. Lastly, CoSH faculty expressed through several questions heightened concerns about competing duties including teaching as well as service. Additional data would be required to know whether these concerns are based on perceptions or actual increased involvement in teaching and service. However, policies affecting the impact of teaching loads on faculty time (e.g., multi-section courses that are compensated as single-section loads) should be reviewed to ensure equity across colleges. Policies affecting the impact of service loads on faculty time (e.g., necessary service duties that directly support instruction, such as uncompensated course coordinators) and unique demands for service by CoSH faculty (instrumentation supervision, live-organism maintenance, coordination of constant course revision resulting from rapid evolution of scientific curriculum, peer-review and other professional service) should also be reviewed and revised to ensure that CoSH faculty have equal opportunity to meet institutional and professional scholarly goals.

## Library Responses to RSCE Survey

There were 11 respondents that identified themselves as members of the Library faculty. With 17 full-time librarians on staff, 65% participated in the survey to some degree. Of that number, two self-identified as active in scholarship; 5 self-identified as somewhat active; and 1 identified as not active in scholarship.

There were two questions that were Library specific. Eight librarians responded to these questions.

*Indicate to what extent you agree or disagree with statements about the current status of RSCE at the University*

Results: Library faculty **agreed (strongly or somewhat)** that support for open-access publishing would be helpful to my R&S (mean responses shown in Fig L1). Library faculty respondents **agreed somewhat** with the following statements a) the Library fosters R&S by junior faculty members; b) the Library fosters research by senior faculty members; and c) the Library fosters recognition for completed scholarly work among its faculty. Respondents **disagreed (strongly or somewhat)** with the following statements: a) an active culture of research exists within the Library, and b) incentives for engaging in research are not sufficient to support my desired level of research activity.

Recommendation: Survey results suggest that “incentives” and “culture” may be perceived differently. While there may be sufficient incentives to support research activity, there may be less of a culture of research that exists to take advantage of those incentives. The Library might consider developing a Library-wide research agenda, and provide incentives that encourage faculty to collaborate in scholarship activities.

*Indicate whether you have engaged in each of the following activities*

Results: (The percentage of faculty that responded “yes” can be found in Fig L2.).

Survey results indicate that 75% of faculty engaged in public discourse about their research, and 75% participated in organized activities around enhancing pedagogy and student learning; 71% collaborated in research/teaching; 63% taught on an overload basis; 50% engaged in academic research that spans multiple disciplines; and 25% engaged students (U or G) on their research project.

Recommendation: These survey results show that Library faculty members are active participants in the teaching area of the University, and in public discourse about their research. The Library might consider providing additional support and assistance to turn active research into publications.

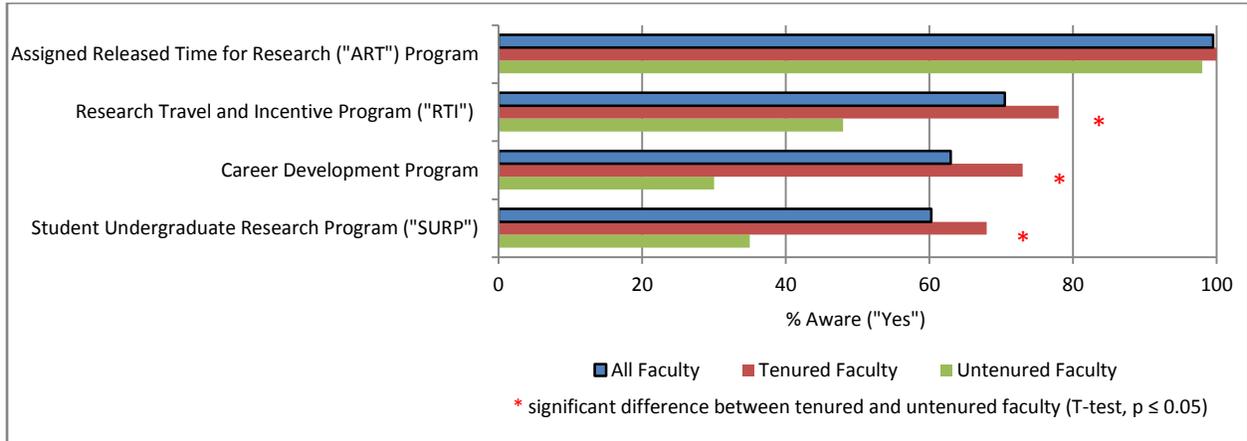
*Conclusions:*

Library faculty members are in a unique position as they are scheduled to work 12 months. Summer support was identified as an area that limited scholarly productivity somewhat, but the area identified as limiting scholarship the most was lack of non-fragmented blocks of time. This would extend into the summer months, as Library work continues year round, and scheduling uninterrupted blocks of time remains an issue during the summer months.

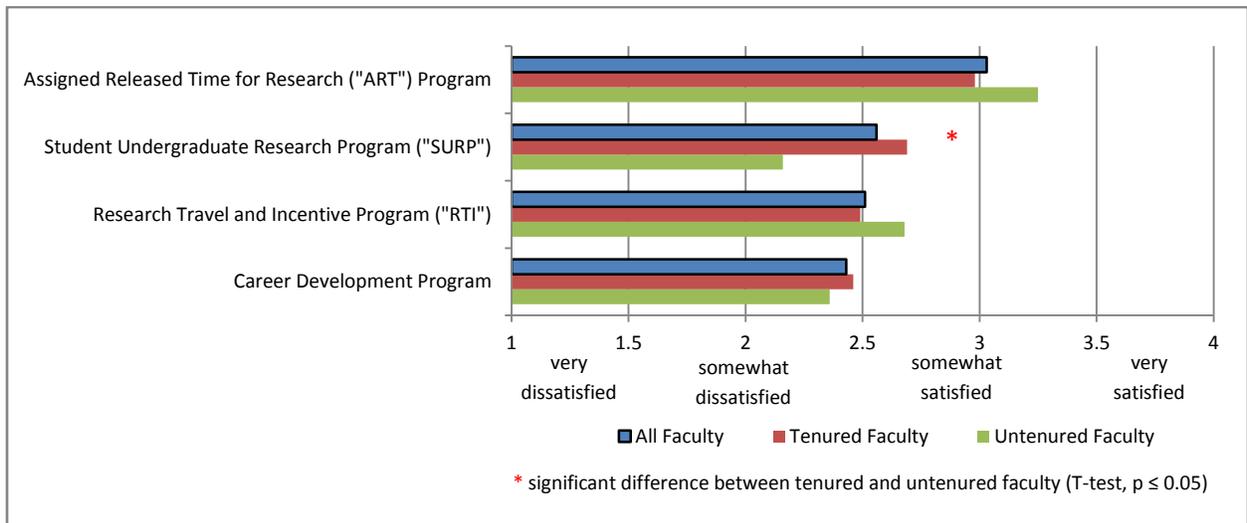
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Appendix 1: Summary of results for questions regarding university RSCE for all faculty and by tenure status

**Figure 1.1:** Indicate whether you are aware of the existence of the following university programs.

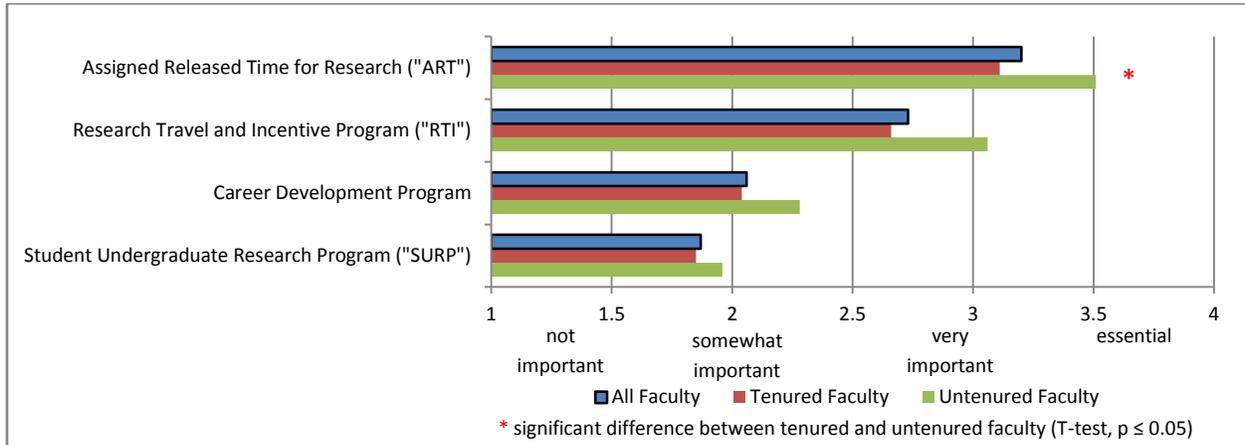


**Figure 1.2:** Indicate your satisfaction with the application process for each of the following university programs.

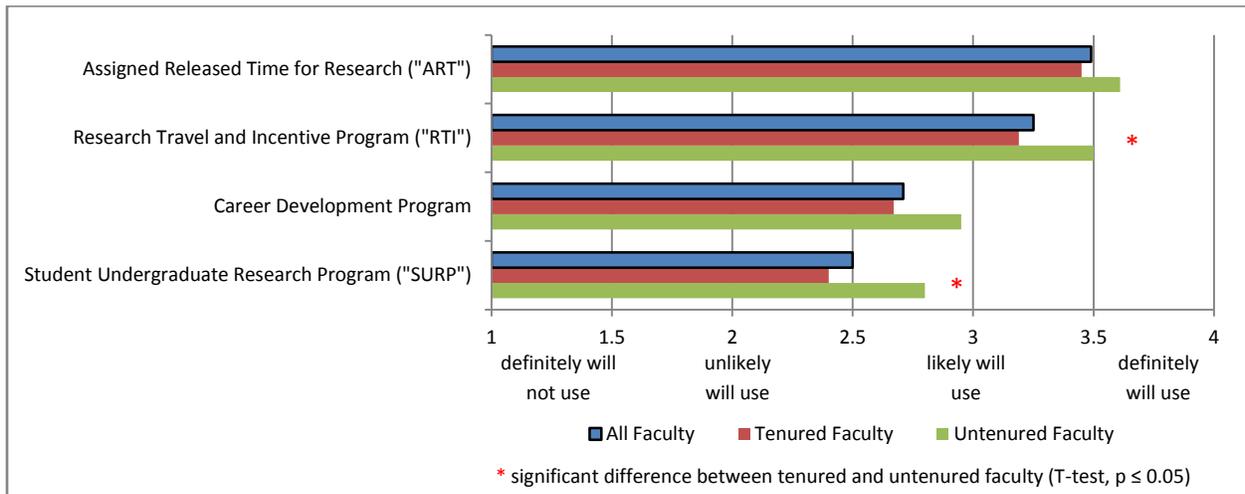


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**Figure 1.3:** Indicate the importance of each of the following university programs for your research and scholarship during the last two years.

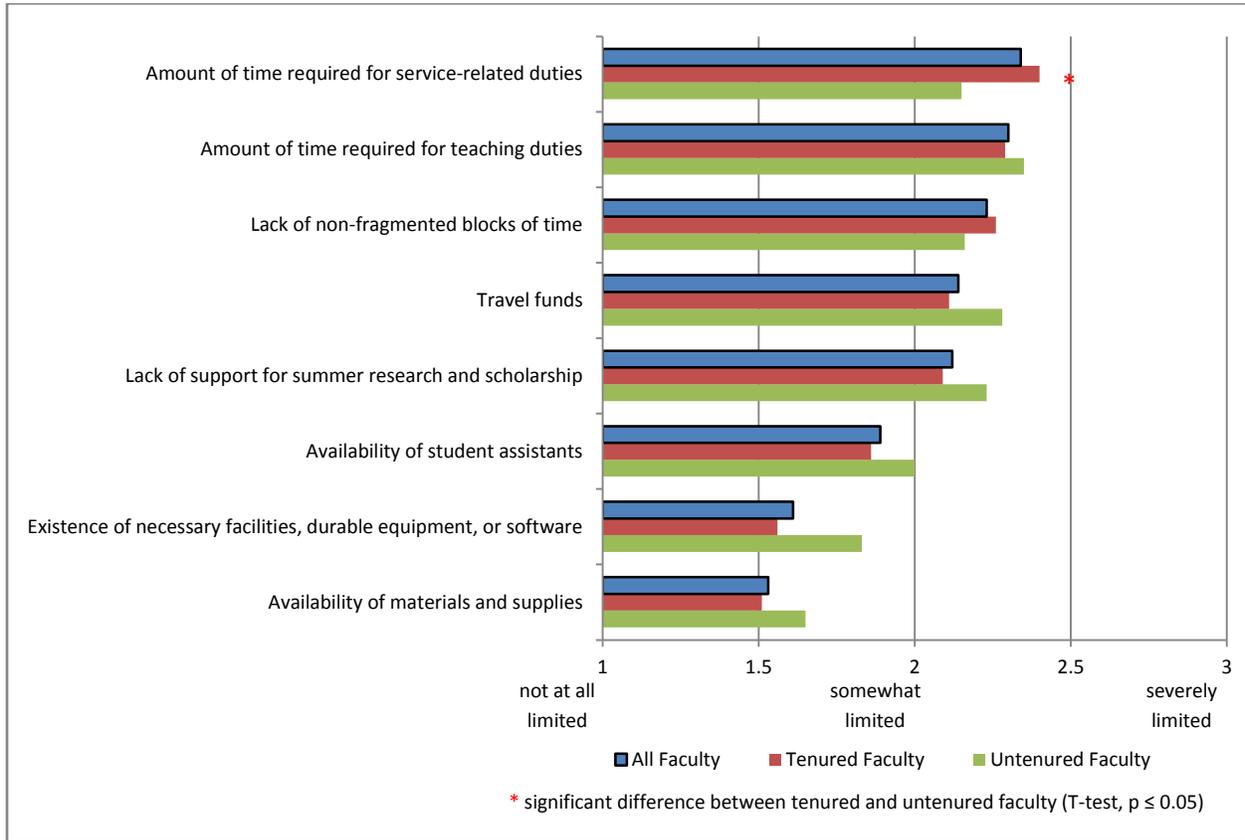


**Figure 1.4:** Indicate your plans for future use of each of the following university programs for your research and scholarship over the next two years.



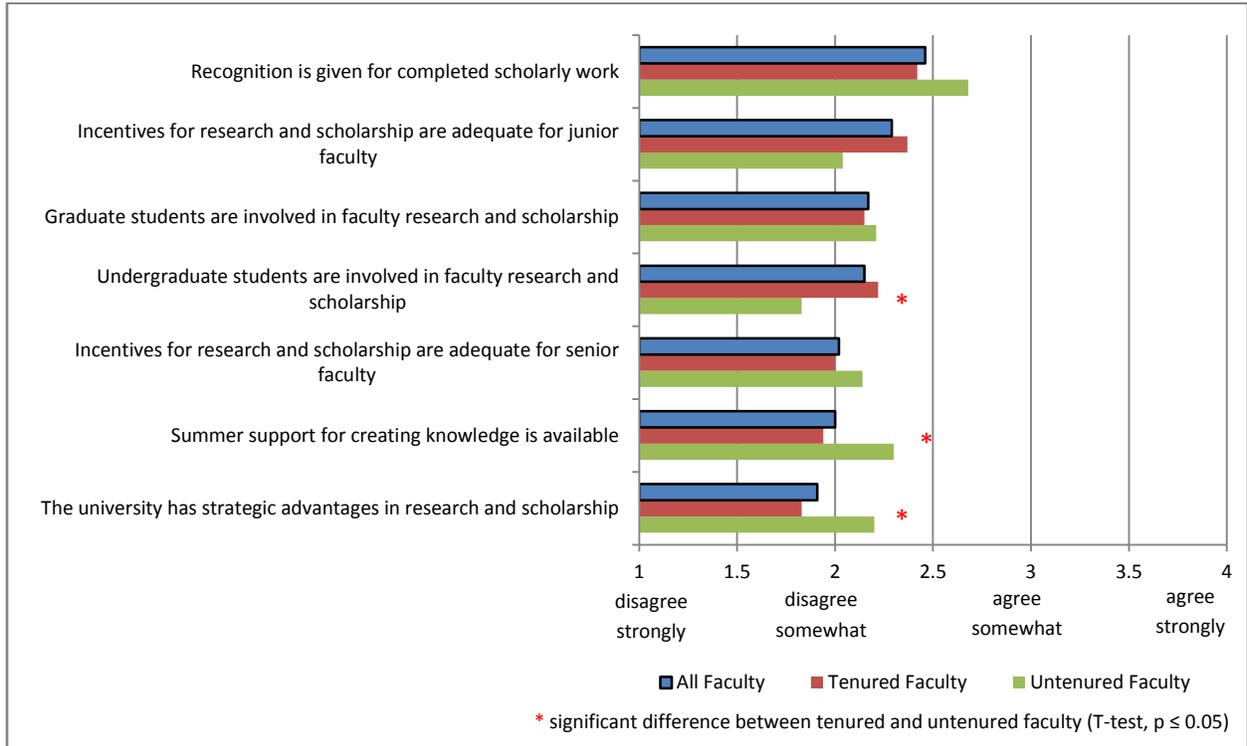
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**Figure 1.5:** Indicate the degree to which each of the following has limited your scholarly productivity over the past two years.



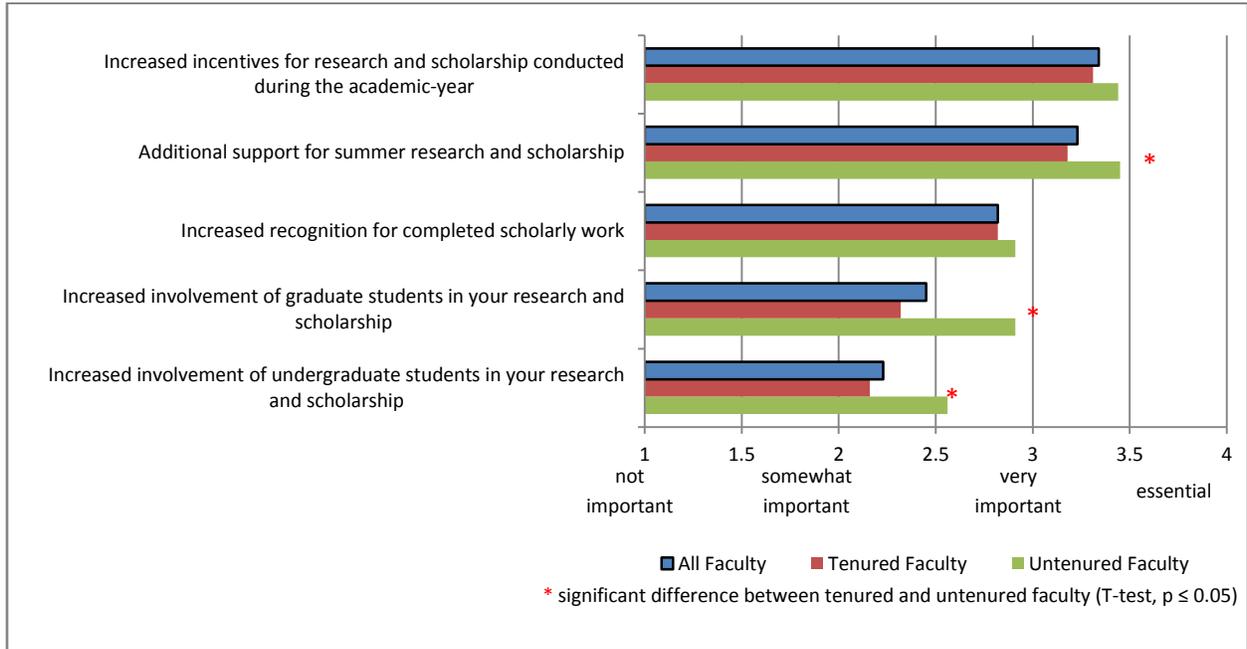
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**Figure 1.6:** Indicate the extent to which you agree or disagree with each of the following statements about the current status of research and scholarship at the university.

