Engaging a Culture of Research, Scholarship and Creative Expression

Consolidated Forum Recommendations and Notes

December 2016 – February 2017

Office of Sponsored Programs

William Paterson University

2017

Engaging Research, Scholarship, and Creative Expression
Forum #1, December 2, 2016

Attendees

Kendall Martin; Debbie Mohammed; Emily Monroe; Anthony Bundy; Michele Cascardi; Kevin Martus; David Gilley; Jane Bambrick; Amy Learmonth; Megan Geerdts; Marty Becker; Jonathan Foley; Corey Basch; Steve Betts; Joseph Spagna; Emmanuel Onaivi; Karen Swanson; Nicole Davi; Jai Menon; Pamela Theus; Tao Guo; Klive Oh; SoYon Rim; Carey Waldburger; Martin Williams; Christine Bravo; Toufic Hakim; Kathy Weiner; and Stephen Hahn

Action Steps Selected at the End of the Forum

(For each step, the group voted on "I" for important and "U" for urgent. The results are indicated below.)

1) **Quantify and recognize the reward for mentoring and managerial duties to students – I**

2) **Train grad assistants as researchers and have a parallel program for undergraduates - I**

3) **General contractor or coordinator for post-award management - U**

4) **Recognize and appreciate faculty involved in original research with students, verbally; released time (allow faculty to decide to allocate as 6 credits in one semester versus 3 per semester; fully reimbursed travel assistance) – I; U**

5) **Restructure ART: give it to junior faculty for entire tenure period; allow faculty to decide to allocate as 6 credits in one semester versus 3 per semester – I; U**

6) **Recognize and understand that the original research that puts students first affects retention and enrollment (explicit acknowledgement) – I; U**

7) **Provide a defined set of RSCE expectations from the University, the Colleges, and the departments. Recognize differences between WP and other institutions. - I**

    - **Define and articulate the expectations for scholarly outcomes including but not limited to student engagement and student outcomes, publications and other scholarly outcomes, and funding in a way that allows for recognition that is flexible for the diversity of disciplines**

8) **Centralize, simplify and standardize travel funds – one central location to apply and transparency about the amount of money – I U**

9) **Administration to acknowledge the value of both the effort of preparing and submitting an application for external funding – I**

10) **OSP needs to provide information to the new faculty about institutional resources - I**

11) **Create a package for junior faculty that includes a research mentor, clearly define start up resources, and information on additional available resources (online resources, etc.) – I U**

12) **Discuss/decide how to leverage our status as Hispanic-serving, military serving, etc. as "broader impacts"**

Table Conversations

Each table had approximately 45 minutes for a discussion centered around a specific recommendation from the reports. The result of the group table discussion was to be five recommendations related to the topic.

The following are the notes taken while the conversations took place.

Table 1:   Stewardship – Improve the coordination and stewardship of research across the University.

Centralized

No person available to coordinate when grants come in

Money for additional positions

Masters studies

Career development

Grant management –an issue

To coordinate across university-

Signatures on grant applications- centralized electronic signature (imperative)

Vendor agreements

Spend down of funds in financial year

Administrator for (department level - dean office, OSP)- part of 56% indirect costs

P card – for immediate expenses

Communication between Purchasing and Accounts payable

FT position at administrative level

Unable to obtain money for participant incentives

Recognition for managing labs that

 increase participation by students in research (faculty mentoring)

Actionable Items

1) Staffing
2) Leadership
3) Coordination
4) P level- post award credit card connected to university account
5) Competitive awards at the college and university level to support research

3 Steps for Move Forward

1. Quantify mentoring managerial duties
2. Train grad assistants as researchers

**Table 2:		Focus on Faculty – Be more attentive to research needs of junior faculty.**

Discussion of "how is research defined"?

"most important outcome" – alignment with mission – create and expand the boundary of knowledge – should it be student centered or faculty centered? How to balance the two?

- We agree that the articulation of the definition of research is not entirely clear
- How is the value of student involvement recognized? How does this recognition counterbalance the compromises faculty make with respect to traditional measures of productivity (number or frequency of publications?)

Recommendation:

(1) ART should be automatic for junior faculty (i.e. guaranteed until tenure)
(2) flexibility should be allowed in terms of how release time is utilized (i.e. 6 credits for 1 semester as an alternative to 3 credits per semester for 2 semester)
(3) Increased support for faculty travel is imperative.
    a. Important experience for students to travel to conferences, etc WITH faculty
    b. Important for faculty to have support to travel to maintain/increase visibility of WPUNJ and for personal career development
(4) Increased clarity in definition(s) of research and creative expression as expressed in mission statements/university vision
(5) Clearly defined start-up support
(6) Include RSCE as separate component to new faculty orientation

Action Items:

1. Define and articulate the expectations for scholarly outcomes including
   a. Student engagement and student outcomes
   b. Publications and other scholarly outcomes
   c. Funding

   In a way that allows for recognition of the different needs, timescales, and diversity of research outcomes that exist within each discipline

2. Create a package for junior faculty that includes a research mentor, startup funds, and information on available resources for faculty
3. Restructure ART to allow
   a. Junior faculty to have guaranteed ART for entire tenure period
   b. Faculty to choose to allocate release time in 6 hrs/semester for 1 semester or 3 hrs/semester for 2 semesters

Table 3:   Funding – Work strategically to strengthen the culture of research funding.