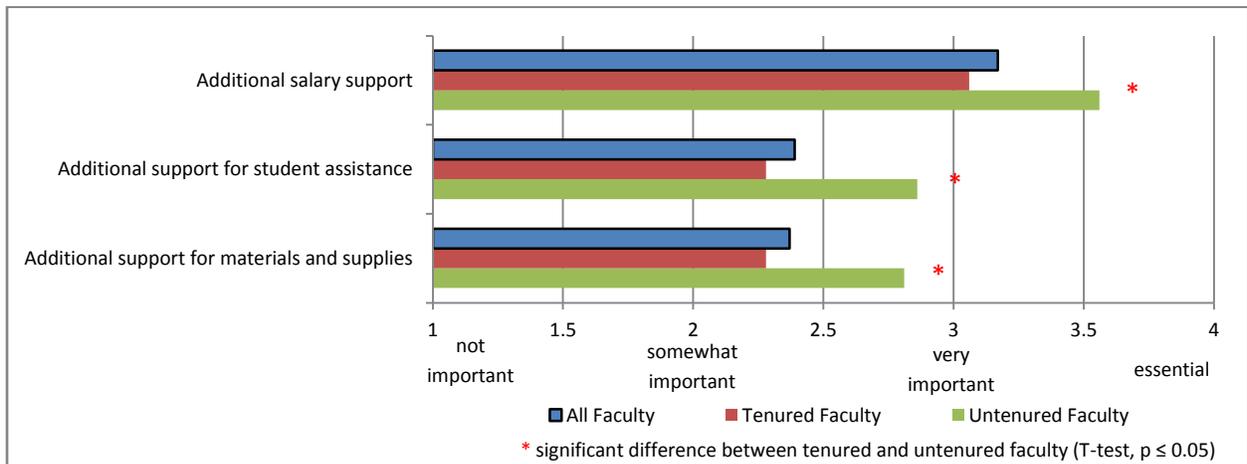


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**Figure 1.7:** Indicate the importance of each of the following for increasing your ability to produce recognized scholarly products in your field.

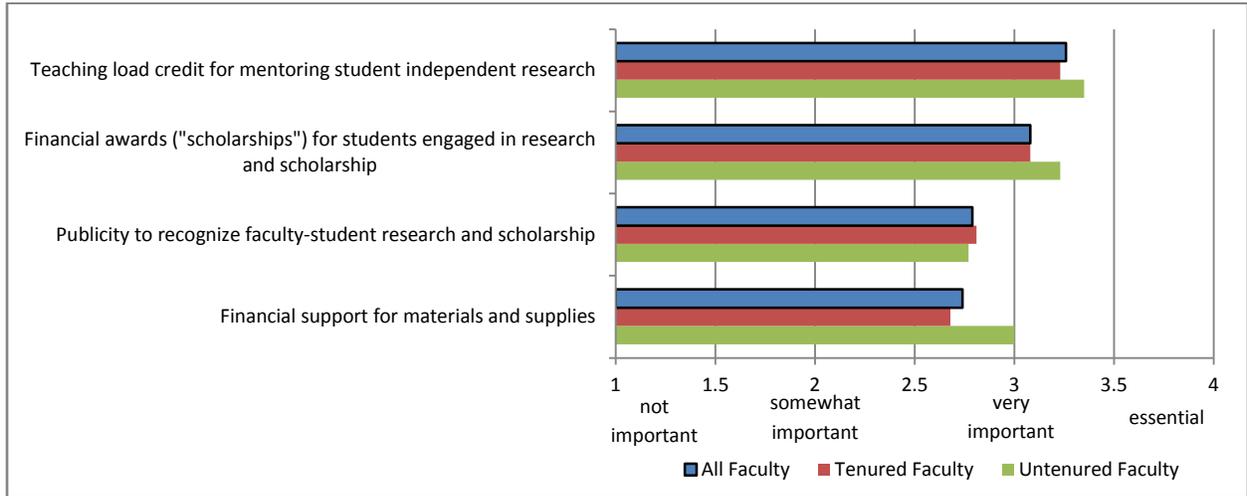


**Figure 1.8:** Indicate the importance of each of the following for increasing the productivity of your summer research and scholarship.

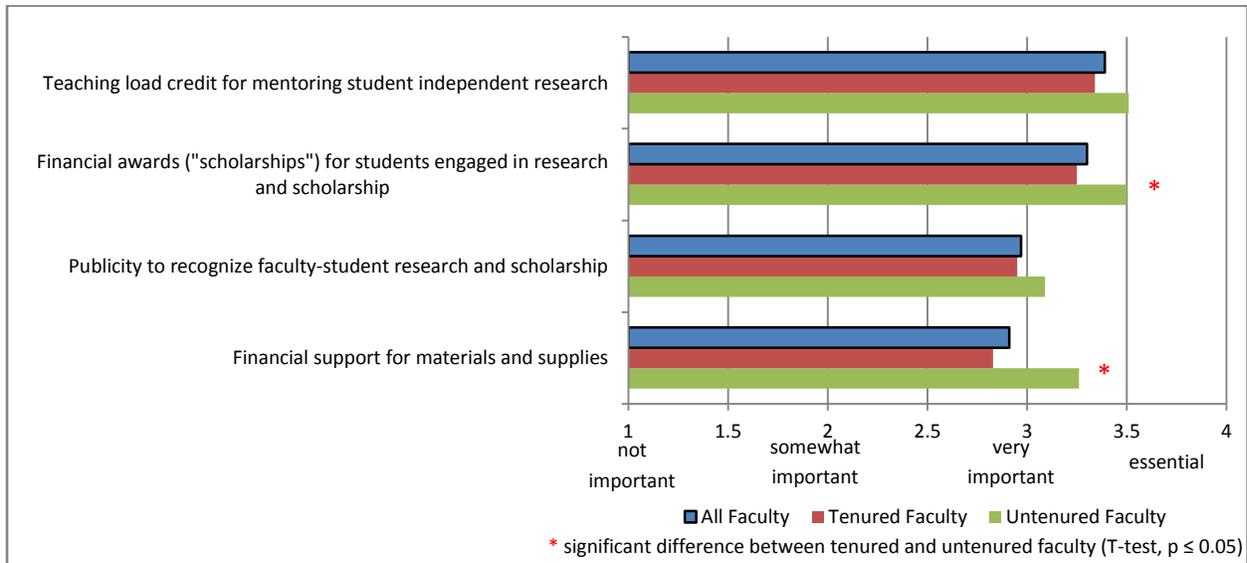


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**Figure 1.9:** Indicate the importance of each of the following for increasing the involvement of undergraduate students in faculty research and scholarship.

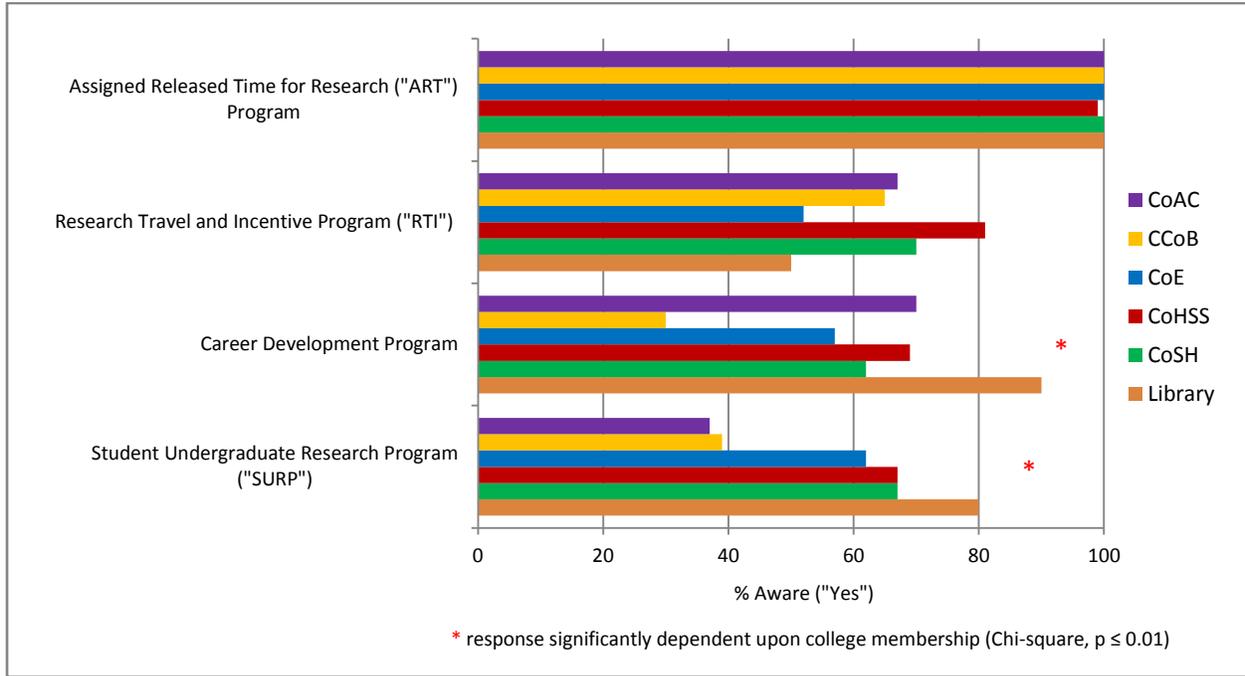


**Figure 1.10:** Indicate the importance of each of the following for increasing the involvement of graduate students in faculty research and scholarship.

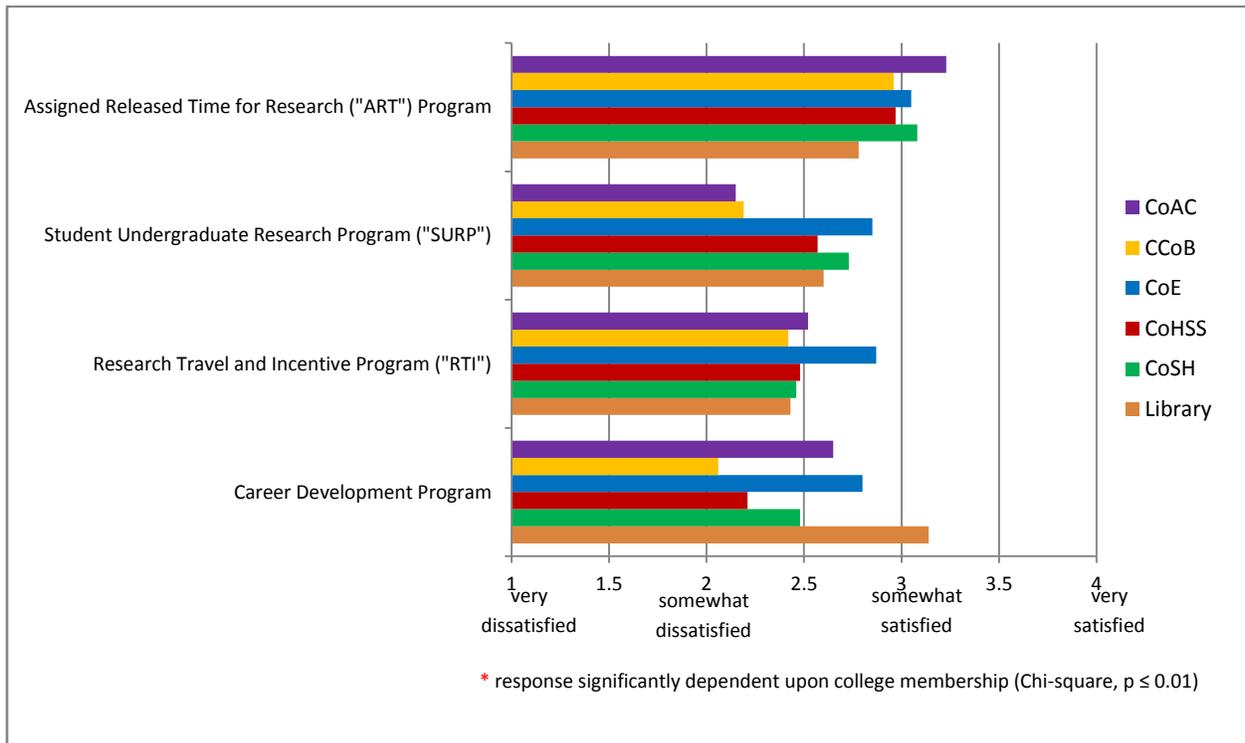


Appendix 2: Summary of results for questions regarding university RSCE by college membership

**Figure 2.1:** Indicate whether you are aware of the existence of the following university programs.

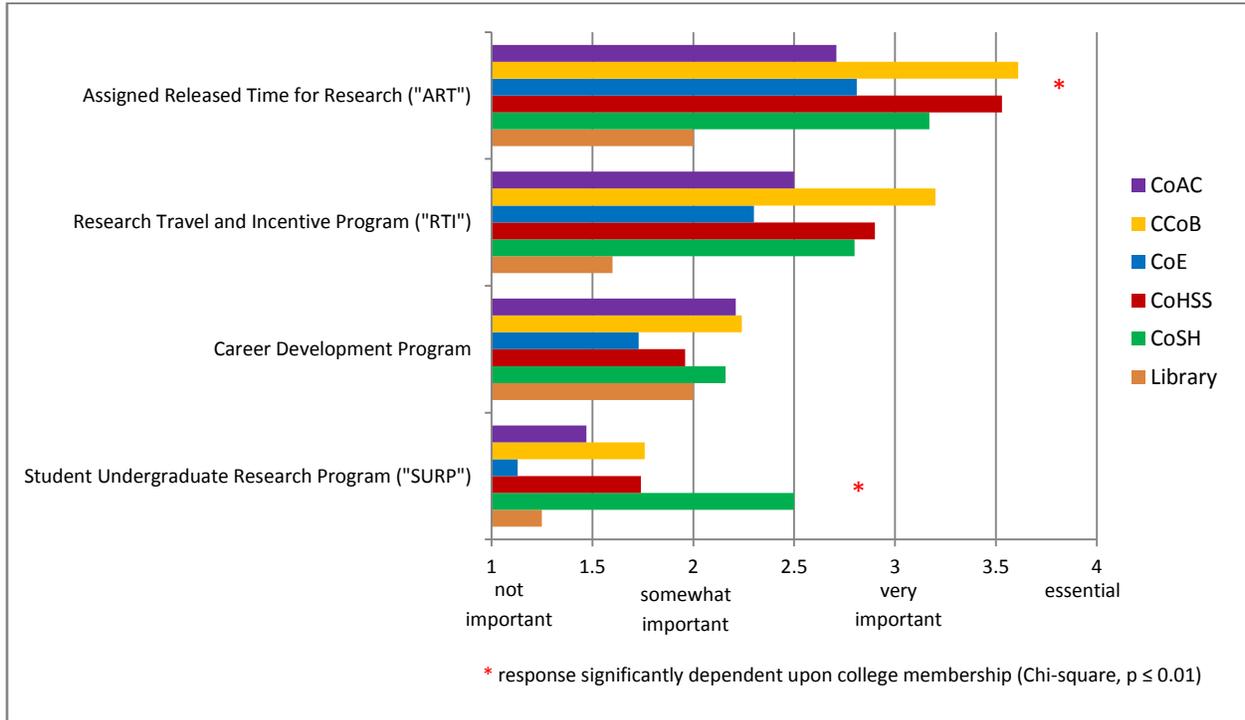


**Figure 2.2:** Indicate your satisfaction with the application process for each of the following university programs.

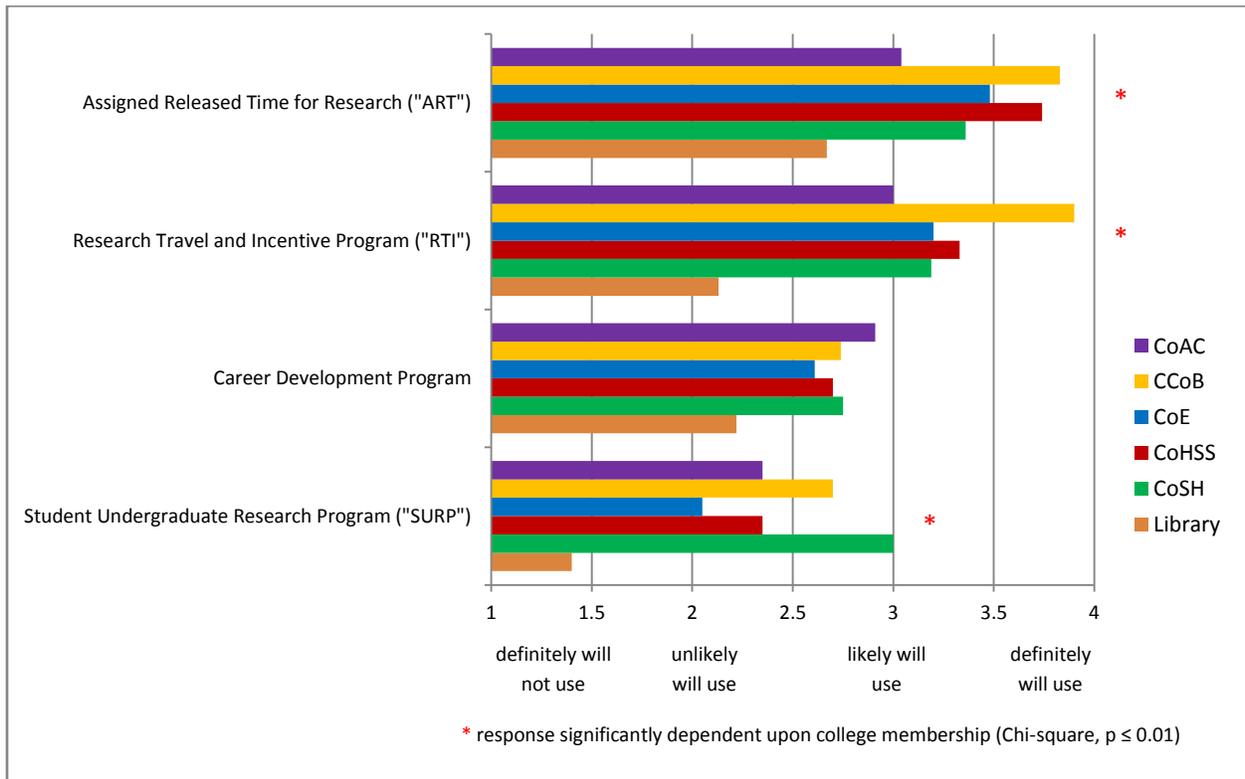


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**Figure 2.3:** Indicate the importance of each of the following university programs for your research and scholarship during the last two years.

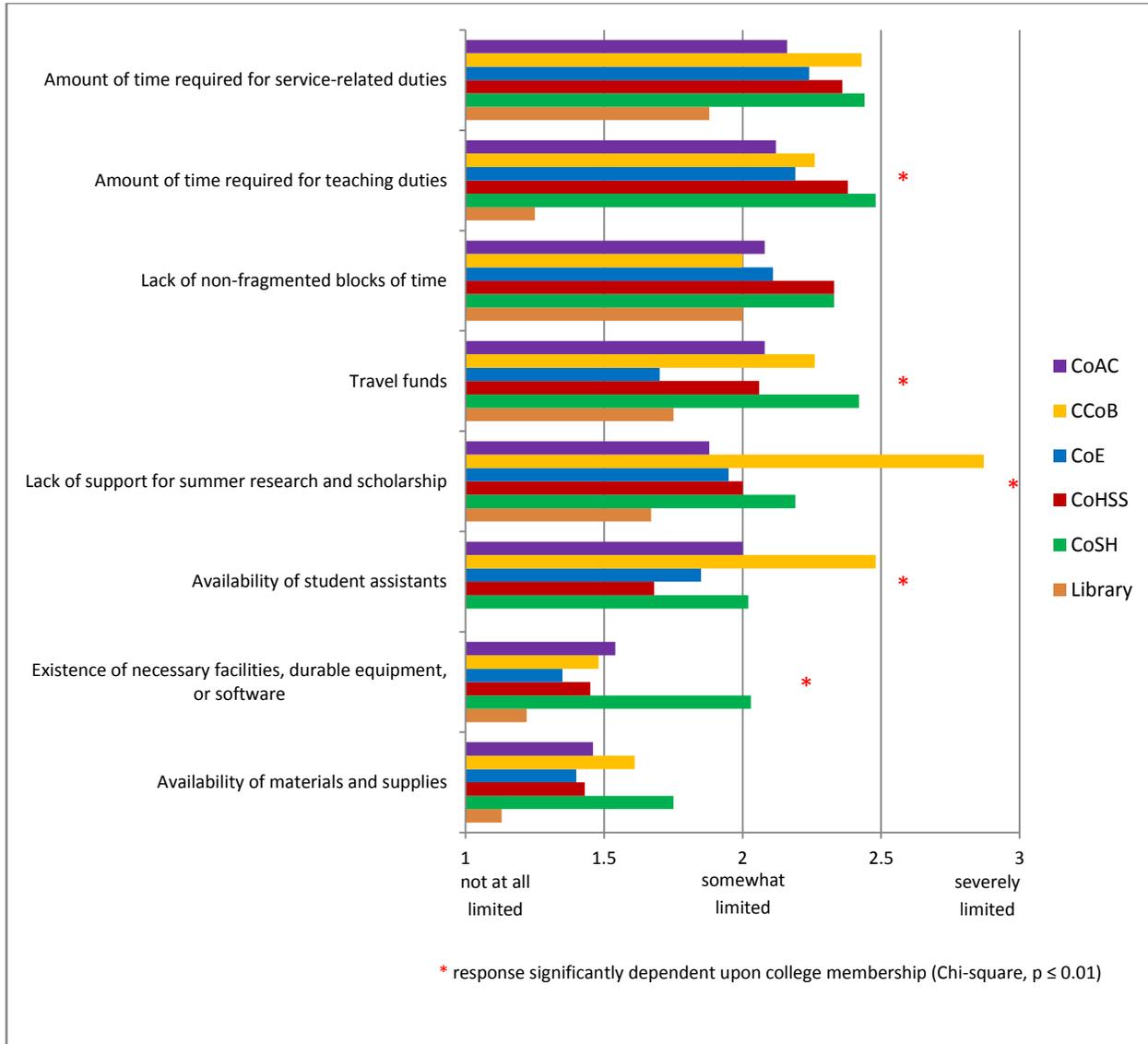


**Figure 2.4:** Indicate your plans for future use of each of the following university programs for your research and scholarship over the next two years.



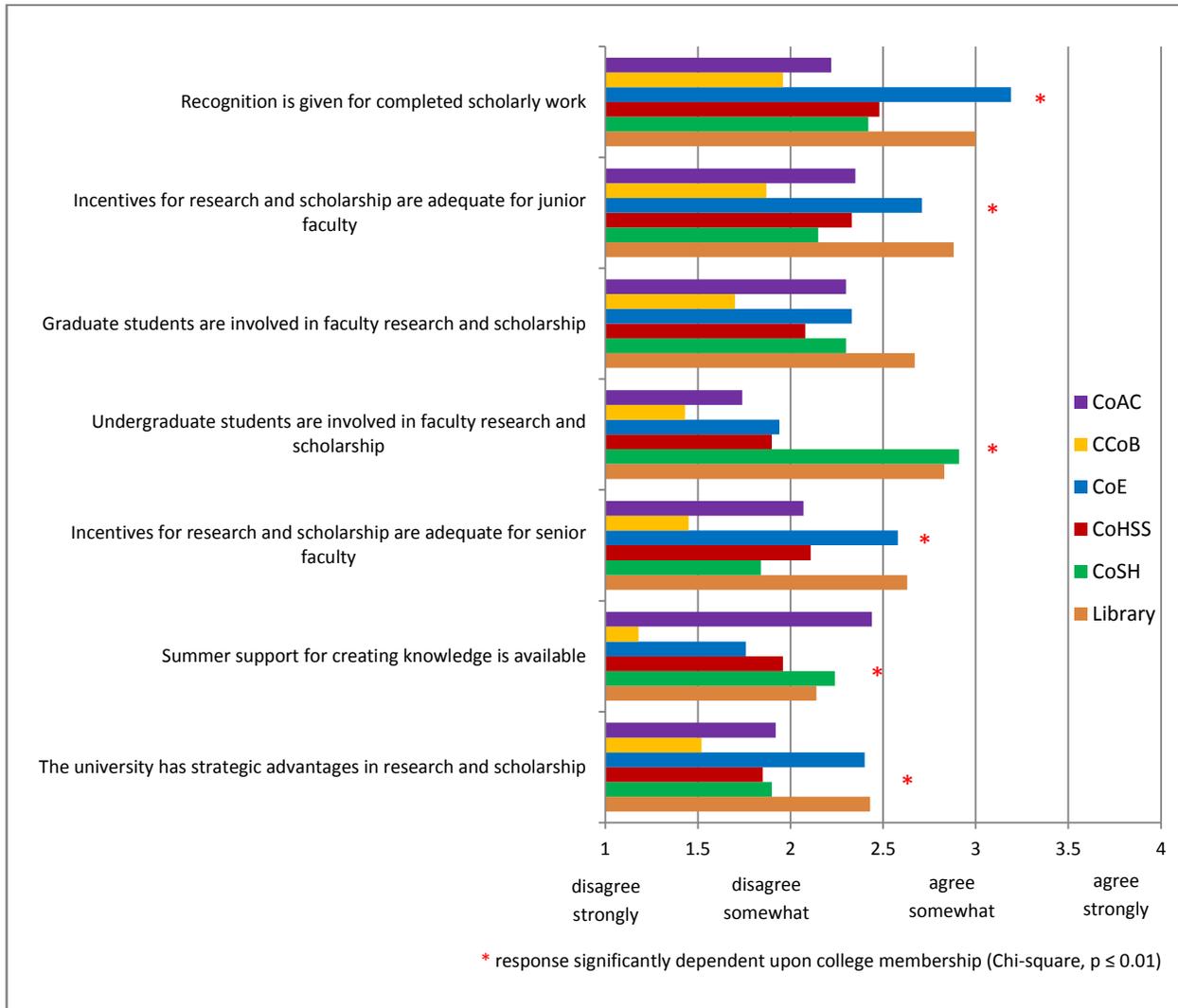
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**Figure 2.5:** Indicate the degree to which each of the following has limited your scholarly productivity over the past two years.



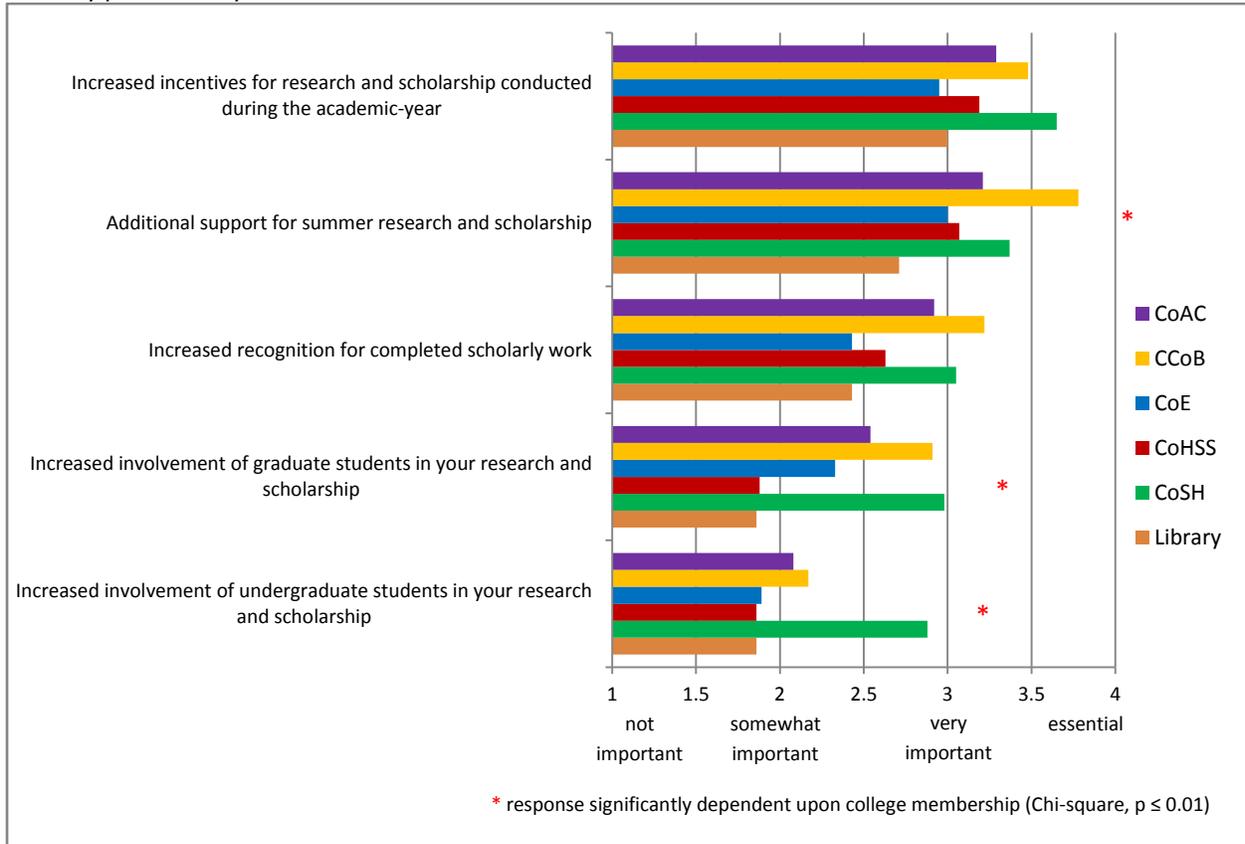
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**Figure 2.6:** Indicate the extent to which you agree or disagree with each of the following statements about the current status of research and scholarship at the university.

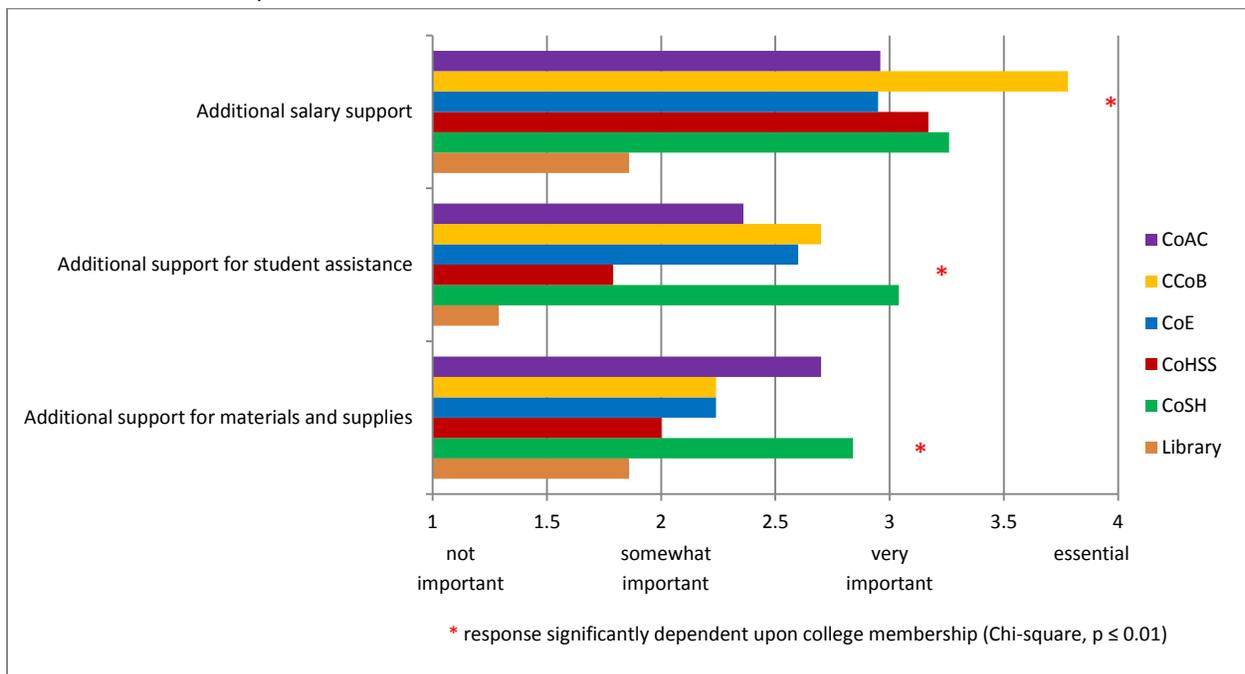


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**Figure 2.7:** Indicate the importance of each of the following for increasing your ability to produce recognized scholarly products in your field.

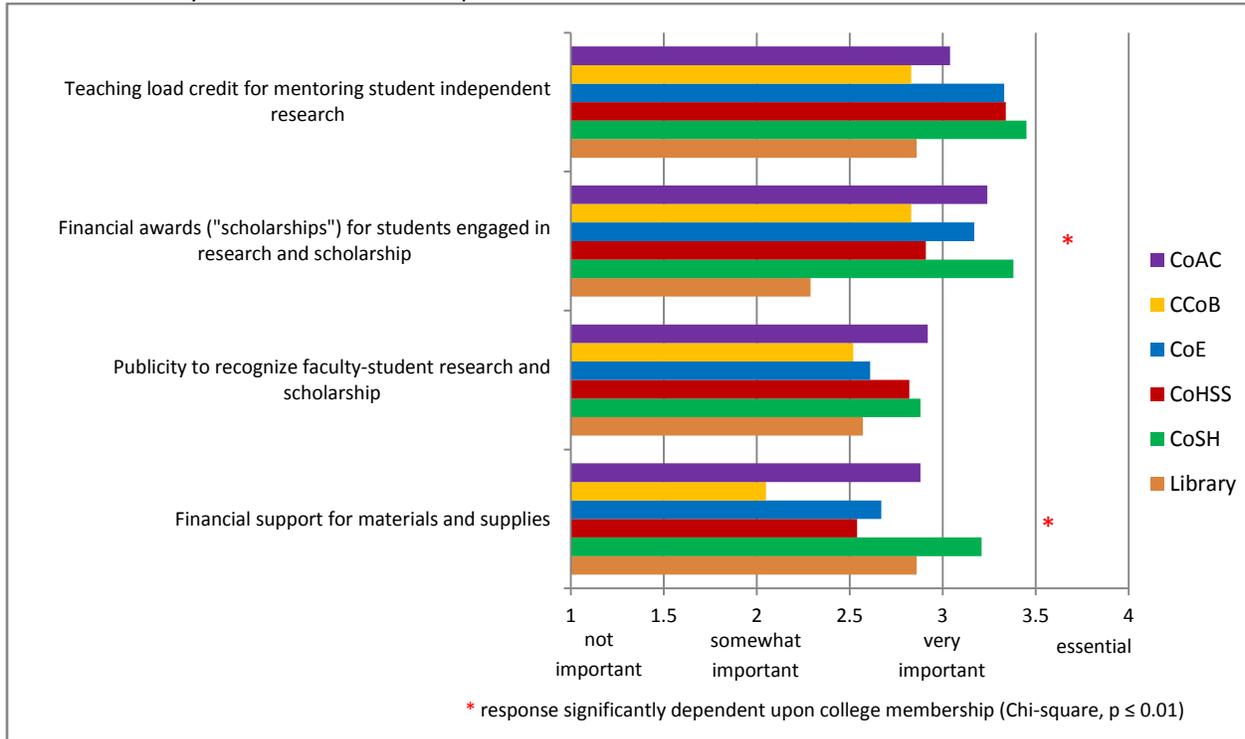


**Figure 2.8:** Indicate the importance of each of the following for increasing the productivity of your summer research and scholarship.

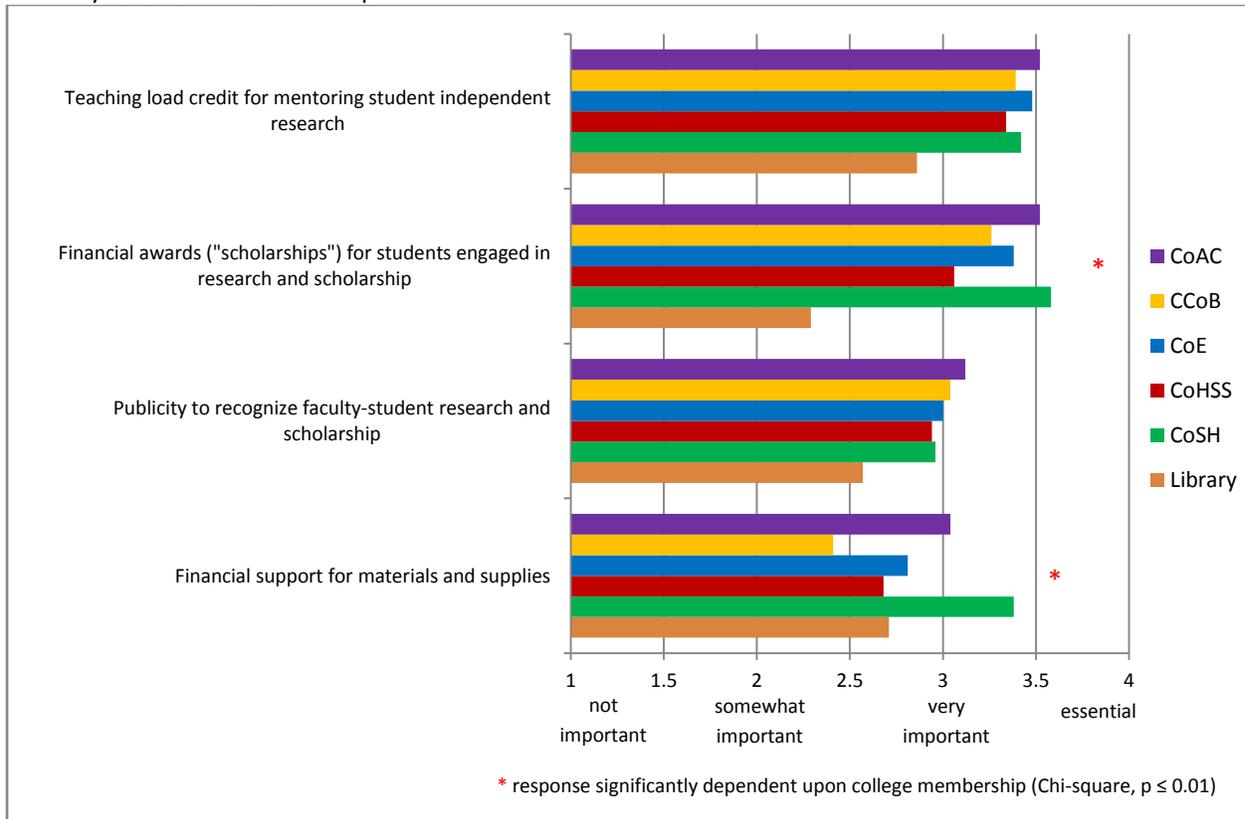


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**Figure 2.9:** Indicate the importance of each of the following for increasing the involvement of undergraduate students in faculty research and scholarship.



**Figure 2.10:** Indicate the importance of each of the following for increasing the involvement of graduate students in faculty research and scholarship.