General reactions to the five bullet points

More transparency in the recommendations; recommendations didn't go where the faculty wanted them to go

Strengthen cultural of funding –

Example: Wait to apply for a grant until tenured – most of the places you can apply fund 3 to 5% of proposals; afraid of spending six months writing a proposal would be six months lost doing "safe" research

Some faculty put grant proposals on their CV but not everyone thinks that is practice

Junior faculty – show them that's there a reward and not a cost for submitting a proposal

Tenure process appeared that it was too scary – did "safe" publishable research and waited to apply for a proposal; tenure provides freedom to do something out of the ordinary

Support funding from the beginning; even if you don't get funded, this will count for something – it will help with tenure

How does this translate into what can be implemented?

Communicated from the Chair and Dean?

More recognized

Junior faculty had ideas for fundable projects and work collaboratively – generally positive response from the Chair and Dean – made sure that the time and effort would be supported; never felt negative pushback and it wouldn't take away from teaching and service; no documentation just conversations that applying for funding would be supported

More widespread (consistent) amongst Colleges; some faculty get a sense that funding might hurt chances to publish which counts for tenure

Will the efforts that don't get funded count for effort

Faculty in departments with fewer faculty have challenges due to lack of resources and larger expectations to teach (previous faculty did not receive release time in their first year); messages needs to come higher than department chair

Survey results are potentially skewed due to imbalanced responses

Be careful of interpretation of the survey results

Grants; untenured faculty and their fears; recognition of external efforts

Internal summer or travel funding process at WP - varies by school

COSH – summer funding for everyone but leans towards junior faculty; years not enough people applied then senior faculty received it; external peer reviewed process (evaluation criteria) need to apply for external funding within two years; require a report

CHSS – summer funding junior faculty only; committee internal faculty members; Dean provides the money; College's indirect funds pool; treated as additional salary; be prepared to present

Internal funding is too limited – aim at the people who are under the most intense pressure – aimed at the junior faculty –

Significant effort to look for internal funding for

Reward for senior faculty for effort

Essential goal of a research culture is quality research data and be able to high impact publications that will involve students; culture does not support pre- and post-doctoral research opportunities (no policies, no ideas, etc.); goal in which we could have to attract these type of funds

Need funding for meaningful research

ART – what can be shown from ART?   3 credits ART for long term but what are the results? ART is just released time – not sufficient - need other funding for students or supplies

Vary discipline to discipline – 3 credits is not a lot – some are used to running a lab without too many resources – need to take in account what the discipline is and what the needs are

Blanket policy might not be the best bet – acknowledging that different fields need different types of support

Specific fields – may only have a single faculty member who is working in that discipline – send that out for external review; promote flexibility

ART needs accountability – faculty have different focus and that's okay. Some don't apply to ART or some don't get approved

Some programs do not have a doctoral program; what kind of funding or resources are in place; most only have a Master's program

No policy on post-doctoral training or funding for additional costs such as fringe benefits

RECOMMENDATIONS

1) Make the guidelines/rubric/evaluation criteria for ART discipline specific; the needs of the type of the research should be taken into account because more tangible research related resources may be needed; flexible and accommodating but follow up in terms of accountability is also important
2) Pursuing funding activities need to count for something; no fear that the effort will not be recognized; effort should be rewarded; safety for junior faculty and encouragement for senior faculty; be communicated clearly that even unsuccessful grant applications need to be documented as part of the tenure process (Provost's Office)
3) Travel costs should be based on actual costs related to meetings; more cohesive funding source and need to be realistic for the type and location of meeting

Lunch Conversation - Action Steps

Centralize, simplify and standardize travel funds – one central location and transparency about the amount of money

Promote the effort of grant writing as something of value – what is the step? Administration to communicate the value of the application and the effort

Administration to communicate the value of the application and the effort

OSP needs to provide information to the new faculty about institutional resources

Leverage our status as Hispanic-service, military service, etc. as "broader impacts"

Table 4:   Environment – Endeavor to make the WP work environment more hospitable for research.

Give special consideration to, and take advantage of, opportunities that combine research and scholarship inside the classroom, and that are interdisciplinary or community oriented

College specific newsletters to highlight research that will promote interdisciplinary research

More events to highlight research

Give time to faculty who develop a course with a research component

How to recognize and reward faculty who involve students in their research?

College specific newsletter

Provide more support for meeting presentations

Articulate how research will be assessed and contribute to tenure/promotion decisions

Utilize and promote summer as a resource for RSCE.

Fragmented time.

Allow ART to be awarded for more than 3 credits per semester (i.e. 6 credits Fall semester and 0 credits Spring semester)

Table Presentations
Five (5) minutes was allotted for presentation; a few minutes were added for questions and comments before moving onto the next table

Table 1 – Stewardship

The University doesn't recognize the effort of those who are running a lab – outputs (posters, papers) – the recognition hasn't been adequate

Grants focused discussion – challenges and struggles at pre- and post-award level – need more support and help; not enough individuals to help especially once a grant is received; post-award support to coordinate a variety of tasks (can describe the challenges and frustrations – AP, legal review, signatures, etc. nuts and bolts – "moving target" – not coordinate – a lot of time for faculty that could be spent doing the intellectual work).