Appendix 3: College-specific questions

A. Summary of Sample (Table 5.1)

College	Tenure Status <sup>1</sup>			Scholarly Activity (self rated) <sup>2</sup>			Total Respondents
	Untenured	Tenured	Unknown	Active	Somewhat Active	Not Active	
CoAC	1	20	1	20	1	1	22
CCoB	9	13	1	21	1	1	23
CoE	8	13	0	14	7	0	21
CoHSS	7	62	3	59	12	1	72
CoSH	19	40	0	46	10	3	59
Library	0	8	0	2	5	1	8

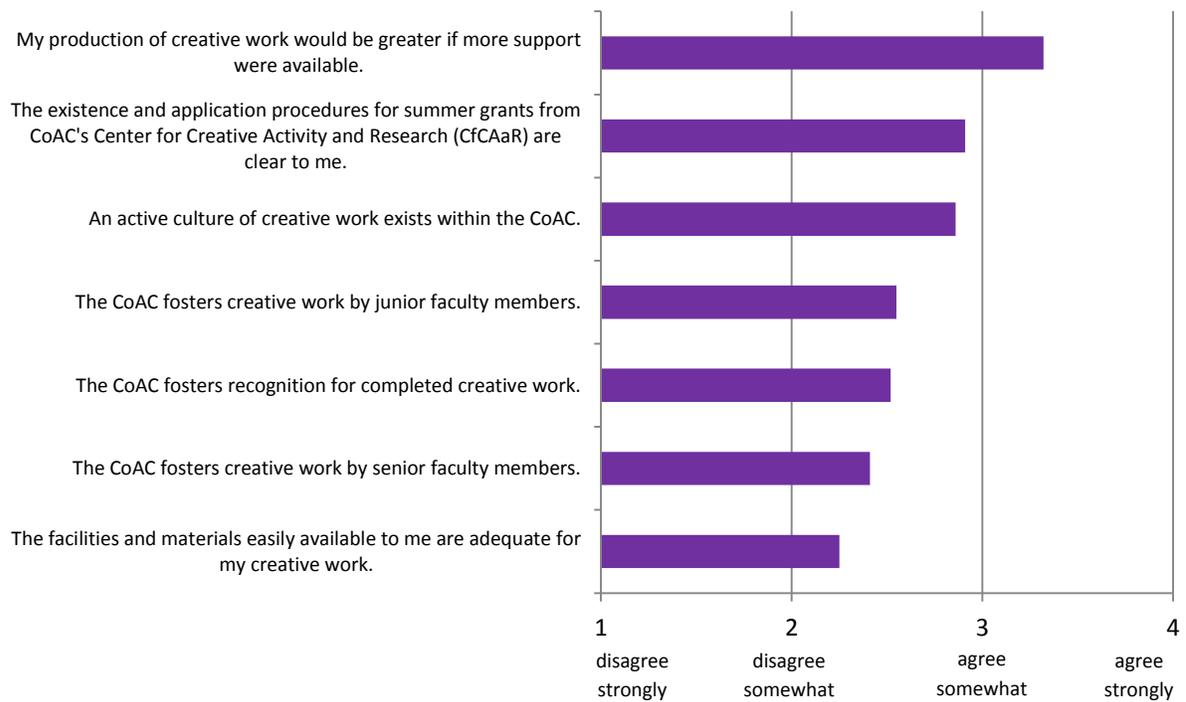
<sup>1</sup>Most responses did not differ by tenure status (source: Qualtrics; T-tests comparing untenured mean to tenured mean, threshold  $p \geq 0.05$ ). Exceptions are noted in the text following each figure.

<sup>2</sup>Statistical tests for scholarly activity were not possible due to the small sample of non-active and somewhat-active scholars. Responses are therefore not crosstabulated by scholarly activity in this analyses.

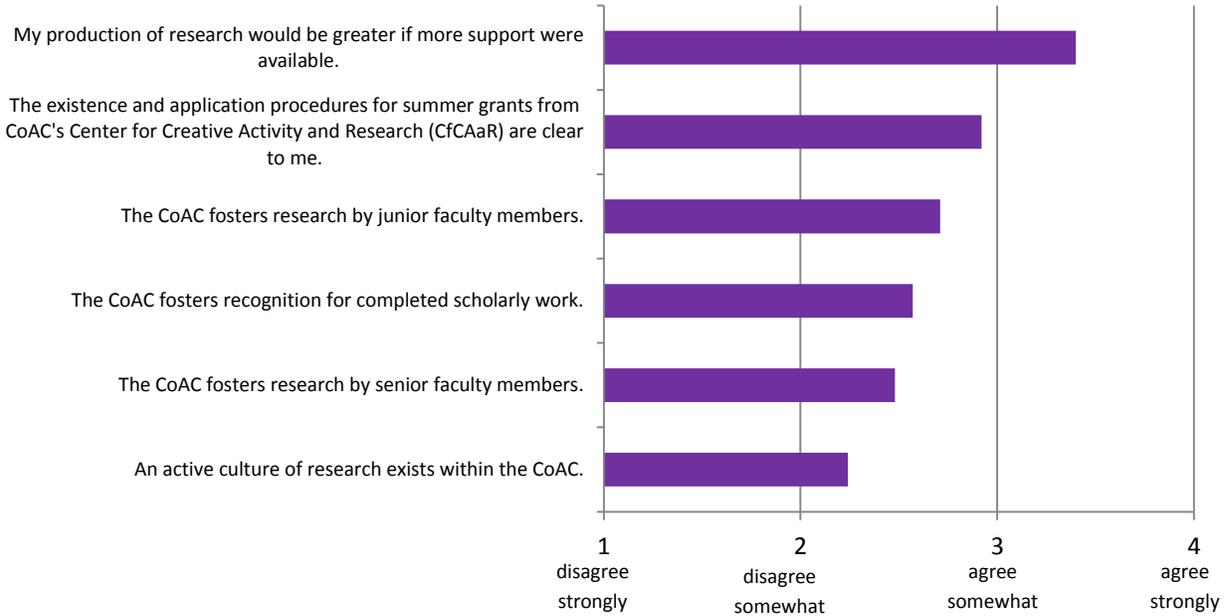
B. College of Arts and Communication

Lengths of bars indicate mean response.

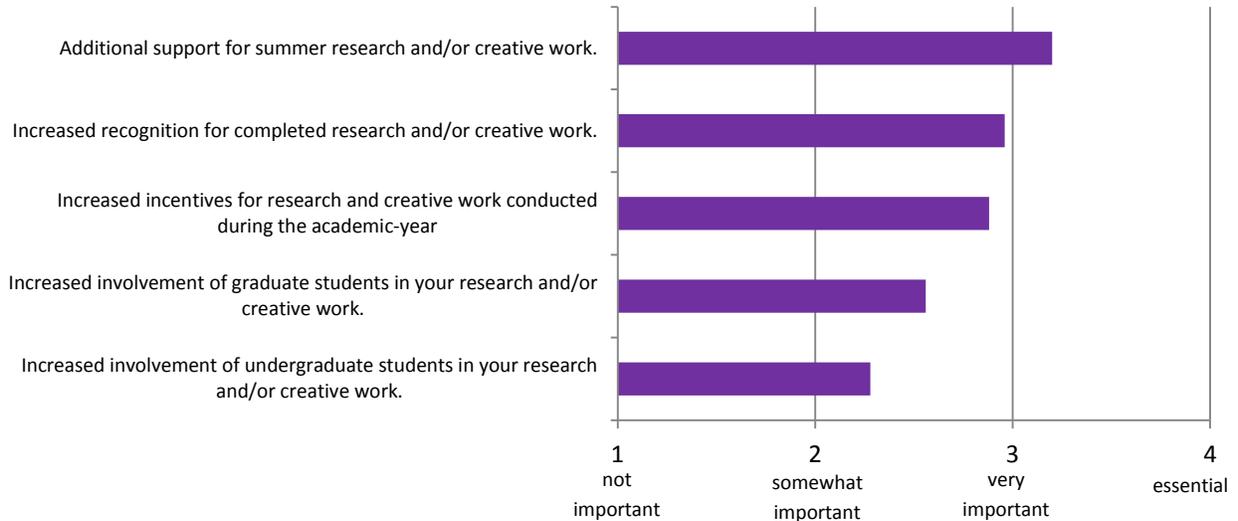
**Figure AC1. If you engage regularly in creative work, indicate the extent to which you agree or disagree with each of the following statements about the College of Arts and Communication.**



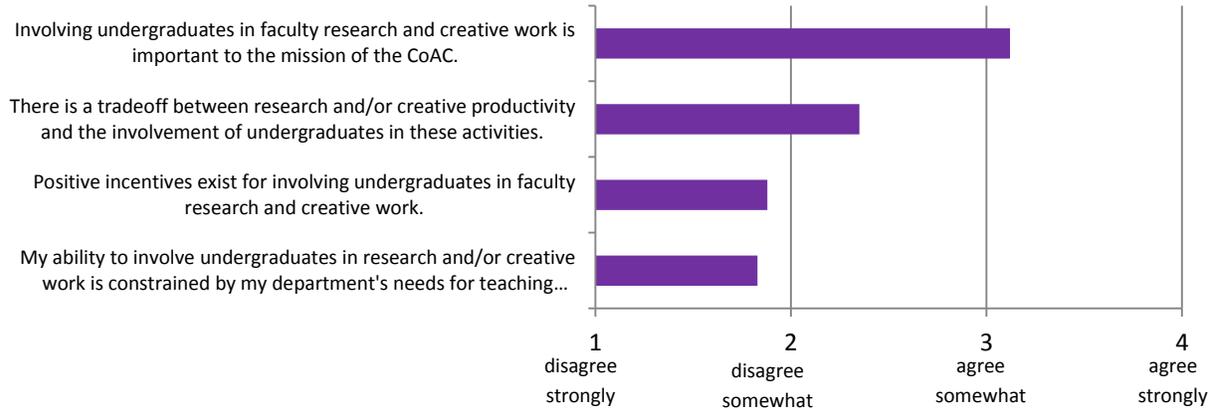
**Figure AC2. If you engage regularly in research, indicate the extent to which you agree or disagree with each of the following statements about the College of Arts and Communication.**



**Figure AC3. Indicate the importance of each of the following for increasing your ability to obtain extramural funding for your research and/or creative work.**



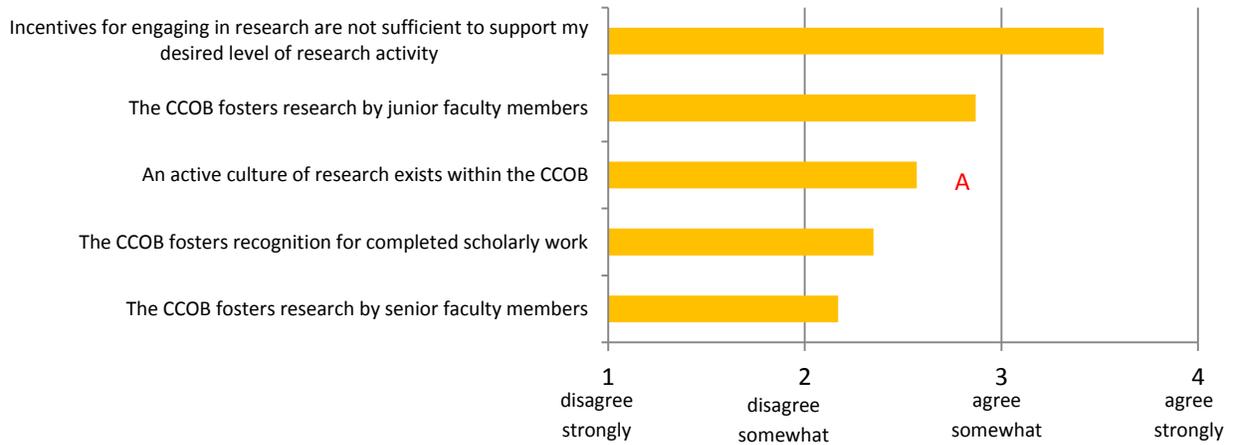
**Figure AC4. Indicate to what extent you agree or disagree with each of the following statements about the role of undergraduates in research in the College of Arts and Communication.**



C. Cotsakos College of Business

Lengths of bars indicate mean response.

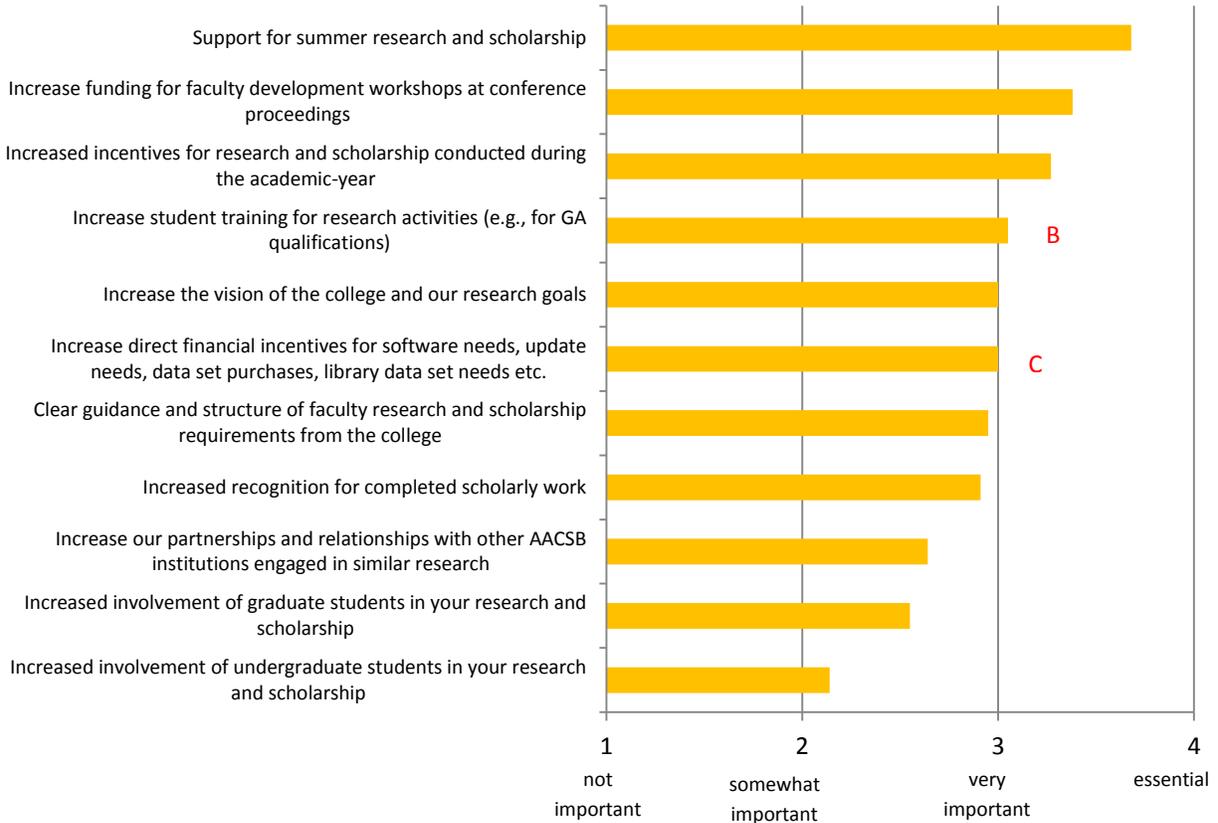
**Figure CB1. Indicate to what extent you agree or disagree with each of the following statements about the Cotsakos College of Business, or CCOB.**



<sup>A</sup> statistical difference (p = 0.04) between untenured faculty (mean = 2.1) and tenured faculty (mean = 2.8)

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**Figure CB2. Indicate the importance of each of the following for increasing your ability to obtain extramural funding for your research and scholarship.**



<sup>B</sup> statistical difference ( $p = 0.05$ ) between untenured faculty (mean = 3.4) and tenured faculty (mean = 2.8)  
<sup>C</sup> statistical difference ( $p = 0.02$ ) between untenured faculty (mean = 3.6) and tenured faculty (mean = 2.6)

**Figure CB3. Indicate to what extent you agree or disagree with each of the following statements about the role of graduates (MBA candidates) and undergraduates in research in the Cotsakos College of Business.**

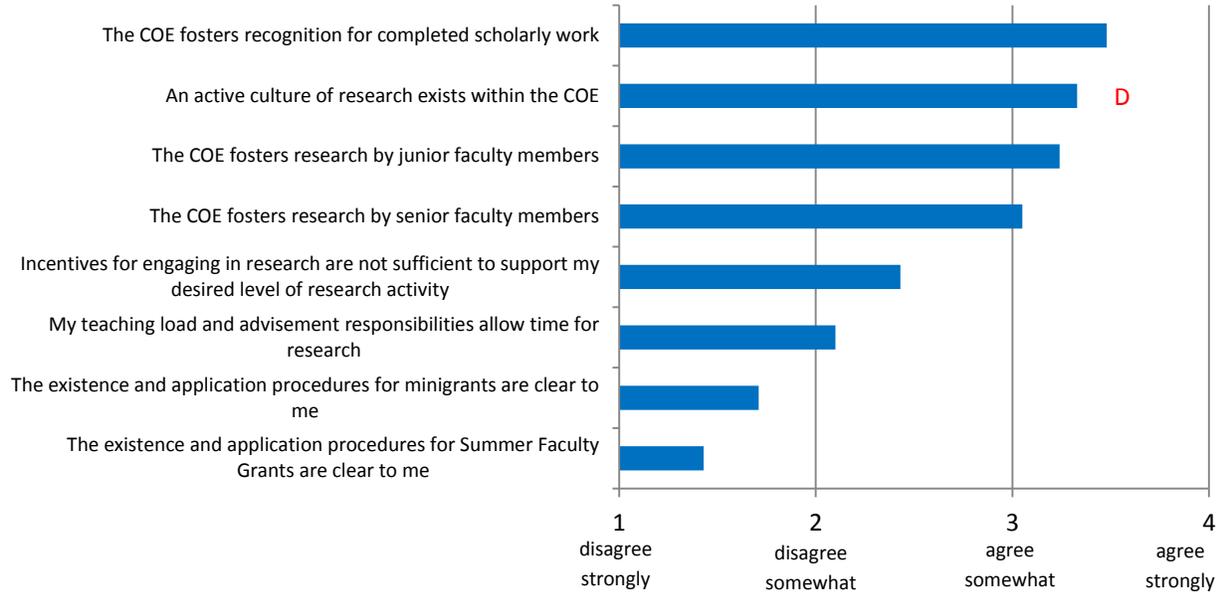


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D. College of Education

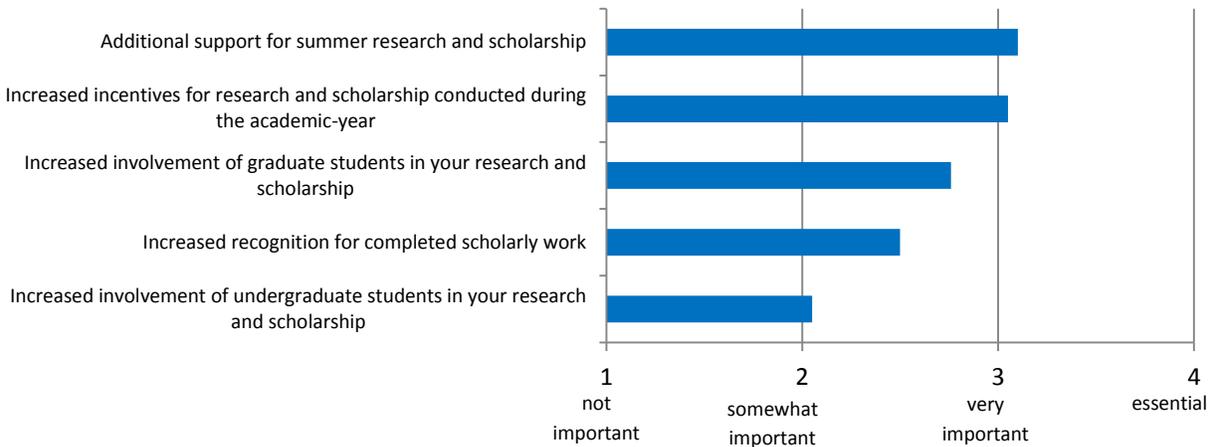
Lengths of bars indicate mean response.