Electronic signature system for signatures – free up time and burden (both pre- and post-award)

ART – additional funding streams to evaluate research proposals; two level internal review process for research awards; summer grant funding half of the money upfront other half at the time you submit the award; build on research funding for untenured faculty – small proposals capped at $4K year, best proposals in advance; select number of awards – pilot or seed money

More post-award coordination through OSP

Is it a bigger issue with how the money is appropriated or that it's not enough money?

How to remove the disconnect?

Table 2 – Focus on Faculty

Faculty don't all have the same research needs

ART being automatic for junior faculty streamlines the process since they submit for review every year anyway

Different perceptions of student centered research

Faculty centered research is not incompatible with student centered research; design student research programs that can lead to faculty publications – rate or frequency of publication will be different – how do you reward the different types of experiences

More beneficial for students to facilitate research that result in various recognized outcomes; research program always faculty driven

Table 3 – Funding

1) Grant application endeavors should count for something especially for junior faculty – widespread fear because of the effort not counting towards tenure (add to review process)
2) Travel costs need to be realistic and easy to obtain (one central place for approval)
3) ART should be evaluated differently and need of resource
4) No policy or funding for supporting pre and post-doctoral fellows

Comments or questions: ART used to come with additional funding that was cut - $250 for supplies then $150 then nothing – would that be an added incentive for ART? Support real research costs and not just time; depends on the discipline

Table 4 – Research Environment

Need more time to do the research; promote interdisciplinary and classroom research (more visible across the University); recognize, reward, and appreciate, and measure research efforts (more support for presentations) and contribute to tenure promotion – what does the administration want us to be? Leaders in the field? Need to provide the resources or don't provide and be clear on what is expected (fix the disconnect)

Expectations are unreasonable based on our type of institution; never have what a research institution will – don't pretend we can compete – can't do as well but not minor league to major league – it's a different sport – articulate reasonable expectations so that they can read and

Fragmented time – unbalance each semester (6 credits in Fall and 0 credits in the Spring)

Overview/General Conversation
Further conversation was held during the table reporting and prior to the lunch conversations

Resources are an issue – can't just say we need resources b/c they cost money

Purpose – come up with tangible ideas and come up with a way to convince the U to change directions and get where we want to go – answer is not give us money – what is the compelling idea that can be presented to the administration???? Then comes resource allocation.

What can WP become? What do you envision the research culture to be? What's specific to this University? Budget issues – absence of budget – limited resources – can't envision due to the limitations – impossible puzzle – complicated thing – put the funding issue aside – realize

the constraints – unionized campus – State funded – can't fix them here – in an ideal world what do you want us?

Put the students first – student centered – faculty can mentor – students can be co-author's on papers – no money to present at conferences – ignore the money – 70 grad assistants that go to admin positions – reconceptualization of the GA model – give them opportunities for scholarship and learning – enhance the value of their education – actionable items we are looking for – congruency/consistency – strategy that will drive the whole culture – undergraduate as well but limited resources – demand a lot because they can't have a lot of the faculty member's attention – more than three independent study students can make a class but then things get lost (this is not putting students first) – issues related to retention, alumni, recruitment, etc. students who are involved in research are more likely to graduate and stay connected to the institution

Hire alumni as project staff (technician, part-time research assistant, etc). How can this be done at an institutional level (not the same as the GA process). It helps the faculty stay productive and also keeps the alumni connected to the institution.

RA process – scholarship for undergrads, etc. approaching a full-time skilled professional – don't have 15 hours a week realistically – mechanism to achieve this would be helpful – bump in productivity

10K students – 5 years – 400 faculty members – how many students can realistically work with each faculty member? Why is one is burdened down with 10 thesis students? School specific – how many majors?

Promoting student center research hinders getting a paper out

Select research type course where enrollment is capped

Awards for students that support student centered learning

Lunch Conversation
During lunch, the tables were charged with coming up with three steps that can be taken to move forward. The group was encouraged to think of actions that could be taken without additional funding. The list developed by the group is at the beginning for this report.

Forum 2
Summary of Table Conversations and Group Recommendations

Attendees:
Aaron Tesfaye; David Cupo; Richard Kearney; Ken Wolf; Tim Newman; Aleksander Kecojevic; Natalie Obrecht; Barbara Andrew; Tom Fallace; Vidya Kalaramadam; Balmurli Natrajan; Jim Samuel; Laura Fattal; Matt Crick; Marlene Taylor; Katherine Machere; Jason Codrington; Eleazar Segovia Gazul; Carol Frierson Cambell; John Bae Kim; Michelle Hinkle; Ray Schwartz; Lisa Werner; Carrie Masia; Pamela Theus; Tao Guo; Carey Waldburger; David Gilley; Martin Williams; Christine Bravo; Maureen Peters; Russell Mallery; Amanda Duggan; Toufic Hakim; Kathy Weiner; and Stephen Hahn

Actionable Suggestions (prioritized in the following order):
1. Umbrella Catalyst (incentivize)
2. Reduce to 2-3 loads (for research vs. teaching)
3. Guaranteed travel money, have funds available/ Travel request restrictions (removal of obstacles)
4. Establish mechanisms and a research portal to facilitate interdisciplinary collaboration and research
5. Strengthen involvement of adjunct faculty
6. Restructure Honors College programs to coincide with and be available in additional departments
7. Collaboration, discussion, and transparency amongst departments and in an interdisciplinary way
8. Additional funding for start-up costs
9. Clarify role and value of "more" RSCE (Ask administration why research matters; what do they mean by "research and creative activity", student centered research vs. faculty centered research [change the definition of research])
10. Increase the number of GAs and their connection to specific research goals
11. Get faculty involved in ideas exchanges and mentorship groups/programs
12. Additional faculty resources (i.e. smaller faculty to student ratio for research classes)
13. Encouragement for students to participate in research
14. Student mentorship should be recognized into teaching time (define if they want professors to focus more on working with students or on publications)
15. Integrate more research into undergraduate classes

Table 1:   Stewardship & Funding - Improve the coordination and stewardship of research across the University & Work strategically to strengthen the culture of research funding.