**Figure CE1. Indicate to what extent you agree or disagree with each of the following statements about the College of Education.**



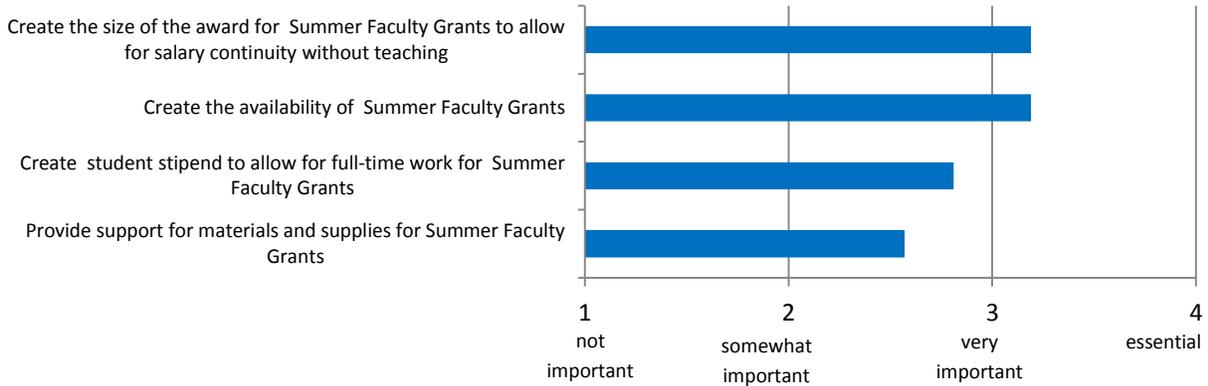
<sup>D</sup> statistical difference ( $p = 0.04$ ) between untenured faculty (mean = 3.8) and tenured faculty (mean = 3.1)

**Figure CE2. Indicate the importance of each of the following for increasing your ability to obtain extramural funding for your research and scholarship.**

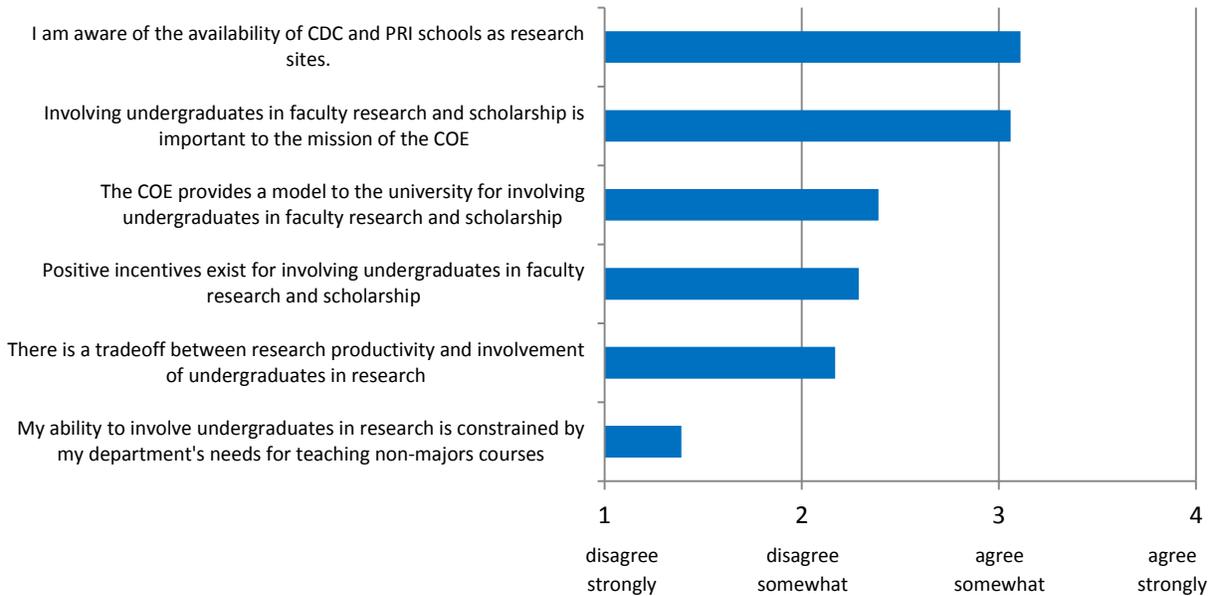


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**Figure CE3. Indicate the importance of each of the following for increasing your summer research productivity within the College of Education**



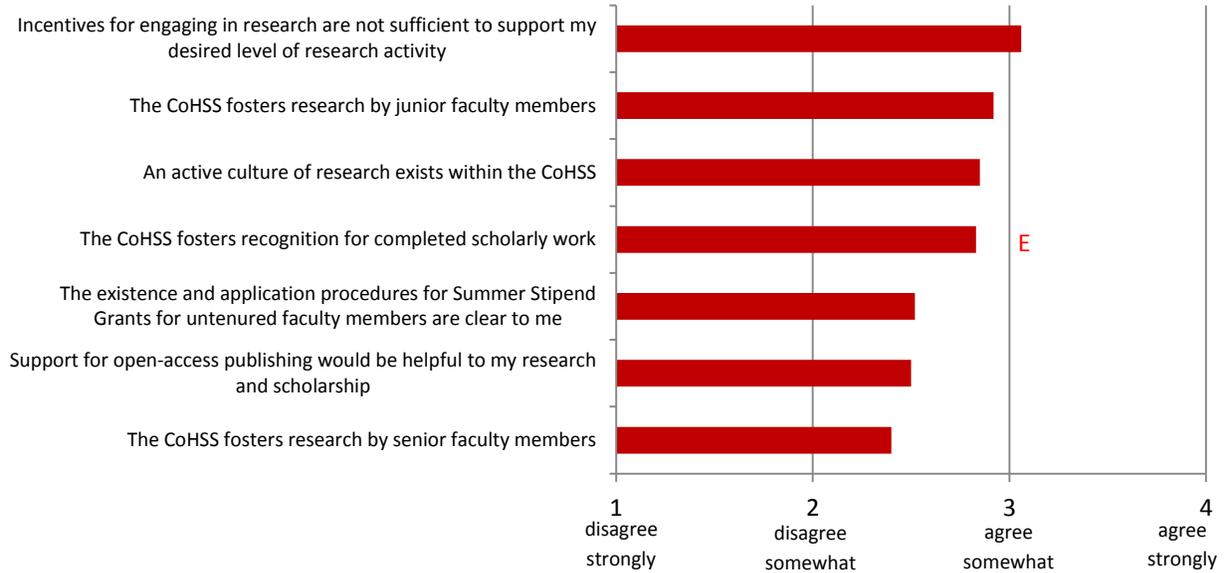
**Figure CE4. Indicate to what extent you agree or disagree with each of the following statements about the role of undergraduates in research in the College of Education.**



E. College of Humanities and Social Sciences

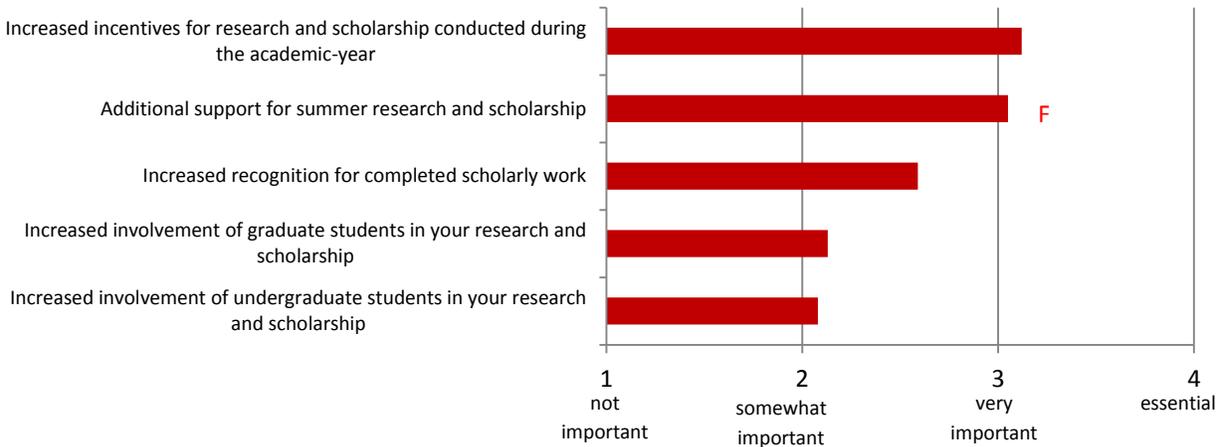
Lengths of bars indicate mean response.

**Figure HSS1. Indicate to what extent you agree or disagree with each of the following statements about the College of Humanities and Social Sciences.**



<sup>E</sup> statistical difference ( $p = 0.05$ ) between untenured faculty (mean = 3.3) and tenured faculty (mean = 2.8)

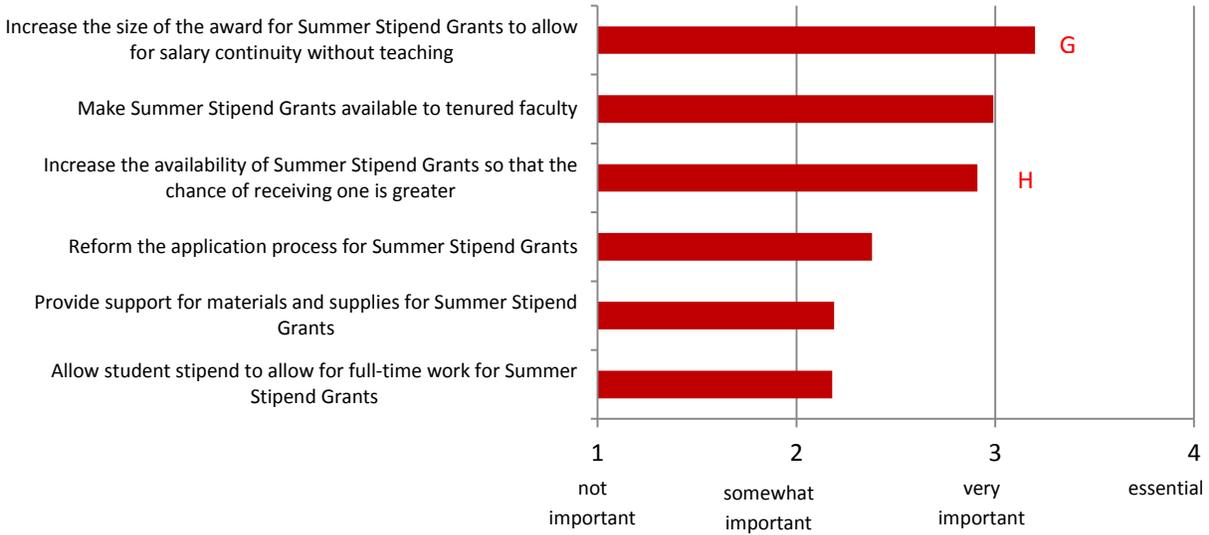
**Figure HSS2. Indicate the importance of each of the following for increasing your ability to obtain extramural funding for your research and scholarship.**



<sup>F</sup> statistical difference ( $p \leq 0.01$ ) between untenured faculty (mean = 3.9) and tenured faculty (mean = 2.9)

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**Figure HSS3. Indicate the importance of each of the following for increasing your summer research productivity within the College of Humanities and Social Sciences.**



<sup>G</sup> statistical difference ( $p \leq 0.01$ ) between untenured faculty (mean = 3.9) and tenured faculty (mean = 3.1)

<sup>H</sup> statistical difference ( $p = 0.03$ ) between untenured faculty (mean = 3.4) and tenured faculty (mean = 2.8)

**Figure HSS4. Indicate to what extent you agree or disagree with each of the following statements about the role of undergraduates in research in the College of Humanities and Social Sciences.**

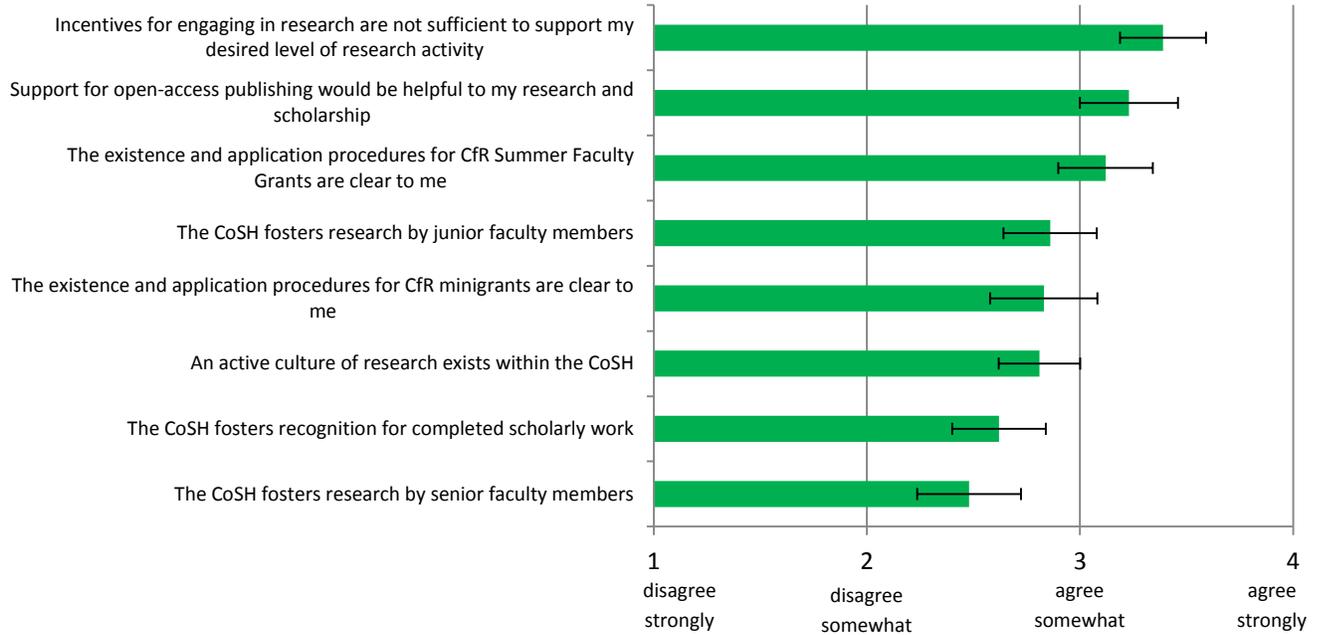


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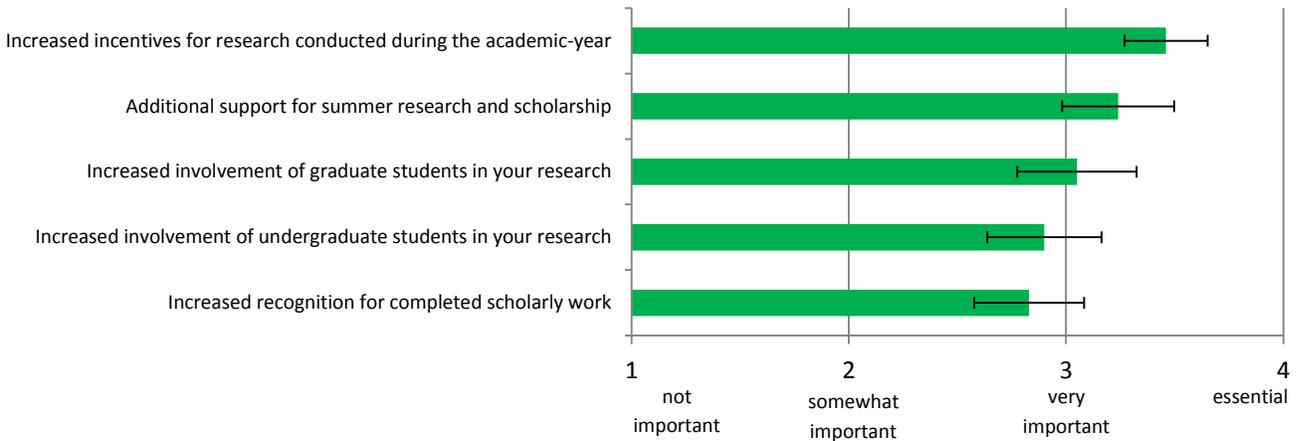
F. College of Science and Health

Lengths of bars indicate means, error bars indicate 95% confidence intervals.

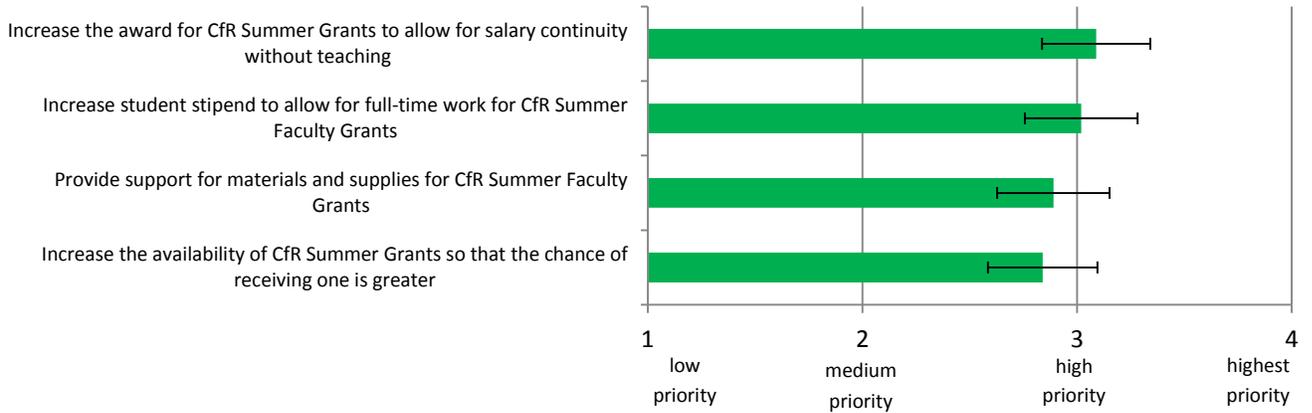
**Figure SH1. Indicate to what extent you agree or disagree with each of the following statements about the College of Science and Health**



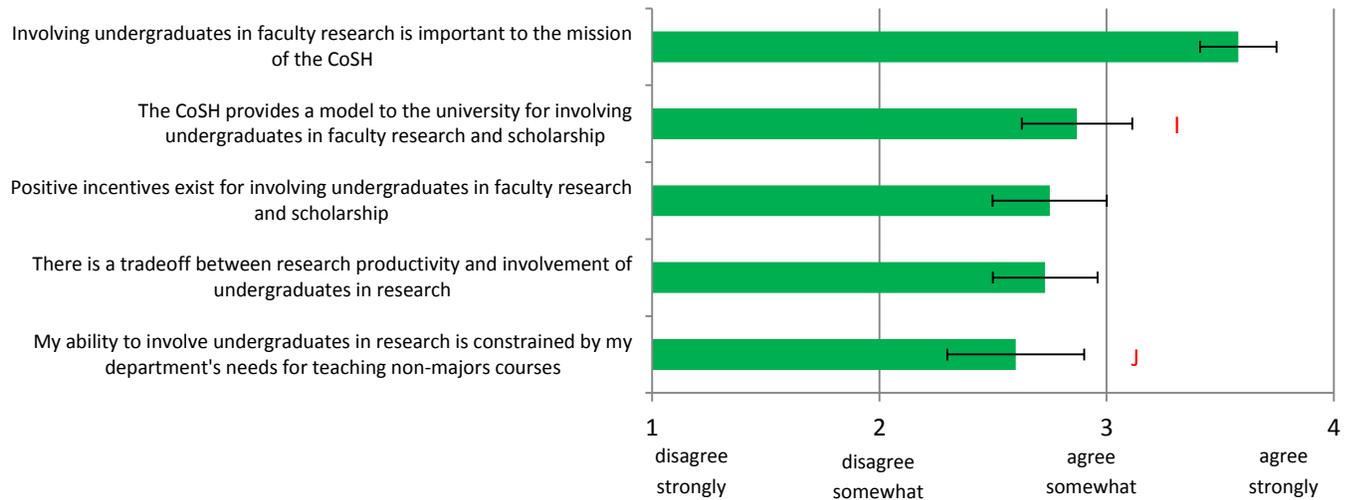
**Figure SH2. Indicate the importance of each of the following for increasing your ability to obtain extramural funding for your research and scholarship.**