-WPU (does well) providing students the opportunity to experience the perspectives of others who are different from them

-Need more of an incentive to work across our areas (collaborative with other departments)

-WPU doesn't provide incentives well

-Incentives do not necessarily need to be money…it could be time, recognition/prestige

-Plan for interdisciplinary programs even after the external funding runs out

-OSP is supposed to be the main stewards – subcommittee or groups could be put together by OSP…they can see the available grants, and know the faculty. The faculty are in "silos" and OSP is at a different vantage point and are able to see the overall picture and could help the faculty come together to collaborate on projects—perhaps OSP and overall university need more resources to accomplish this. The weekly emails are helpful, but need more.

-Support needs to also come from above

-Very difficult to find internal funding – summer research funding alone, is not enough

-Civic engagement over the long term with Paterson Metropolitan Research Center…why haven't we applied for more with them; how can we put things into place with them for long term programs

-There was a side discussion about the terms:
-"Institute" university wide
-"Center" departmental or college wide
-"Program" can be used if it is neither center nor institute

-External funding is something that is less tapped into here at the university

-Grants are lots of work…lot of paperwork and it can become a "burden" (need for more help with the administrative side of funded projects)…perhaps OSP, library, Advancement, or Other Program could help more with these tasks

-Frustration with Institutional Advancement and the functionality there…regarding private funding opportunities

-Concept for a Program with a focus on "research" – "old blood" can mentor or guide "new blood"; it could be a 3 year appointment "program within your department"…year one work with OSP, year 2 and year 3 work on the project. Groups or projects could be showcased.

-The OSP could help more…they are very helpful, but in a passive way

-Combine service and RSCE through programs

-Umbrella Program Catalyst – perhaps deans, library, OSP…clusters of faculty, project that they apply for grants

-Fragmented time is a problem and it is a road block getting in the way of doing research

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Table 1 Recommendations

Recommendation and Action:

-"Umbrella Program" a catalyst to support and house research - start a program

-Need more of an incentive to work across areas (collaborate with other departments)

-Exploit Paterson Metropolitan Research Center more

-Not incentivizing collaboration as they should - (incentive not necessarily money…it could be time, recognition/prestige)

-Administration should better encourage faculty to take advantage of funding already available for open access publishing

Actionable Suggestions:

-Travel request restrictions (removal of obstacles)

-Umbrella Catalyst (Incentivize)

-Need clarification from administration on:

      -why research matters

      -what do they mean by "research and creative activity"

      -student centered research vs. faculty centered research

-Change the definition of research;

      -teaching, research, service – three legged stool

      -add Scholarship of teaching and learning to the definition of research

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Table 2:   Focus on Faculty – Be more attentive to research needs of junior faculty.

Ideal research setting

-Perspective of teaching as advancing knowledge

-More communication clarifying expectations and current situation

-Sabbaticals for senior faculty for in-depth research and publication

-Mentorship between senior and junior faculty

Suggestions to advance research culture

-Post-conference support for faculty and students to promote and synthesize findings

-Summer research programs and support currently offered is narrow, should allow for more travel, improvements would help junior faculty (JF)

-Improving student's research programs and funding for students' research and travel, and partnering them with JF would help

-Increased travel funds

-Summer grants for Junior faculty

-Initial expenses for new faculty, dedicated salary for new faculty, start-up funds for new faculty in all colleges for equipment and materials

-Let new faculty know upfront how much funding will be available to them

-More support for funding for incidental outcomes and post-trip/research sharing

-Post-tenure review focusing on senior faculty's mentorship of junior faculty and research productivity

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<p align="center"><u>**Table 2 Recommendations**</u></p>

Action Items:
-Connect faculty more for interdisciplinary collaborators, perhaps with an online forum listing project interest, skills, availability, current projects and possible future interests

-A webpage listing faculty publications to help faculty see what is trending, more in-depth info. On faculty interest and academic background

-Make ART and webpages more visible and accessible, and easier to update

-Increase opportunities for faculty from different departments to exchange ideas and increase interdisciplinary collaboration

-Create more accessible active research agendas to see progress on research, identifying milestones

-Increase research intensive classes and research opportunities for undergrad students

Actionable Suggestions:

-Integrate more research into undergrad classes

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> -Establish mechanisms and a research portal to facilitate interdisciplinary collaboration and research
>
> -Get faculty involved in idea exchange and mentorship groups/programs

Table 3:   Environment – Endeavor to make the WP work environment more hospitable for research.

- Clarity of purpose, consistency, connectives
- Consolidation recommendation- link recommendation to strategic plan

Not seeing anything about creative expression. Should be separated, as own entity. Mentoring, creating ideas, Scrap program (needs more promotion)

Creative expression carries its own weight, difficult to define. Could be considered a disadvantage. Should it have more student involvement. More weight is put on professor's individual work.

Difficult to get credit for ART. Issues with independent study. Without enough enrollment it cannot be used. It is difficult to involve students at a more advanced level. Restrictions from amount of time of ART.

Unclear rewards & outcomes for working with students. Work slows down when working with students, very time consuming. Define more mentorship guidelines. Not compensated for extra time spent with students.

Librarians provide information literacy, often found in freshman year seminar.

Issues that it is a teaching university, not a research university. However, there is heavy emphasis on scholarship. Create research groups / analysis for newer faculty members.

Lack of publishing achievements.

Hurts the program that graduate students do admin work instead of working with faculty. (in the psychology department)

Need more administrative staff in departments with graduate programs.

No credit for mentoring unless through an independent study.

Measurements for tenure for hours worked with students.

Difficulty for student engagement with different education backgrounds/ outside life.

Lack of transparency when asking for funding.

1.   Agree students and faculty work together. Challenge: is how to measure that and how

to measure   that. How will it evaluated? Departmental mechanisms. What does the University value?   Mentoring time? Grants? Papers? Time? **What are the positive outcomes?** Recognize and weigh and promote/market student success.

2.   GA's purpose across campus should be more research driven.

3.   More transparency in funding availability for travel. Stipend for travel for each faculty member.

4.   Research Centers in individual disciplines.

Table 3 Recommendations

Promote center for research, promote collaborative meetings for other departments, creating area specific grants, Increase of travel grants, create clear yearly stipend for traveling, For each individual faculty member. Important to fully reimburse faculty rather than partial. Teach 4 course one semester, take off one. Let faculty decide when they want to take time off for ART.

Action Items:

Possibly bring in more speakers on research.

Create more specific grants to be filled, mentors would be involved as a part of the grant.

More easily searchable data base for support programs.

Graduate/ undergraduate division.

Needs a system of graduate students assigned to faculty.

Measurements for tenure for hours worked with students.

Qualitative report from student for working with mentor.

Credit for being a mentor to an honor student, try to bridge that to other students.

Use student success as a marketing tool.

Increase transparency with funds for travel.

Summary:

1) How to measure time with students/ be compensated
2) Make it more localized to faculty to make definitions of time with students
3) What does the university value? Time with students or working on grants?
4) Graduate students need to work more on research projects

Suggested Actions Agreed Upon by Group:

1) Guaranteed travel money, have funds available
2) Student mentorship should be recognized into teaching time. Reduce to 2-3 loads.
3) Define if they want professors to focus more on working with students or publications
4) Increase GA's & connection to research

Table 4:   Students - The Vision Questions: Interpreting & Assessing the recommendations.

Overview of the types of Research in which the students present are involved

Nursing: NP Master's Program; Oncology clinical trials

Only taken one research class as part of the Master's program

Faculty advisor was very supportive and went over and above in terms of engaging students in research; accessibility for calls and appointments

Research needs to be current

IRB approval can be difficult at other institutions - Ended up doing a different type of research even though it's not directly related to the field

Art Education: Not formal research – investigational hands on; gaining experience in the field

BFA thesis – sculpture – creating a LED sequence – STEAM technology – center of the sunflower

More individual interest based

What is the engagement with the research advisor? Back and forth communication – push for ways to make the product engaging – done research on artists that inspire – Youtube research –

Will work closely with the faculty member – more with the adjunct faculty members

Adjunct faculties are unrepresented in the discussions

Chemistry: Computational chemistry research (theoretical based); models of chemical reactions

Student + faculty and also in a group experience

Junior year start as transfer student

Importance of research for future plans – grad school/med school

May have students who do not understand how it could help in the future

Research helps students gain skills - Critical thinking skills – coding skills – soft skills (presentations, technical writing skills)

Engage students who don't understand the potential benefits of being involved in research; layman's terms

Student reached out to the Associate Dean to find an opportunity

Accounting/Financial Planning: Business student – Numberg program – see how the market is doing and how different companies are doing in the market so people know how to invest

Competition type of things which are important in the field

Was told that WP students aren't competitive by other students – students should be able to research how to be competitive and the types of competitions in which to participate

How are you making the name of the school become better than it is now? Students are not aware of the opportunities available to get the name of WP out there.

Should WP get more students into research? Or is it better that research is only available for competitive people?:

Yes it would be better for more people to help get the name out of there

Or a balance of more – it's a matter of communications and then faculty should guide the students to participate

Too many students may impede the research for the students who want to be competitive; more students can competitive but not necessarily every student should be required to participate

Let the students make an informed decision after knowing how being involved in research can assist

Honors College can be limited for certain fields (i.e. art education) – could be a place for more people but the opportunities need to be available for a variety of fields

There are internal types of competition i.e. seeing a thesis and then wanting to do better for their own – seeing others doing it makes it interesting for them to want to participate and be engaged in their own project

Professional organizations – read journals and have groups for journal reviews

Master's students in Nursing have time commitment issues with doing the research since they are working full time – there needs to be more internal options

Certain programs need more classes geared towards research

Four to eight students is a reasonable number for faculty to balance the management of a project

How involved are the faculty mentors in the project? Frequency? What do they do to mentor you?:

Chairs had been more informative – tell them what students can do – informed about opportunities (competition, scholarship, internship); professors also compete too