**Figure SH3. Indicate the importance of each of the following for increasing your summer research productivity within the College of Science and Health.**



**Figure SH4. Indicate to what extent you agree or disagree with each of the following statements about the role of undergraduates in research in the College of Science and Health.**



<sup>I</sup> statistical difference (p = 0.05) between untenured faculty (mean = 2.5) and tenured faculty (mean = 3.1)

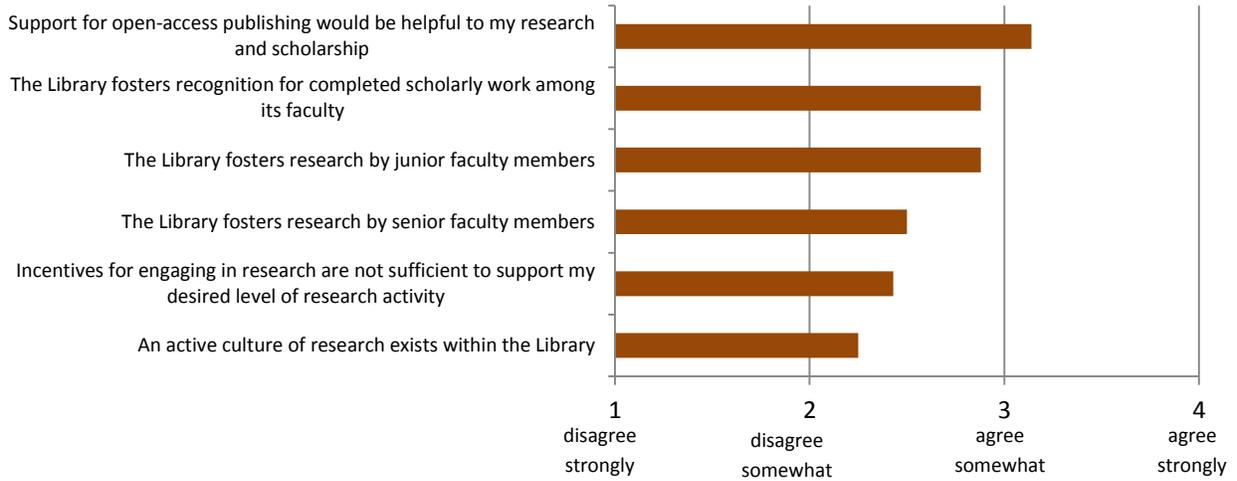
<sup>J</sup> statistical difference (p = 0.04) between untenured faculty (mean = 2.2) and tenured faculty (mean = 2.8)

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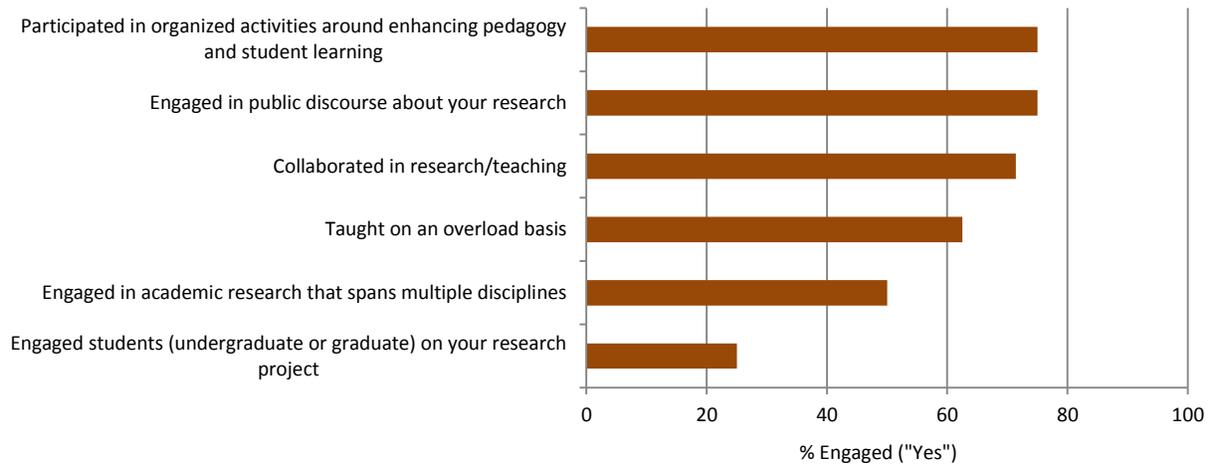
G. Library

Lengths of bars indicate mean response.

**Figure L1. Indicate to what extent you agree or disagree with each of the following statements about the Library.**



**Figure L2. Indicate whether you have engaged in each of the following activities.**



#### Appendix 4: Open Responses

##### **What other factors have significantly limited your scholarly productivity?**

1. The ccob does not have a strong 'research' presence nor activities - so we are not able to collaborate. We also do not have trained GAs on conducting research - due to the MBA program being so short and GAs being here for only a year.
2. Pressure from colleagues who think committee services are out weight research when come to promotion
3. difficulty getting support with statistical analysis (SPSS)
4. My work as program director for the university takes up a significant amount of my time (for the 3 credits of release time I am given). I would rather teach a class and have more time to perform research. Also, I have not bothered to put in to present at conferences because the university funds so little for its faculty to present at an out-of-state conference so it is not worth my time or money.
5. Access to a trained research assistant (employed by the university) would be extremely helpful for moving research forward and helping to train students from one year to the next.
6. There are little funds available for faculty.  
There is no way to get data analysis software (SPSS) on computers to work on out of the office.  
There are no funds available to pay open access fees for article publications.
7. Having to cover/help other faculty members.
8. Funding for research is problematic due to limited resources (space/support personnel, etc.), high cost of "buying" out time with national grants, etc. which places grant application requests at a lower level than those who work for "Research oriented" institutions (via feedback from grant funders). My research, therefore, has to be collaborative with other institutions since I am unable to have PI status because of institution limitations. The lack of time to adequately participate in research makes the process very difficult (ART is helpful but largely inadequate given the amount of time it takes to produce quality research in the large studies required of my research field). The time it takes to fulfill service expectations (e.g. duties above and beyond other faculty in the department because of high level graduate programs) prohibits time resources and is inequitable.
9. We should have much more funding for travel and summer research.  
Application processes are too cumbersome. People with proven records of scholarship should not have to spend time filling out paperwork to receive small amounts of money.
10. Personal issues. Finding time. Duplication: Why don't we apply once for RTI funds and Career Development Funds? Why is it 2 applications?
11. We need some counselling or motivational guidance, a mentor.  
Perhaps, a guidance counsellor for promoting faculty research.  
Refer to:  
<http://powerfuleyouxm.com/>  
<http://www.therapytoday.net/article/show/532/>  
<http://www.runwalk.co.nz/default.asp?PageID=24141>  
<http://www.truepotential.co.nz/coaching.html>  
[https://www.uleth.ca/dspace/bitstream/handle/10133/1167/The%20Elements%20of%20Effective%20Counselling\\_NATCON.pdf?sequence=1](https://www.uleth.ca/dspace/bitstream/handle/10133/1167/The%20Elements%20of%20Effective%20Counselling_NATCON.pdf?sequence=1)
12. Being a department chairperson.  
Lack of a rich intellectual community or research scholars at WPU.
13. The university requires a minimal three-day schedule. It hinders us to use our time outside of teaching optimally.
14. I remain active and productive, but this is only because I value scholarship deeply and work to maintain a rigorous writing schedule and make considerable sacrifices of (personal) time
15. I long ago gave up asking for travel funds and career development. The application process was tedious, and in some ways, it was insulting--particularly Career Development. The College of HSS made a decision to support summer research and scholarship only for non-tenured faculty. While I understand the reasoning, I find that limiting. If the procedure has changed, I am not aware of it--it seems to be a well-kept secret.
16. Financial limitations

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17. Requirement to schedule at least 3 teaching days is a big disadvantage relative to block scheduling courses to two days per week for reserving time for research (b) limited/poor incentives for grant writing diminish the value of working for grants (c) lack of small intramural grants to develop new research protocols limits expansion into novel research areas
18. In professional programs, the need to keep abreast in practice and maintain professional certification are not recognized nor taken into consideration as part of the qualifications for being a faculty nor defined as service. This limits the time to conduct research, publish, etc
19. Department chairs can't have ART if they do any teaching at all. And, teaching is my priority.
20. Money, money, money.  
A bit of an overstatement, I know, but the point is that our equipment is out-dated and the administration wants nothing more than us to fill out forms, contact a dozen people (for whatever reason), plan ahead to no avail, revisit previous endeavors, try to fit into some nebulous 'strategic' or 'academic' plan all for the sake of forestalling the inevitable outcome that the equipment is not easily brought up to date. Administrators keep looking for justifications and then they get tired of one program and then move on to another.  
The thing is, if you want an international reputation, and if you want faculty to concentrate on research (of course we're a traditional teaching and service oriented university), it should not be so hard to establish a research culture.  
I doubt filling out this survey will lead to anything, but these are my views. And, I'd say them to anybody who would listen, but I know whoever reads them would act defensive of the system. harrumph.
21. Lack of a university supported scholarly community where discussions related to the nature of scholarly endeavors can be discussed, lack of capacity to join in interdisciplinary research (this was attempted two years ago, however due to the lack of interdisciplinary funding the team broke up), lack of actual funds to conduct research (no university based grants), lack of university staff knowledgeable and experienced in applying for federal and state funding and assisting in budgetary guidance, lack of ability to use indirect funds for department and individual support in research, lack of transparent policy on the distribution of funds for scholarship once funding is secured. These have been some of the barriers I have encountered, which have deterred me from seeking grant funding for my projects, lack of funding support to include student researchers in faculty research, lack of funds for doctoral students conducting research, lack of university community appreciation of scholarly endeavors on campus (each department knows about their own research, but it does not get communicated to the other departments with colleges or other colleges within the University).
22. Travel funds are a must. Why do research if you can't go share your findings and be part of the research community
23. Poorly done survey. What can importance ratings of programs mean if I am not familiar with how they operate.  
Obviously all of the things mentioned in this last question could be helpful and nice. However, I have been productive despite missing support. "Materials and supplies" is too vague -- could be interpreted gby different respondents in a wide range of ways.  
Would I be more productive if I were not teaching? Yes. Is the teaching load unfair? No.  
Would I like travel support? Very much. Does not having it cause writer's block? No.  
Ambiguous questions.
24. The things that have most limited my scholarship productivity are the other demands on my time, some of which are things I am happy to do as they are part of making the university work. The limitations that bother me are the ones that seem like inefficiencies. It would also be nice not to have to operate in a buget climate that is so difficult.
25. Am surprised that at a business school with an AACSB accreditation, some of the most common academic financial databases in my area are not available at WPU. At a minimum we should reach some arrangement with other state schools in NJ for at least minimal access to these databases. [Lack of grading support for] teaching a large class. That not only improves teaching by widening the type of tests that a faculty member can use, it also frees up some time for research.
26. I think this has a pretty modest impact, but an impact nonetheless. The culture of my department -- and I suspect of other departments -- is oriented to a large extent around teaching and service. I have a sense that a substantial number of faculty aren't thinking much about research much of the time. This makes it easier for one's "mindshare" for research to shrink as one finds oneself drawn into discussions and tasks related to

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teaching and service. Faculty who are strongly self-directed and naturally oriented toward research won't be affected by this. But others will be, myself included. It's not necessarily a bad thing. This is clearly a place that prioritizes teaching, and what people don't put into research they are often putting into their teaching. Service-related tasks may limit scholarly productivity somewhat as well. Some of these tasks are of course necessary, important, or simply unavoidable. But my sense is that there is also a fair amount of wasted time and makework. I have found sometimes for example that meetings will run for their scheduled time (1 hour/15 minutes) even when there is little to discuss. Relatedly, some faculty use meetings as places to vent frustrations about issues that may be only tangentially related to the task at hand. Others are just trying to get their jobs done efficiently so they can go back to their office. But the meeting length of committees is largely determined by their most loquacious members.

27. Ordering supplies can be complicated, time consuming, and lead to delays in obtaining materials in a timely fashion.
28. Lack of support staff for research work is not good. Strange policies can also be very antithetical to a research-conducive environment (4 day weeks in summer?... nope... that's when the work gets done. Not having support staff around on Fridays is terrible).
29. I have found the ART process (application, review by deans not familiar with my field, and the final reports) to be a game instead of a support. Thus, I have opted out of the game.
30. Service- related activities (department/college/university) necessary for tenure
31. Access to editorial assistance for manuscripts; streamlined system to meet senior faculty to collaborate on grant applications.
32. Limited funding made available for presenting at conferences, which is where many scholars in my discipline obtain vital feedback on their new or ongoing projects
33. Funding for travel to conferences and workshops typically doesn't cover even half the actual amount spent. It is very discouraging to travel outside of NY/NJ.
34. Lack of funds to purchase specialized software. Lack of travel funds for conferences.
35. Issues with respect to human subjects; assistance with statistical matters; 3 cr ART per year is very little.
36. Clarity of expectations. In the College of Business there is confusion about expectations. Furthermore there is a movement by a minority to over-value 'A+' journal articles (more than double credit compared to other journals). Although such achievements are terrific, they are really beyond the mission of the College and will drain resources.  
The mission refers to the College programs being "supported by the applied research of its faculty". However in the vision statement it is worded "production of quality research in discipline-specific, pedagogical and professional fields". Top journal research is very rarely 'Applied Research' and over-rewarding it represents significant 'mission creep'.
37. Not having Econlit
38. Cost of maintaining memberships and attending conferences.
39. My lack of scholarly productivity largely stems from dedicating a great deal of time to service and teaching.
40. The main issue is that we need to be on campus three days a week. it is not necessary, since no students ever come to visit, and it SEVERELY eats into research and writing time.
41. I am more focused on service and teaching innovations that scholarship.
42. We NEED comfortable offices.
43. My particular field is not really represented at WPU and so I lack colleagues, relevant lectures and also students.
44. The library needs more books and research resources.
45. Ambivalence about what kinds of research is valued (i.e. peer-reviewed, practitioner focused, quality of journals)
46. Time, work/life balance, job responsibilities which take priority over personal time to conduct research
47. Lack of a scholarship-oriented culture in general. A few members of my department are active in research, but the tenured faculty members generally are not. This results in a lack of mentorship/collaboration.
48. Service has been a priority in our small department. There is so much to do for advisement (especially!), accreditation, assessment, scheduling, etc. that it has definitely taken up research time in my experience.
49. Lack of privacy in my office. Having to share the office with a colleague limits the 'quiet' time available.
50. CCOB administrative assignments. Some faculty seem exempt from supporting both the college and the university other than attending an occasional meeting.

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51. Service is a killer, especially as it's simply not appreciated by anyone.
52. WPU library does not have access to leading online subscription databases (historical newspapers, periodicals, etc.) that would enable me to conduct research in a timely and consistent fashion.
53. I don't engage in scholarly research myself. I support others in their efforts.
54. Lack of masters and Ph.D. programs where students write thesis and faculty can work with them to turn them into research papers.
55. The teaching load and various service responsibilities take time away from research, obviously, even with ART in effect.
56. You did not include sabbatical which is essential in scholarly activity. This is a program that is not adequately publicized.
57. Relative lack of funding and shortage of time.
58. Because I have had external funding for summer research, the limiting factor has been blocks of time during Fall and Spring semesters that is taken by teaching and service
59. We have a small number of faculty in a large department so all of the university tasks fall to the full time professors.
60. Clearly the committee is aware that TIME is of the essence, and particularly non-fragmented time. Why this insistence for faculty to be on campus three or four days? If we can fulfill our obligations in two days rather than three and prefer to do so, then what's the objection? FLEXIBLE TIME is the key phrase in many industries, and the key to employee happiness and fulfillment. This is a "cheap" way to give faculty more time to do research. Face time culture is unproductive and meaningless.
61. Need to work during summers
62. research grant
63. Not enough labs for all faculty. Some are as small as a tiny closet.
64. Teaching load.
65. Research is an essential component of good classroom teaching in a program that requires up-to-date contact with scholars and resources beyond our immediate region. Sabbatical is the gold standard, but ART allows opportunities for thought and meeting attendance in the area, while CDP offers some chance to redeem some of the costs of active research in "free time". The SURP program is one to which I have been dedicated and have planned to expand with a summer program.
66. I coordinate two graduate programs and this takes up a great deal of my time. I want to focus more on my research, but cannot afford - monetarily - to give up my overload.
67. gaining access to schools
68. Lack of access to a research-quality Library.
69. Time devoted to assessment and other administrative duties.
70. Very Difficult to be committed to teaching, service, and research all at once. I do a lot of service for my national organization but it doesn't count for service for review. So, service is the one thing that makes it really difficult to engage fully in research -- especially because of all the meetings.
71. Application for Faculty promotion took months of work
72. Maybe the university's lack of reputation means I'm less likely to be invited. Maybe not.
73. Incentives
74. The primary limitation is the load requirement of 12 credits per semester. It puts enormous pressure on faculty who wish to remain productive in creative activity, scholarship, and research to seek out non-teaching credits in order to keep the number of courses taught per semester to a level comparable to most other universities (3-2 or 2-2). Faculty who are not able to find such credits must choose between compromising their creative activity, scholarship, and research or taking shortcuts in their teaching that have a negative impact on student success. In my case, ART has been absolutely essential in avoiding this impossible choice.
75. During the academic year, it's too much service. Service consumes hours of my days when I am on campus and even when I am not on campus.
76. Availability of students who are capable of doing interdisciplinary research, in particular not too many students in the sciences (outside of, of course, computer science) actually know how to use a computer for anything beyond surfing the web or typing text
77. Teaching and service duties have had the most impact on my ability to conduct research.
78. Student assistance  
Research technician helping with student equipment training

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79. I just would like to say that for ART, the application procedure is preposterous. In particular, I do not think that the deans should have any part of the process, especially when a dean has not performed any research worthy of a "full professor" title. How could that type of "dean" ever judge fairly an ART application? Furthermore, set one dedicated amount of travel money per professor per year, and streamline RTI and Career Dev. into one program. Any leftover money (from profs. who don't use it) could be circulated into the following year's fund (if the finance office can do it that way).
80. Lack of information of SURP
81. Lack of recognition for scholarship activities and publications. Although the Library offers us recognition, it would be important for the CoE to give equal recognition. A wall with faculty publications and/or mention in the COE newsletter is minor recognition compared to the amount of time, energy and effort those of us put into conducting research, publishing and creative expression. In addition, technology should also be offered to faculty that would keep us up-to-date ... faculty should not only have laptops but also i-Pads and whatever new devices appear in the future--and we should receive these even as they appear and not 5 years after-the-fact. Funds should also be available for each full-time faculty to have membership in one scholarly organization of our choice as well as attendance at at least one professional conference per semester.
82. Ability to apply for and obtain ART or sabbatical.
83. Teaching load has an effect. Students of mediocre intellectual abilities cannot be trained to be rigorous research assistants, and since we are not a designated research institution, it is not encouraged, except in the sciences. Lack of sufficient funds for travel and the difficult process for requesting funds and getting reimbursed.
84. I have not been aware of the RTI, SURP or Career Development programs. It would be good to have more information, perhaps available online to clearly spell out what these programs offer.
85. My productivity has not be significantly limited but these are issues that generally impede scholarship, particularly among junior faculty
  - Lack of funding for junior faculty research
  - Lack of research climate/culture on campus
  - Lack of understanding on the part of other colleagues of what it takes to do research
  - ART process is cumbersome, should be less involved, it is time consuming to apply
  - Faculty should be able to apply for additional course reductions for research, beyond 1 course per semester
  - Faculty should have more travel funding available particularly if they are presenting research at conferences
86. Providing different administrators and divisions with the exact same information over and over again, but in the format that each division prefers.