Faculty are spread pretty thin – 15 to 17 in the class that the one faculty member needs to manage – overwhelming for everyone – the research class should have been spread over two semesters or have some help (adjunct, teaching assistant)

Create a timeline; break apart the work into manageable sections; answer technical questions; informed by things learned in prior classes but pushed to find influences that inform the work

Constant communication – hands on approach to walking through what needs to be known and learn the skill set and then apply to the problem which is trying to be solved; research papers; discussion groups to talk about the project and progress that has been made; involved in all steps from conception to actually implementing and discussing the problems until the completion and involve students in writing the publication; good exposure

How engaged do you feel or how good of a job do you feel WP is doing having students engaged in research or other activities? Good job? Bad job? Other?:

Frustrating to run a club – administrative burden

Obstacle that the University needs to simplify the process – very discouraging – happens on multiple levels

Students may not be educated on the technical aspects of something that is needed to complete the project (i.e. software)

Some students are aware of what's available to them (i.e. Chem Club; LSAMP) – address in the classroom as well – structured lab with one project beginning to end versus having smaller multiple projects –

Talk to colleague outside the University and describe the level of research support (classroom, summer, etc.)? What would you tell them?

Moderately – what would happen to the engagement if it was expanded to more students

Open studio for students – BFA students would present – inspiring concept (another school)

More hands on experiences (kiln) – more experience with the finishing process

No clear path for certain programs – multiple advisors – longer time to graduate

How do we rank at competitions? Financial planning is pretty high; other majors may not rank as high because it is not communicated well or at all

Other students in comparable programs don't want to go to a school that requires a thesis due to time commitment; they don't see the value of the importance of doing the thesis

Recommendations on how WP can be more supportive of student research/Barriers:

Start at the top; departments are disorganized (three classes got cancelled late and then student was charged for registering to new classes late)

Certain program that told students about achievements (highlight more student achievements) – what can other students do to become better and meet similar goals, raise the name of the school

Monthly program where faculty get together to discuss an article (i.e. Science Café) – have it for students as well as an informal conversation – facilitated by a faculty member

What would it take to get the students there? What needs to change with the faculty in the classroom, etc.? How can it be built up year to year?

Tell freshman and sophomore students about how the labs work – build interest into the curriculum at an earlier stage; get a basic skill set on how to engage before becoming a junior or senior

Project based work

Disconnect amongst courses

More opportunities to see what other students are working on

Required independent study at a lower level (sophomore or junior) – discouraged due to faculty needs – have the experience and somewhat forced to start research earlier on

More opportunities for more research classes

Where does the library fit in for research skills?

Resources are used as needed and accessible

Table 4 Recommendations
Get students started early on (sophomore or junior year) – opportunities for independent study
Don't discourage adjunct faculty from participating in/overseeing research
Additional faculty resources – smaller class sizes or spread out over multiple terms
More research classes – basic research skills and then applied afterwards
Program where students can see what opportunities are available in the context of research
Project based classroom experience
Forums to discuss research
Get alumni to talk to students about research
Make it more apparent to students that other students are doing research (across fields);

> promote it better and more frequently
>
> **Action Steps:**
>
> - Restructure Honors College programs to coincide with and be available in additional departments
> - Additional faculty resources (i.e. smaller faculty to student ratio for research classes)
> - Additional funding for start-up costs
> - Collaboration, discussion, and transparency amongst departments and in an interdisciplinary way
> - Encouragement for students to participate in research

Overview General Conversation During Report Out of Recommendations, prior to Deciding on Action

-More informal way for students to share their experience of taking part in research

-No release time…"Reassigned time" in college of Science and Health

-ART(discussion about ART and wording in the contract)

-Rename; new phrases…example "course load" ---load sounds too much like a burden

-Don't see honors students in Education---[a student shared her experience]…it is almost like a double major…too much extra with another thesis for honors, but she already is doing Art programs (project) and student teaching…already at 4.5 years and 18 credits a semester, there wasn't an honors college track for education or Art (sounds like Honors college tracks need more "structure" or a revision)

-Some schools see grants as a way of Self preservation

-University Research Center – writing support, grant writing, finding opportunities (Group 3, group 1 had similar suggestion)

-Incorporate adjuncts – they teach many courses and if they are not part of research, it will not be in their courses (student brought up the point that "we forgot about adjuncts")

-arts and less hard sciences – we have our own idea of what creative expression and research is, but collectively don't think we know each others view; we need to discuss what we mean collectively

-Have administration do the same exercise to see what they come up with…then work from there

-need to remember that it doesn't need to be a us/vs them.. "what can I do to help make the change"

February 10, 2017

Summary of Table Conversations and Group Recommendations

Attendees: Angie Yoo; Kabba Colley; Leslie Nubler; Yalan Xing; Marianne Sullivan; Pradeep Patnaik; Annamarie Klose Hrubes; David Snyder; Carrie Hong; Pixy Ferris; Holly Seplocha; Patricia Baxter; Leo-Felix Jurado; He Zhang; Jennifer Owlett; Betty Kollia; Jay Foley; Barbara Andrews; Steve Betts; Klive Oh; David Gilley; Martin Williams; Christine Bravo; Maureen Peters; Russell Mallery; Amanda Duggan; Toufic Hakim; Kathy Weiner; and Stephen Hahn

Actionable Suggestions (prioritized in the following order):
1) Flexibility in distribution of credits for teaching and research
    a. banking of ART credits
    b. assigning regular credits
2) Overhaul of conference and RSCE funds (i.e. travel, field research, supplies, etc.) – availability of funds and process for reimbursement/ Increase transparency of application, availability, and funding process of programs; include a point of contact
3) Expand summer research support for travel & students to university wide standard & ensure career development funding
4) Expand the definition of "Active Scholarship" to include grant writing and submission, as well as student mentoring and recruitment (Boyer Report)
5) Additional automatic ART time for new faculty (throughout the non-tenure time)
6) Provide incentives for both faculty and students when students are involved in research
7) Use the digital repository as a publicity tool to showcase the output of RSCE activity*
8) There is a need for a RSCE webpage which houses institutional resources, detailing resources available for faculty (including mentorship), and increasing transparency in funding distribution, especially with travel.*
9) Create research and teaching mentoring program*

*Internal resource/outside promotion

Table 1:   Stewardship – Improve the coordination and stewardship of research across the University.

1. Compensation of time

2. The university's identity is evolving and is not as articulated as it is in others – shift leaning toward research, the human potential is wonderful (how can we change our identity leading toward a research culture?)

3. Teaching University

4. Need to create bridges between teaching, research, service, engaging students into research

5. Continue with 2 years of ART and consider expanding it; also consider connecting it to Summer Funding. – (Discussion about application process)

6. Look into online work/life balance workshops (NCFDD.org)

7. Students present their research at conferences, but there are challenges and hurdles regarding the funding or reimbursement process – (the coordination of traveling funding process could be improved or more streamlined)

8. Administrative help is needed for the coordination of the this process for students too

9. Wish we could fund more students. A more centralized process to allow include students is needed. (Summer Research Funding process could be improved)

10. Encourage or incentive for students to attend Explorations.

11. Time for more discussion within each department

12. Expand funding through colleges and better co-ordination for dissemination of research support.

Table 1 Recommendations

<u>Recommendations</u>
 1. Need to create bridges between teaching, research, service, and engaging students into research
 2. Continue with 2 years of ART and consider expanding it; also consider connecting it to Summer Funding. – (application process)
 3. Encourage/support Students to present their research at conferences – (the coordination of traveling funding process could be improved or more streamlined)
 4. Expand funding through colleges and better co-ordination for dissemination of research support.
 5. Look into online work/life balance workshops (NCFDD.org)

<u>Actionable Items</u>
 1. Banking ART credits (flexibility of bulking the ART credits into one semester or the summer, etc.)
 2. Increase and/or facilitate support for Summer Research
 3. University wide - travel assistance point of contact

Table 2:   Focus on Faculty – Be more attentive to research needs of junior faculty.

Challenges Faculty and Junior Faculty may face:

-Lack of time to do research/fractured time: professors have to break up research to work around teaching schedule. A lack of dedicated blocks of time prevent professors from doing competitive research year-round.

-There's no clear mentorship process for junior faculty to get help from senior faculty

-Writing grant proposals is not being considered as important, or scholarly, as getting work published deters junior faculty from searching for funding for research.

-There's no expanded orientation process to get new faculty acclimated to university resources or expectations for research

-Funding resources from the university are not made clear to faculty from the beginning

General Recommendations:

-Writing grant proposals should be rewarded more

-Faculty should have more flexibility in using free credit-time, possibly be able to bank credits for future semesters to allow more time for research

-Get new and junior faculty involved in forums and workshops on campus early on to create more understanding of funds

***-A webpage for faculty to see where university funds are available from, how much is available, and for what

***-More funding for professors to travel to conferences and workshops, more transparency about how much each department receives for travel

-Easier application process and process organization for university funding

-Get faculty involved more with underclassmen and freshmen students to get students involved with research earlier on and to create more rapport between faculty students to prepare them better and create a stronger research environment, and pay more attention to the research interests of students

-Expose freshmen to research across the campus and get them involved in basic ways to increase interest and participation later on in their college careers

Table 2 Recommendations

Recommendations:
-**TIME: Faculty should have more flexibility in how they use ART hours. They should be able to consolidate and bank them for future semesters.**
-Departments should have more concrete mentorship programs, specifically for research, between senior and junior faculty. With institutional support and mentorship counting as service.
-Grant writing and submission should be considered as active scholarship.
-**RESOURCES: There needs to be a webpage housing institutional resources, detailing resources available for faculty (including mentorship), and increasing transparency in funding distribution, especially with travel.**
-More recruitment of students for faculty research through introductory seminars to expose students to professor's research, to get students more involved in research from the beginning of their college career.
-**ACTIVE SCHOLARSHIP: Expand the definition of Active Scholarship to include grant writing and submission, as well as student mentoring and recruitment.**

Actionable Items:
-**TIME: Faculty should have more flexibility in how they use ART hours. They should be able to consolidate and bank them for future semesters.**
-**RESOURCES: There is a need for a webpage housing institutional resources, detailing resources available for faculty (including mentorship), and increasing transparency in funding distribution, especially with travel.**
-**ACTIVE SCHOLARSHIP: Expand the definition of Active Scholarship to include grant writing and submission, as well as student mentoring and recruitment.**

Table 3:   Funding – Work strategically to strengthen the culture of research funding.