Please stop wasting my time with trivia. It used to be worse; I would spend more time reporting what I had done than doing. I eventually just stopped applying for stuff; that's not excuse for not being productive bc I publish a lot without the nuisance of the WPU bureaucracy that claims it is here to support me!  
Try talking to each other before you send us requests to see our c.v. yet again, "with a short paragraph describing...."
87. Availability of laboratory time. Lab is constantly being used for non-lab based course instruction.
88. Administrative support
89. MY primary limits are time constraints and funding for supplies.
90. extra space to work at the univeristy
91. none -mostly non-fragmented blocks of time. So many meetings break up any time during the week to get anything done.
92. Lack of support for continuing in-depth independent study courses with advanced students purusing research towards their own academic advancement in specific concentrated fields of study in which faculty serve as ongoing mentors.
93. I encounter a high no-show rate from students who signed up to participate in my research. My research involves WP students.
94. Teaching load.
95. Lack of faculty training opportunities for the existing research resources. I am under the impression that there is a good amount of financial data available at the computer lab on the second floor of the Valley Road building. To the best of my knowledge, there were never any training sessions for the databases I had asked the director there numerous times for an appointment with him to get basic info about what databases were

available, and learn to access the databases. Every time I was dismissed and referred to a student helper in the lab, who could not tell me much.

96. Mixed messages about the importance of research to the college. The 4-4 load tells me teaching is more important; this survey and unofficial communication as well as the availability of ART sends a different message.
97. The administration's lack of attention to research and creative scholarship.

#### **How do you believe the university can gain a strategic advantage in research?**

1. By rewarding research that is recognized nationally and internationally and support those that continue to have a productive research agenda, instead of faculty who simply publish for the sake of publishing.
2. by first leveraging the type of research output that each college offers, determining the strengths/weaknesses of this output, and then bench marking against our competitors
3. reduce the faculty course load
4. Give the faculty performing research more funding to do so (this includes attendance at conferences to prepare a research agenda).
5. It would help to talk to research faculty that have been successful for insights and give them more space in their schedules to continue to do so.

In addition there is a clear disconnect between faculty that do research and faculty that don't, there needs to be a university wide effort to be sure that all faculty see the value added by research faculty. Not all faculty are on board with research and supportive of research faculty --which adds an extra challenge. Perhaps service oriented faculty could be rewarded in a different way than research oriented faculty?

Being productive and successful as a researcher takes an enormous effort - research productivity gets trumped by demands for service to the department and the university. There is a disconnect in what it takes to be a productive researcher and the amount of time it takes to teach classes, work with students and participate in service. Of course we want to do it all, but it is not realistic.

6. Provide more funds and time
7. Faculty members must take it upon themselves to mentor students. While faculty can apply for research assistants, these assistants are often used to further their own research, rather than to mentor students through the research project. Mentoring is essential albeit time consuming to gain advantages in developing strong research programs.
8. I am a productive researcher based on my association with others at "research institutes". WPU must provide research funding and release time that is commensurate with the desired results and is similar to those research institutes to be successful. We have historically been a teaching institute (which is wonderful) but if the goal is to transition to becoming a research institute, the funding and attitude must follow. I think it is also important, however, that those who excel at teaching be supported since not everyone needs to be a high level researcher. I would also hate to see students who are not research-oriented be short-changed if the focus is only on research. Many researchers are good at the research end but have less time to spend with students and foster their development either due to skills or desire. Some researchers are simply not good teachers. We need good student/professor relationships for retention and successful students overall. A major problem I anticipate is that the research agenda will be pushed by the administration but that professors will continue to be expected to perform high levels of service and heavy instructional loads which is unrealistic. We cannot do it all. Let's have a balance of faculty with varying strengths that support one another. Research should not be the only criteria we evaluate faculty on since the needs of our student population are so varied. Many faculty came to WPU because of the balance of wanting to be teachers who do research and we shouldn't sacrifice good teaching for publications. Allow for various ways to evaluate professors based on their strengths and contributions to the many aspects of University life and goals.
9. Provide more funding for public scholarship and for those with a proven track record (They could do MUCH more if given proper support).
10. We will never have a strategic advantage in research without having more doctoral programs. Research and the efforts it takes to mentor grad assts are not supported at WPU. For example, faculty that serve as thesis advisors do not uniformly get reimbursed across the university. Incentive for cross dept or college joint research and projects. More graduate assistants. Have part time GA's as many graduate students need to work

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- and take only 1 or 2 classes a semester. If there was partial assistance or scholarship available for them to work PT perhaps 10 hrs a week if faculty wanted to involve them in their work.
11. We need constructive positive motivation, mentoring and guidance counselling.  
Encouragement and reward/incentive helps.
  12. (note: I am unclear about the emphasis on "summer" research as a different category of one's research agenda. It is ongoing throughout the year and I don't think of research as something that happens in any way differently during the summer.)  
Research should be highlighted prominently on the University homepage, and updated often (weekly). It should be highlighted across disciplines.  
The PR department should at least acknowledge the receipt of an email (that they have requested) highlighting our work, and explore additional venues for using our research as a way to enhance the reputation of the University.
  13. Award release time for especially important projects.
  14. It's essential to change the culture of the university from the ground up. Incentive, recognition and reward for scholarly productivity are important
  15. The term "strategic advantage in research" is awkward, and I am not sure what is meant by it. I support recognition of faculty on the University's web page. The annual reports compiled by departments and submitted to the dean seems meaningless.
  16. Incentivize grant writing; provide a development fund for new research projects; provide start-up funds to new/incoming faculty; create a new administrative position: VP of research affairs to take over and expand OSP
  17. Maybe this isn't as important as having a strategic advantage in helping students develop and reaching out to the greater community. Is teaching becoming less valued than research here?
  18. We need to identify research themes and encourage cross-discipline research. We are in little silos without connection to a research campus-wide culture. We're pulled apart by so many administrative duties that distract us from focusing in long term planning and rewards for grantmanship. We need to focus on attracting research faculty at mid-senior level (associate to full professors) and encourage local corporations to invest in specific research projects. my 2 cents.
  19. Less committee work. Have committee work/advising/teaching in blocks so schedules are not so fragmented. Have committee work more streamlined so we waste less time in meetings. Have funding for students (grad/undergrad) to assist with research.
  20. Create a scholarship think tank, open to all the faculty that meets on a monthly or quarterly basis, sharing what is being done in each of the colleges and engaging in discussions that result in suggestions to administration that can facilitate the removal of barriers and the building of a strong research component.
  21. They need to reduce the teaching course load to 2-2 similar to other more research productive institutions for faculty who show productivity. They also need to provide financial support for research travel. Funding for graduate student research assistantships.
  22.
    1. Reward productive researchers. Develop an institutional ability to distinguish between real, substantial, nationally-recognized work (major book publishers, serious journals, national magazines, major newspapers) and trivial, local, self-published attempts to meet the "research" requirement.
    2. Stop promoting people who lack adequate research. Allow young research stars to progress rapidly through the ranks.
    3. Maintain good ART program.
    4. Provide more money to present at conferences. Possibly money for travel to conduct research.
    5. Better publicize available support programs and make the reward worth the application effort. It frequently is not.
    6. Publicize the existence of productive researchers at WPU.
  23. The university (and certainly my department) has been moving toward a more research focused culture, which is helpful.  
The advantage I see is the willingness of the university to see the value of the many different kinds of scholarship.
  24. To begin with, make the bare minimum of data, and tech support, that an accredited graduate program having school ought to have. Sponsor a competition for more summer support. Find some way of sharing resources

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across schools at the university (for some of my computer needs, even though we are not a Tier 1 research school, some dept in engineering may have the tech expertise to help).

- Hire distinguished professors at a higher pay scale and provide them with a lower teaching load.
  - Provide avenues for additional reduction in teaching load for faculty who demonstrate higher scholarly productivity.
25. Account for teaching, research, and service in clearly defined terms. Currently, only teaching is clearly defined whereas research and service seem arbitrary across departments.
  26. Have consistent sources of funds for ART, supplies, student assistantships, and on load credits for supervising research projects. Continue to support Research and Scholarship Day, which is a good venue for showcasing research, and for students to learn how to present their research. Recruit more graduate students - advertise and use other strategies for publicizing our fine graduate programs and facilities. Recruit more Honors Students, who would be able to conduct high level undergraduate research.
  27.
    1. Normalize senior research by streamlining application processes and funding research consistently, and in a timely way (I once had a student apply for SURP in February. Funding came through in August, after the research was done). Provide some baseline funding for all Independent Studies.
    2. Fund \*2014-level\* summer research stipends. NSF undergrad stipends for a 6-10 week experience are in the \$4000-6000 range. Our CfR moneys of \$960 are frankly, a joke. Basically it asks students to work for free.
    3. Fund special populations of students (e.g. honors) with research funding, not just scholarship money. Otherwise they end up taking 2nd and 3rd jobs and cannot commit to real research.
  28. At the college level, provide guaranteed travel funds instead of an unspecified amounts that change annually. Provide more travel grants at the college level (in addition to department travel funds). Provide funds for summer travel (in addition to summer research--even if available on a grant/competitive basis, this might help those of us traveling during the summer for research).
  29. Select grads and undergrads that will work for departments as Research Assistants, offer them scholarships in exchange for a finished scholarly product. These projects should be assigned to a faculty "mentor" who would also receive overload or some other compensation for her/his time. Ideally, the projects would be tied to either the professor's research agenda or to a university-wide project/program, and the results can then be published as a co-authorship.
  30. By fostering a culture of research - encourage departmental seminars, award release time for research, increase research expectations of newly hired faculty and reduce teaching load for those who wish to pursue scholarly activities.
  31. It will only come with reduced teaching loads. The idea that faculty at a teaching-first university such as WPU can continually produce a significant amount of high-quality research is absurd. Research universities have teaching loads of 2-1 or 1-1 or less. That's not what we are. We can't be everything at once. We have to keep things in perspective. With some reductions we can make some advances in research, but it will be limited.
  32. By focusing on what it is already good at.
  33. Less services to research faculty, more research summer fund.
  34. Focus on strengths of faculty and develop centers for collaborative research. Provide the infrastructure and resources to support serious research and use centers to disseminate and monetize findings.
  35. WPU has been a teaching university with a generally poor reputation. Becoming a research university would be very important for increased visibility and recognition. Expecting high quality and volume of faculty research with the current teaching and service load is absurd. Contemporary colleagues at other universities attain higher ranks and produce more and better research, but have SIGNIFICANTLY less teaching and service. When they hear of the conditions at WPU they pity us. This is crippling and demoralizing. Funding proposals from universities of WPU's rank are rarely funded unless the fac member is associated with others from more reputable places. Or they are funded at lower levels. It becomes a catch-22. In addition, newer higher administrators seem to have an adversarial attitude toward faculty and the professoriate in general, fact which is counter-productive and negative. Goodwill goes a long way. Support (of a variety of types), dialog, and prof-admin collaboration (rather than autocracy) are key to the improvement of WPU's poor image, receipt of awards, external support, and progress toward better rankings.
  36.
    - (1) Reaching out to the surrounding communities for projects, data, support. We live in an amazing area and we can leverage our abilities and strengths to help others with practical research projects.
    - (2) Encouraging, recognizing and rewarding interdisciplinary projects that cross department and school lines.

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37. Give more summer support, student support, and value on research for promotion, range adjustment, etc. more.
38. I think the university needs to decide who we are as a university in terms of scholarly activity and then share their thoughts with faculty. As it stands, we teach 12 credits a semester and many faculty teach 12 credits of graduate coursework. When you add service to the department, college and university there is little time for scholarly endeavors. It would be helpful if there was a clear discussion of the expectations with regard to scholarship and the discussion needs to include resources necessary to support scholarship.
39. Doing collaborative work, getting more grant support. We are not a top tier research institution, so requiring a 9 credit teaching load with ART still seems to limit output.
40. Make campus an attractive place for faculty to do research in. Right now, I get off campus as fast as I can, even though I know I can't really do research at home.
41. lower teaching and service loads, at least for faculty actively engaged in research; reduce class preps. to 1 or 2 per semester; provide more funding for faculty research (including travel to conferences); encourage and support grant writing and reward recipients of outside funding; encourage and provide funding for outside speakers (specialists) for departmental lecture series.
42. We need to better utilize the research resources in the region and host more public programs about research being done at the University. We need to create our own media channel on the Internet and have quality production support to disseminate the research
43. Perhaps identify individuals who have a consistent record of scholarship (i.e. over 6-10 years) and find ways to further support and encourage them. Some people do research just to get tenure/promotion, others do it consistently as part of their professional life; perhaps a distinction needs to be made between these two groups.
44. Support faculty to perform research without adding additional pressures in their teaching roles such as increased student numbers in classes, expecting much one on one/remediation for those students who are not doing well academically. Reduced pressure to serve on multiple committees in multiple areas to provide service to the institution.
45. By providing adequate resources and support for faculty research. Faculty expected to teach 12 credits per semester (or even 9 with ART), and support students' academic progress, (let alone participate in service-related activities) will simply not have the time to devote to quality scholarly activities. Lack of lab space, up-to-date equipment, and strong, knowledgeable student assistants also means that many faculty have to rely on partnerships outside the university. In order to truly gain a strategic advantage, I feel strongly that teaching loads would have to be reduced, and increased financial support to improve resources and facilities would have to be provided.
46. Through studying and contributing to local communities like Paterson and Wayne. Through partnering with other organizations throughout NJ to have students doing research in real world settings. Through supporting the evolution of the Child Development Center into a partnered activity with the YMCA or other local organization, so that early childhood education students can research in a model setting.
47. By placing research centerstage...that is through sustained support from the administration for research endeavors that are linked with other research institutions, industry, the community.
48. The marketing department has done very little (nothing) to get our research in the marketplace. They clearly don't know how to "monetize" or get PR out of articles. It is insulting that they come to a faculty meeting, make a pitch for articles, and then do nothing. We are devoid of research publicity and creativity.
49. Provide more financial and institutional support to enable faculty to engage in more research and enable faculty to participate in scholarly presentations/conferences. Current funding models typically provide funds for ONE research trip OR one conference presentation per year, which is not commiserate with the amount of scholarly activity that would enable faculty to sustain an active research agenda.
50. Reduce the teaching load to 3/3
51. Work with corporate sponsors.
52. Financial support across the board is key.
53. More money for research would certainly help.
54. Emphasize more on scholarly productivity and increase the university's support accordingly.
55. By committing resources (time, money) to make the investment, then publicize the commitment we have made.
56. Opportunities for faculty who are engaged in research to have course loads forgiven.

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57. put its money where its mouth is
58. More funding and space for labs and equipment
59. Need much more public support for faculty research.
60. Promote our on-going research as contributions to knowledge in many fields and show how the students engaged with the active research professors have struck out on their own, even in other fields of study, but supported by the confidence of successful professional cooperation.
61. Financial support for students as research assistants or co-researchers would be a real benefit.
62. Give faculty time (course load reduction) and resources. Research takes significant blocks of time to get going. Also -- collaborations are huge. Have a networking group in order to spur research studies within and across schools.
63. More financial support and teaching load credit
64. Identify key areas of research inquiry that link with the popular trends and interests in the public at large. While this should never be the driver of scholarly research, to ignore what's happening in the world and the subsequent partnerships that can develop with community and corporate entities ignores the primary mechanism through which strategic advantages are often developed.
65. It will hopefully bring better qualified students to our campus if they are aware that they can conduct research with accomplished faculty.
66. By reducing faculty teaching load and offering additional travel support.
67. By giving us more time to do it.
68. support the faculty with more time and funding
69. unknown at this time
70. this survey is broken. I can't change my answers.
71. By finding ways to support it without compromising undergraduate teaching
72. By cutting back with all of the service activities that faculty do.
73. Make sure that all processes/paperwork in all areas (not just for research funding) are streamlined, well documented and well understood by faculty and support staff that way faculty spend time honing their pedagogical skills and doing scholarship rather than filling out paperwork. Also, ensuring that students come in prepared for college level work will not only mean we faculty aren't spending all of our time trying to do something for which we are not trained (teach at a secondary or even primary school level as we remediate students missing key hard and soft skills) but also will increase the pool of qualified students able to start long-term research projects toward the beginning of their (undergraduate) academic careers
74. Increased financial incentives to help offset the costs of research, especially support for summer research and conference travel.
75. First, this is a regional state university. Why are funds and energy being wasted on student research? It is laughable. Regarding "internships," that is fine, students could and should be doing that. On an individual dept. basis, perhaps including students in biology research, that is fine. However, for most areas, it is just ridiculous. Second, if a student helps/does one research project, to the tune of a tenured professor NOT getting as much money for research travel, and that student does NOTHING else ever in that field, then the university has committed academic fraud and a misuse of funds. There was nothing of permanent value in that endeavor. Third, for graduate students, I suppose it is a different story --- maybe some programs should fund grad student research, but honestly, I don't know. My Ph.D. program, and most others, at TOP universities, do NOT offer grad student funds. Sink or swim. Survival of the fittest.
76. Student involvement in faculty research can be used in recruitment and provides realistic theory and practice of research in a student's major.
77. More funding for research. Being able to dedicate summer to research without having to teach summer courses for income would definitely make a difference. More generous sabbatical leave (e.g., less competitive availability) would be very helpful.
78. Gain an advantage? We haven't even figured out how to publicize the research and scholarship already produced ... nor to showcase those faculty who are recognized scholars in their fields ... in fact, so often does the university highlight work done by "tried and true" faculty that they are missing those who are working quietly and behind the scenes. What does this university know--and really, sincerely care about--our research, scholarship and publications? I wonder ...
79. By supporting research and creative works though support of all requests deemed worthy of support by the ART, Career Development and other such faculty/staff committees.

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80. By committing more resources to research and by publicizing the work of our faculty.
81. For faculty research, the most important thing is released time. For graduate and undergraduate research, I think we need to decide if that's a priority. Some colleges market themselves as centers for student research; it's very much a part of their identity. The College of Wooster comes to mind. That's fine, if that's what we want to be. But that would require a shift in resources.  
It's hard to know what "strategic advantage in research" actually means? Do you mean in producing knowledge? In attracting faculty? In attracting students? Because each of these things would require different strategies? Do we even want to reallocate our resources to tip the balance towards research? What if that meant sacrificing teaching? (And please don't tell me that it won't--that this is a "false choice" and that we can have it both ways?  
So I'm saying that the answers to many of these questions depend on what we want to be as an institution. It's important to have that conversation first.
82. The University has a general lack of support for the existence of graduate studies, in comparison to other areas of priority. There is lack of admissions support, lack of graduate assistantships.
83. Putting "their money where their mouth is." Paying more than lip service to supporting research. There is always the back-handed comment that we are a comprehensive institution, not a research one.
84. More funding for untenured faculty or at least in first 3 years of faculty appointment.  
Make clearer to new faculty how to access funding so first year isn't wasted while they try to navigate the WPU system.
85. Each College should sponsor research/creative awards sessions twice a year, and bring in scholars/creative artists who have done research in related fields. These scholars can begin the discourse of what is cutting edge research/creative projects in the field, and discuss latest trends.
86. Support faculty who are doing with research with time and money.  
Have standards for research and publications that are consistent with other universities.
87. 1. Send faculty to conferences on a regular basis. There's a lot of self-deception about what wonderful teachers and researchers we are. Faculty need to be confronted with comparisons of people at other institutions who are much better than we are; the various SOTL (Society of Teaching and Learning) conferences, at least in my field, are great for that. If we want to earn a legitimate rep. as a great teaching institution, then we should earn it by doing regular research about teaching in every discipline.  
2. Be entrepreneurial. Every department has individuals doing projects that can generate money, public recognition, more opportunities for more research, and make an impact on our region.  
3. Do something about the fear of failure, or trying to do anything new, which seems to be the culture at Raubinger Hall, a.k.a. "where new ideas go to die." The problem is not that the good, hard-working folks (I'm not being sarcastic here) in Raubinger say "yes" or say "no" to new ideas; the problem is that they say nothing at all! No feedback! Always in review! Be brave; tell us yes or no. We'll get over the rejection; make a decision!
88. University recognition when faculty are involved in research.
89. Cut the teaching load (more ART), and loosen the guidelines for creative activity especially, for instance, supporting the creation of an artwork that will be performed or exhibited in a place outside of WPU with not direct benefit for WPU.
90. By paying faculty during the summer - that is, allowing a 12-month as opposed to 10-month pay schedule. And by reducing teaching load, or at least keeping course caps where they are (I try to be a realist).
91. Create a clear plan for incentives for student involvement in research and the criteria for evaluating research/scholarship for promotions and awards.
92. yes, by focusing on the areas and departments that demonstrate growth and professional practice.
93. Tighter restrictions for what is considered innovative research, and then full support (financial and time) for those of us who do it.
94. Well, the administration seems to have a totally dismissive attitude towards ongoing research with advanced students to whom we serve as unique mentors; the verbal agreement before used to be if you want to teach a specific advanced area course tailored to a few students, don't do them as 399s do them as independent studies. Okay, well, now we get turned down on the independent studies with runaround excuses having to do with "graduation needs" rather than academic advancement. The University really needs to fix this problem, because what has been unique about us is precisely that we can do what some of our bigger institutions can't, namely, tailor to specific needs and unique faculty. We're losing out this feature which has been part of our pride and joy to shortsighted administrative decisions.