External & Internal funding

Internal funding utilization- ART & RTI, unsure if there is limits on funding, is there a formal program (depends on college)

Career development is not always available to staff

Issues with RTI- Money comes from department and provost, should explain how many money is distributed. Staff

Should be aware of caps and similar programs.

Each department may have different limitations for budgets,

Issues with applying for money only to receive very small sums of money, under $100

Junior faculty is not aware of good places to get money

CFR is only available to science and health

Difficulty receiving release time for managing grants

How many have utilized these services out of 5 participants:

ART- 5

RTI- 4

SURP replaced by SCRECP- 3 (advised students)

Career Development- 3

Summer fund is available at college level, should possibly expand to university level
Should extend summer funds to graduate assistants.

People are unaware of resources on William Paterson website for research

Open Access Publication- cap of 800 per award

Junior faculty need better mentors to receive outside funding
Focus shifts from research to leadership, when trying to achieve tenure

Tenured professors were not given money to travel

PI's have to use time over the summer and use time to work with graduate assistant

University expects faculty to take time on other tasks (councils & advisement)

Opportunities for improvement:

Selection process should be transparent
Receive larger sums of money

Table 3 Recommendations

Recommendations:
-Need summer college level funding to expand to university level.
-Maintenance of career development fund & specify the max & min amount.
-Increase transparency in allocation & limitations on resources.
Clear information in terms of obtaining complimentary support for specific needs (summer, publications, students ,etc).
-Increase understanding of importance of raising funds for research.
-Increase automatic ART from 2 years to entire tenure period.

Actionable items:
1) **Flexibility & expansion of ART**
2) **Expand summer research support for travel & students to university wide standard & ensure career development funding**
3) *Increase transparency of application, availability, and funding process of programs*

Table 4: Environment – Endeavor to make the WP work environment more hospitable for research.

New faculty – create a package for new faculty; fragmented time was an issue in the beginning (weeks and months); some faculty further in their career may not be able to handle a bigger amount of teaching load and manage research the following semester (2 courses one semester – better split)

Not enough hours in a row to produce work in a studio; not enough consistent long term time; not sure if the request was for days and lighter teaching per day but it was more about the bigger schedule and the number of courses

Other schools have three semesters teaching one semester not teaching

Can't have a research environment with a 12 credit teaching load each semester (for the full academic year); think about the number of credits for a teaching load

Research clusters in departments or across departments; group of faculty who having overlapping interests – have the Dean give money to the group to explore and discuss their topics; remove the silos even within the department; helps to have a group of scholars work together to lead to grants and publications

Hire with the hope that people will interact

Digital repository which will let students, faculty, and staff to deposit their work; would have a place to put research or provide a link to something that was stored somewhere else; ties into the open access plan; would include both published and unpublished (has to be original works); open educational resources; will help faculty to know where to keep their work (i.e. conference presentations, etc.); the Library is invested in protecting the stuff; showing what the institution is creating in one central space (reduces the silos); benefit for the community – have an in house database for looking at a problem and kind find potential collaborators;

Hosting open access journals: Some institutions host their own journals which could help the overall environment (but not all internal Colleges will support the project financially); it's possible but it's depending on cost, storage space, and organization

The art department is working on archiving student work but not yet faculty

Software: Certain statistical software is available; the University should provide more funding for faculty or groups of faculty who want to explore a particular research software (statistics support group that has frequent meetings; agree that they should be able to test different support than what's currently available even as a pilot or limited use basis); need a clear structure for the process as well

Travel funds are weak; confusing process on how to obtain – streamlined and updated; lengthy time for approval in some cases; some faculty pay out of pocket; administrative process is a hassle; inconsistent amounts amongst departments and/or Colleges (in some cases, grant funds help to support the travel costs); lengthy process reimbursement of costs that are paid out of pocket

Publication costs are also concern

Student involvement with research – varies by College; in some Colleges or departments, there is no or little incentive or ability to work with students; no encouragement; in others there are specific courses but funding may be limited; students are not always encouraged to participate early in research

Reduce the number of credits/semester; flexibility of how a faculty member divides their time

Also consider implementing a research or teaching track)

Can the digital repository be used for broadcasting the information that is listed in order to disseminate what is going on?

Table 4 Recommendations

Recommendations:
- There is agreement with previous recommendations for a better split of faculty time in terms of teaching and research
- A digital repository is important and can help faculty access other works for their own research and to find collaborators; also consider the option to host open access journals through the institution
- There should be a process for new software (i.e. statistical products) to be reviewed and tested
- Travel funds are inconsistent amongst departments/Colleges; lengthy process for approval beforehand and then for reimbursement afterwards
- There are also concerns with publication funds being sufficient or available in a timely manner, if at all.
- Inconsistent involvement of students in research amongst Colleges or departments; additional funding via ART for those who want to work with students

> Actionable Items
> 1) Flexibility in distribution of credits for teaching and research
> 2) Provide incentives for both faculty and students when students are involved in research
> 3) Use the digital repository as a publicity tool to showcase the output of activity
> 4) Overhaul of conference and RSCE funds (i.e. travel, field research, supplies, etc.) – availability of funds and process for reimbursement

Wrap-Up Comments

- There should also be recognition for service of tenured faculty who handle larger service responsibilities than the junior faculty
- Multiple attendees at the forum mentioned they would take the information back to their departments and inform their colleagues that there are proactive conversations taking place and encourage them to provide feedback