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95. Provide monetary rewards for publication in higher level journals. And align the amount of reward with the amount of work needed to publish in those ranked journals. Right now there is no incentive for a faculty to aim for any better journals as long as he/she meets the minimum AACSB requirements regarding research output.
96. Think about research faculty, graduate faculty, teaching faculty etc.
97. Increase reputation by increasing research productivity in key areas. Recognize strategic importance of graduate programs in research. Offer graduate fellowships in key fields within each college by redirecting funds from adjunct pay to grad support and employ grad students in the classroom while faculty mentor them in productive research. Once reputation of key programs is established, financial support could be redirected to other programs as grad enrollment and grants become more abundant.
98. Although we are a balanced institution, where retention, graduation rates are important, we seem to have buried ourselves to discussing only those issues to the exclusion of any discussion formal/informal regarding scholarship. It is almost like, you do it on your time- we will only come to you when the time comes to count lines in your cv for any number of institutional purposes.

## Appendix 5: Survey Instrument

### 2014 Survey of Faculty Needs for Research, Scholarship, and Creative Expression

[Text below to be emailed as invitation to respondents and presented again prior to completion of survey]

### 2014 Survey of Faculty Needs for Research, Scholarship, and Creative Expression

To develop an accurate picture of faculty needs for research, scholarship, and creative expression, the WPU Faculty Senate invites your participation in an anonymous on-line survey. Completing the survey will take less than 15 minutes.

#### **Purpose of Survey**

This survey was developed for faculty by faculty representatives to the Senate Research and Scholarship Council in the belief that research, scholarship, and creative expression are essential to the intellectual vitality of the University and to the professional development of faculty. The information gathered will allow the Senate to assess the effectiveness of existing programs that support these activities (e.g., ART, RTI) and to create for the University administration recommendations that will contribute to the successful implementation of the goals of the University's Strategic Plan that involve research, scholarship, and creative expression. These goals are to "strengthen the research culture on campus through improved research incentives for both junior and senior faculty; give greater recognition for published research and recognized creative work" (from Goal I: Offer Academic Programs of the Highest Quality) and to "explore new ways of involving undergraduates and graduate students in faculty research and explore ways in which it can gain a strategic advantage in research" (from Goal II: Achieve Student Success by Increasing Matriculation, Retention and Graduation).

#### **Content of Survey**

The survey includes one portion to address University-wide programs and strategic goals, and a second portion to address programs and strategic goals specific to your College. The College-specific portion has been designed by your College faculty representative with feedback from faculty members within the College.

#### **Instructions for Completing Survey**

Please click on the link below to take the survey. This survey is voluntary; you do not have to complete it and you do not have to answer any questions that you do not want to answer. This survey is anonymous; it does not ask you to identify yourself or any projects or activities in which you are engaged, the online tool we are using does not collect or report IP addresses, and any identifying information you provide in free-response questions will not be reported. If you have any questions about this survey, please contact the Chairs of the Senate Research and Scholarship Council: Jorge A. Arevalo, [arevalo1@wpunj.edu](mailto:arevalo1@wpunj.edu) or David Gilley, [gilleyd@wpunj.edu](mailto:gilleyd@wpunj.edu).

**[UNIVERSITY PORTION OF SURVEY]**

**Part I. Demographic Questions (note: this is an anonymous survey; responses to these questions will enable us to administer the appropriate College-specific survey and classify responses by experience and scholarly activity)**

1. Of which College are you a member? (Responses: CoSH, CoAC, CCoB, CoHSS, CoE, Library)
2. What is your tenure status at the university? (Responses: Not yet tenured, Tenured)
3. Do you consider yourself active in research, scholarship, and/or creative expression? (Responses: Yes, Somewhat, No)

**Part II. Questions about the effectiveness of existing University programs**

Indicate whether you are aware of the existence of the following university programs. (Responses: Yes, No)

4. Assigned Released Time for Research ("ART") Program
5. Research Travel and Incentive Program ("RTI") Program
6. Student Undergraduate Research Program ("SURP")
7. Career Development Program

Indicate your satisfaction with the application process for each of the following university programs. (Responses: Very Satisfied, Somewhat Satisfied, Somewhat Dissatisfied, Very Dissatisfied)

8. Assigned Released Time for Research ("ART") Program
9. Research Travel and Incentive Program ("RTI") Program
10. Student Undergraduate Research Program ("SURP")
11. Career Development Program

Indicate the importance of each of the following university programs for your research and scholarship during the last two years. (Responses: Essential, Very Important, Somewhat Important, Not Important)

12. Assigned Released Time for Research ("ART")
13. Research Travel and Incentive Program ("RTI")
14. Student Undergraduate Research Program ("SURP")
15. Career Development Program

Indicate your plans for future use of each of the following university programs for your research and scholarship over the next two years. (Responses: Definitely will use, Likely will use, Unlikely will use, Definitely will not use)

16. Assigned Released Time for Research ("ART")
17. Research Travel and Incentive Program ("RTI")
18. Student Undergraduate Research Program ("SURP")
19. Career Development Program

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Indicate the degree to which each of the following has limited your scholarly productivity over the past two years.  
(Responses: Severely Limited, Somewhat Limited, Not at all Limited).

20. Amount of time required for teaching duties
21. Amount of time required for service-related duties
22. Lack of non-fragmented blocks of time
23. Existence of necessary facilities, durable equipment, or software
24. Availability of materials and supplies
25. Availability of student assistants
26. Travel funds
27. Lack of support for *summer* research and scholarship
28. What other factors have significantly limited your scholarly productivity?

\_\_\_\_\_ [open ended]

**Part III: Questions about needs with respect to the University's strategic plan**

Indicate the extent to which you agree or disagree with each of the following statements about the current status of research and scholarship at the university. (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

29. Incentives for research and scholarship are adequate for junior faculty
30. Incentives for research and scholarship are adequate for senior faculty
31. Recognition is given for completed scholarly work
32. Summer support for creating knowledge is available
33. Undergraduate students are involved in faculty research and scholarship
34. Graduate students are involved in faculty research and scholarship
35. The university has strategic advantages in research and scholarship

Indicate the importance of each of the following for increasing your ability to produce recognized scholarly products in your field. (Responses: Essential, Very Important, Somewhat Important, Not Important)

36. Increased incentives for research and scholarship conducted during the academic-year
37. Additional support for summer research and scholarship
38. Increased recognition for completed scholarly work
39. Increased involvement of undergraduate students in your research and scholarship
40. Increased involvement of graduate students in your research and scholarship

Indicate the importance of each of the following for increasing the productivity of your summer research and scholarship. (Responses: Essential, Very Important, Somewhat Important, Not Important)

41. Additional support for materials and supplies
42. Additional support for student assistance
43. Additional salary support

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Indicate the importance of each of the following for increasing the involvement of undergraduate students in faculty research and scholarship. (Responses: Essential, Very Important, Somewhat Important, Not Important)

44. Financial support for materials and supplies
45. Financial awards (“scholarships”) for students engaged in research and scholarship
46. Teaching load credit for mentoring student independent research
47. Publicity to recognize faculty-student research and scholarship

Indicate the importance of each of the following for increasing the involvement of graduate students in faculty research and scholarship. (Responses: Essential, Very Important, Somewhat Important, Not Important)

48. Financial support for materials and supplies
49. Financial awards (“scholarships”) for students engaged in research and scholarship
50. Teaching load credit for mentoring student independent research
51. Publicity to recognize faculty-student research and scholarship

52. How do you believe the university can gain a strategic advantage in research?  
\_\_\_\_\_ (open ended)

**Part IV: COLLEGE-SPECIFIC PORTION OF SURVEY**

\*\*\*\*\* **College of Science and Health Faculty Only** \*\*\*\*\*

Indicate to what extent you agree or disagree with each of the following statements about the College of Science and Health. (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

1. An active culture of research exists within the CoSH
2. The CoSH fosters research by junior faculty members
3. The CoSH fosters research by senior faculty members
4. Incentives for engaging in research are not sufficient to support my desired level of research activity
5. The existence and application procedures for CfR Summer Faculty Grants are clear to me
6. The existence and application procedures for CfR minigrants are clear to me
7. The CoSH fosters recognition for completed scholarly work
8. Support for open-access publishing would be helpful to my research and scholarship

Indicate the importance of each of the following for increasing your ability to obtain extramural funding for your research and scholarship. (Responses: Essential, Very Important, Somewhat Important, Not Important)

9. Increased incentives for research and scholarship conducted during the academic-year
10. Additional support for summer research and scholarship
11. Increased recognition for completed scholarly work
12. Increased involvement of undergraduate students in your research and scholarship
13. Increased involvement of graduate students in your research and scholarship

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Indicate the importance of each of the following for increasing your summer research productivity within the College of Science and Health. (Responses: Highest Priority, High Priority, Medium Priority, Low Priority)

14. Increase the availability of CfR Summer Faculty Grants so that the chance of receiving one is greater
15. Increase the size of the award for CfR Summer Faculty Grants to allow for salary continuity without teaching
16. Increase student stipend to allow for full-time work for CfR Summer Faculty Grants
17. Provide support for materials and supplies for CfR Summer Faculty Grants

Indicate to what extent you agree or disagree with each of the following statements about the role of undergraduates in research in the College of Science and Health. (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

18. Involving undergraduates in faculty research and scholarship is important to the mission of the CoSH
19. Positive incentives exist for involving undergraduates in faculty research and scholarship
20. The CoSH provides a model to the university for involving undergraduates in faculty research and scholarship
21. My ability to involve undergraduates in research is constrained by my department's needs for teaching non-majors courses
22. There is a tradeoff between research productivity and involvement of undergraduates in research

\*\*\*\*\* **Cotsakos College of Business (CCOB) Faculty Only** \*\*\*\*\*

Indicate to what extent you agree or disagree with each of the following statements about the Cotsakos College of Business, or CCOB. (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

1. An active culture of research exists within the CCOB
2. The CCOB fosters research by junior faculty members
3. The CCOB fosters research by senior faculty members
4. Incentives for engaging in research are not sufficient to support my desired level of research activity
5. The CCOB fosters recognition for completed scholarly work

Indicate the importance of each of the following for increasing your ability to obtain extramural funding for your research and scholarship. (Responses: Essential, Very Important, Somewhat Important, Not Important)

6. Increased incentives for research and scholarship conducted during the academic-year
7. Support for summer research and scholarship
8. Increased recognition for completed scholarly work
9. Increased involvement of undergraduate students in your research and scholarship
10. Increased involvement of graduate students in your research and scholarship
11. Increase direct financial incentives for software needs, update needs, data set purchases, library data set needs etc.
12. Increase college level development activities (e.g. research methods) or sharing (e.g. seminars)
13. Clear guidance and structure of faculty research and scholarship requirements from the college
14. Increase our partnerships and relationships with other AACSB institutions engaged in similar research
15. Increase the vision of the college and our research goals
16. Increase funding for faculty development workshops at conference proceedings
17. What else would help increase your ability to obtain extramural funding?

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\_\_\_\_\_ [open ended]

Indicate to what extent you agree or disagree with each of the following statements about the role of graduates (MBA candidates) and undergraduates in research in the Cotsakos College of Business. (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

18. Involving graduates in faculty research and scholarship is important to the mission of the CCOB
19. Positive incentives exist for involving graduates in faculty research and scholarship
20. The CCOB provides a model to the university for involving graduates in faculty research and scholarship
21. Involving *undergraduates* in faculty research and scholarship is important to the mission of the CCOB
22. Positive incentives exist for involving *undergraduates* in faculty research and scholarship
23. The CCOB provides a model to the university for involving *undergraduates* in faculty research and scholarship

\*\*\*\*\* College of Education Faculty Only \*\*\*\*\*

Indicate to what extent you agree or disagree with each of the following statements about the College of Education. (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

1. An active culture of research exists within the COE
2. The COE fosters research by junior faculty members
3. The COE fosters research by senior faculty members
4. Incentives for engaging in research are not sufficient to support my desired level of research activity
5. The existence and application procedures for Summer Faculty Grants are clear to me
6. The existence and application procedures for minigrants are clear to me
7. The COE fosters recognition for completed scholarly work
8. My teaching load and advisement responsibilities allow time for research

Indicate the importance of each of the following for increasing your ability to obtain extramural funding for your research and scholarship. (Responses: Essential, Very Important, Somewhat Important, Not Important)

9. Increased incentives for research and scholarship conducted during the academic-year
10. Additional support for summer research and scholarship
11. Increased recognition for completed scholarly work
12. Increased involvement of undergraduate students in your research and scholarship
13. Increased involvement of graduate students in your research and scholarship

Indicate the importance of each of the following for increasing your summer research productivity within the College of Education (Responses: Highest Priority, High Priority, Medium Priority, Low Priority)

14. Create the availability of Summer Faculty Grants
15. Create the size of the award for Summer Faculty Grants to allow for salary continuity without teaching
16. Create student stipend to allow for full-time work for Summer Faculty Grants
17. Provide support for materials and supplies for Summer Faculty Grants

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Indicate to what extent you agree or disagree with each of the following statements about the role of undergraduates in research in the College of Education. (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

18. Involving undergraduates in faculty research and scholarship is important to the mission of the COE
19. Positive incentives exist for involving undergraduates in faculty research and scholarship
20. The COE provides a model to the university for involving undergraduates in faculty research and scholarship
21. My ability to involve undergraduates in research is constrained by my department's needs for teaching non-majors courses
22. There is a tradeoff between research productivity and involvement of undergraduates in research
23. I am aware of the availability of CDC and PRI schools as research sites.

\*\*\*\*\* **Library Faculty Only** \*\*\*\*\*

Indicate to what extent you agree or disagree with each of the following statements about the Library. (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

1. An active culture of research exists within the Library
2. The Library fosters research by junior faculty members
3. The Library fosters research by senior faculty members
4. Incentives for engaging in research are not sufficient to support my desired level of research activity
5. The Library fosters recognition for completed scholarly work among its faculty
6. Support for open-access publishing would be helpful to my research and scholarship

Indicate whether you have engaged in each of the following activities. (Responses: Yes, No)

7. Taught on an overload basis
8. Collaborated in research/teaching
9. Engaged students (undergraduate or graduate) on your research project
10. Engaged in public discourse about your research
11. Participated in organized activities around enhancing pedagogy and student learning
12. Engaged in academic research that spans multiple disciplines

\*\*\*\*\* **College of Arts and Communication Faculty Only** \*\*\*\*\*

If you engage regularly in creative work, indicate the extent to which you agree or disagree with each of the following statements about the College of Arts and Communication. (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

1. An active culture of creative work exists within the CoAC.
2. The CoAC fosters creative work by junior faculty members.
3. The CoAC fosters creative work by senior faculty members.
4. My production of creative work would be greater if more support were available.
5. The existence and application procedures for summer grants from CoAC's Center for Creative Activity and Research (CfCAaR) are clear to me.
6. The facilities and materials easily available to me are adequate for my creative work.
7. The CoAC fosters recognition for completed creative work.

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If you engage regularly in research, indicate the extent to which you agree or disagree with each of the following statements about the College of Arts and Communication. (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

8. An active culture of research exists within the CoAC.
9. The CoAC fosters research by junior faculty members.
10. The CoAC fosters research by senior faculty members.
11. My production of research would be greater if more support were available.
12. The existence and application procedures for summer grants from CoAC's Center for Creative Activity and Research (CfCAaR) are clear to me.
13. The CoAC fosters recognition for completed scholarly work.

Indicate the importance of each of the following for increasing your ability to obtain extramural funding for your research and/or creative work. (Responses: Essential, Very Important, Somewhat Important, Not Important)

14. Increased incentives for research and creative work conducted during the academic-year
15. Additional support for summer research and/or creative work.
16. Increased recognition for completed research and/or creative work.
17. Increased involvement of undergraduate students in your research and/or creative work.
18. Increased involvement of graduate students in your research and/or creative work.

Indicate to what extent you agree or disagree with each of the following statements about the role of undergraduates in research in the College of Arts and Communication. (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

19. Involving undergraduates in faculty research and creative work is important to the mission of the CoAC.
20. Positive incentives exist for involving undergraduates in faculty research and creative work.
21. My ability to involve undergraduates in research and/or creative work is constrained by my department's needs for teaching courses to non-majors.
22. There is a tradeoff between research and/or creative productivity and the involvement of undergraduates in these activities.

\*\*\*\*\* **College of Humanities and Social Sciences Faculty Only** \*\*\*\*\*

Indicate to what extent you agree or disagree with each of the following statements about the College of Humanities and Social Sciences. (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

1. An active culture of research exists within the CoHSS
2. The CoHSS fosters research by junior faculty members
3. The CoHSS fosters research by senior faculty members
4. Incentives for engaging in research are not sufficient to support my desired level of research activity
5. The existence and application procedures for Summer Stipend Grants for untenured faculty members are clear to me
6. The CoHSS fosters recognition for completed scholarly work
7. Support for open-access publishing would be helpful to my research and scholarship

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Indicate the importance of each of the following for increasing your ability to obtain extramural funding for your research and scholarship. (Responses: Essential, Very Important, Somewhat Important, Not Important)

8. Increased incentives for research and scholarship conducted during the academic-year
9. Additional support for summer research and scholarship
10. Increased recognition for completed scholarly work
11. Increased involvement of undergraduate students in your research and scholarship
12. Increased involvement of graduate students in your research and scholarship

Indicate the importance of each of the following for increasing your summer research productivity within the College of Humanities and Social Sciences . (Responses: Highest Priority, High Priority, Medium Priority, Low Priority)

13. Make Summer Stipend Grants available to tenured faculty
14. Increase the availability of Summer Stipend Grants so that the chance of receiving one is greater
15. Increase the size of the award for Summer Stipend Grants to allow for salary continuity without teaching
16. Allow student stipend to allow for full-time work for Summer Stipend Grants
17. Provide support for materials and supplies for Summer Stipend Grants
18. Reform the application process for Summer Stipend Grants

Indicate to what extent you agree or disagree with each of the following statements about the role of undergraduates in research in the College of Humanities and Social Sciences . (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

19. Involving undergraduates in faculty research and scholarship is important to the mission of the CoHSS
20. Positive incentives exist for involving undergraduates in faculty research and scholarship
21. The CoHSS provides a model to the university for involving undergraduates in faculty research and scholarship
22. My ability to involve undergraduates in research is constrained by my department's needs for teaching non-majors courses
23. There is a tradeoff between research productivity and involvement of undergraduates in research