

Engaging Research, Scholarship, and Creative Expression Retreat

April 7, 2017



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PRIORITY RECOMMENDATIONS

(In order of frequency chosen as an immediate priority, See Pages [35-36])

- E1 Clarify and articulate the meaning, value, and role of RSCE activity by faculty and students (university-wide and by college and department) (yellow)*
- F'1.2 Provide adequate information, a point of contact and a web portal about ALL RSCE resources on campus and in the community*
- F2.4 Enhancing transparency of the funding process and funding awards*
- E'1 Acknowledge the value and reward the effort of preparing and submitting applications for grant-funding (an expansion toward a Boyer-like notion of "Active Scholarship")*
- E3 Establish an umbrella entity to shepherd, oversee, and coordinate the overall RSCE and RSCE-travel activity and operation across campus (Funding decisions and review processes within colleges may remain the same, with coordination and implementation through central entity)*
- E4 Use the digital repository as a publicity tool to showcase the output of RSCE activity*
- F'1.4 Establish mechanisms for facilitating RSCE interdisciplinary collaborations*
- S'3 Expand summer RSCE support for students across the University and incorporate it into career development program*
- S'1 Quantify, recognize, and reward mentoring of students and student RSCE supervision as an important/critical faculty activity (yellow)*
- New: Build an entrepreneurial infrastructure*
- F2.2 Allow support for RSCE-based travel activities as an element of summer and field RSCE, including basic RSCE supplies*
- F'1.5 Include RSCE-development themes in new-faculty orientation*
- F1.2 Allow recipients to allocate the reassigned RSCE credit in blocks (e.g., 6 in one-semester vs 2 semesters at 3 each)*
- F'2.4 Consider rearranging teaching schedules to allow for uninterrupted blocks of time dedicated to RSCE activity*
- F1.1 Offer ART automatically to junior faculty through the non-tenure period*

Background and Path to Retreat¹

In an effort to strengthen the WP culture for research, scholarship, and creative expression (RSCE), a focused initiative has evolved at the University over the last three years that has involved WP's leadership, faculty and others in a broad conversation. The following is a summary of the three major elements of this conversation but it is important to remember that many other conversations occurred in department and committee meetings, in special programs, and between individuals and that the results of these conversations fed the activities and outcomes included here.

Faculty Senate and the Research and Scholarship Council (RSC)²

This initiative formally began with a charge to the Faculty Senate's Research and Scholarship Council for the 2013-14 and 2014-15 Academic Years to survey faculty with the goal to gather information that would allow the Senate to assess the effectiveness of existing programs that support these activities (e.g., ART, RTI). It would also 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. This was in concert with the RSC's ongoing 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 Senate and the RSC tied the survey to two particular sub-goals in the *WP Strategic Plan, 2012-2022*:

- “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
- “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).

The Research & Scholarship Council Survey (RSC Survey) was administered online to all full-time faculty in the Fall of 2014 and the *Survey of Faculty Needs for Research, Scholarship and Creative Expression at William Paterson University, Summary Report* was published in April 2015. The responses of the 228 faculty members who participated (a 54% response rate) provided 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

¹ Unless otherwise noted, the reports and recommendations referenced in this section are all available at: <http://www.wpunj.edu/osp/engaging-a-research-culture.>

² Executive Summary, 2014 Survey of Faculty Needs for Research, Scholarship and Creative Expression at William Paterson University, Summary Report, April 14, 2015, pgs 1-2.

ideas for improving RSCE consistent with our institution's mission. Overall, responses to this survey indicated 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.

Office of Sponsored Programs, Group i&i Consultancy

The Office of Sponsored Programs (OSP) developed a project that would develop new strategies and techniques for working with faculty interested in obtaining external support for their research and that would also include a broad review of WP's culture for supporting and encouraging research, creative expression, and related activities. A national search for an appropriate consultant was undertaken Group i&i Consultancy of Union, NJ was selected. Our consultants were Toufic Hakim, Ph.D., and Kathy Wiener, MPA. Funding was provide by Provost Sandmann.

The report generated for the second element of the project, *Assessment of Research Climate*³, was published in April 2016. The report indicated that the stakeholders involved in the assessment (senior academic leaders, deans, faculty, others) desired a series of important enhancements regarding research, scholarship, and creative expression be considered. These enhancements were summarized under three broad headings (philosophical, cultural, and Operational) which sought a clearer, balanced and effective connection for research, scholarship and creative expression for the entire University. The report then provided an overarching recommendation and four operational suggestions:

Overarching Recommendation

We advise the leadership to engage key constituents in an inclusive, collaborative and “research-focused” strategic review and planning effort whose goal is to address as explicitly as possible a series of significant questions (presented in the table below) and reach common understanding around them.

Operational Suggestions

Improve the coordination and stewardship of research across the University.

Be more attentive to research needs of junior faculty.

Work strategically to strengthen the culture of research funding.

Endeavor to make the WP work environment more hospitable for research.

Path to the Retreat

The parallels between the RSC Survey and the Assessment of Research Climate Report were unmistakable, and it was immediately decided that the next step in this evolving process would be to undertake an effort that would bring these two sets of findings together in a way that would generate actionable recommendations. Group i&i was retained to support this effort and the

³ Hakim, T., and Wiener, K., *Assessment of Research Climate, William Paterson University, 2016.*

RSC's charges for the 2016-2017 Academic Year (which included moving forward on the RSC Survey recommendations) were adjusted so that the RSC could play a leadership role. A subcommittee was formed that included three RSC members, the OSP, and Group i&i. The initial work of this group provided the structure for the conversation: there would be three four-hour forums that focused on enhancing the University's RSCE climate in late Fall 2016 and Spring 2017 and then a retreat to select actionable priorities.

A total of 70 members of the WP campus community (faculty members, librarians, administrators, and students) took part in these forums. They reviewed, refined, and prioritized a set of recommendations that were compiled from the WP Research and Scholarship Council's 2015 RSCE Survey (228 faculty respondents), the 2016 Assessment of Research Climate report (which was informed by conversations with 35 members of the WP faculty and academic administration and an in-depth analysis of the University's RSCE environment), and the WP Strategic Plan.

The notes and recommendations from the fora made it clear that participants shared a vision of *an invigorated academic environment that (1) advances active student learning across all academic disciplines; (2) enhances faculty development and engagement (i.e., faculty involvement in RSCE activities that facilitate effective teaching and learning, meaningful scholarly and professional contributions, and community development); and (3) benefits the larger community and region.*

RETREAT PROCESS & OUTCOMES.

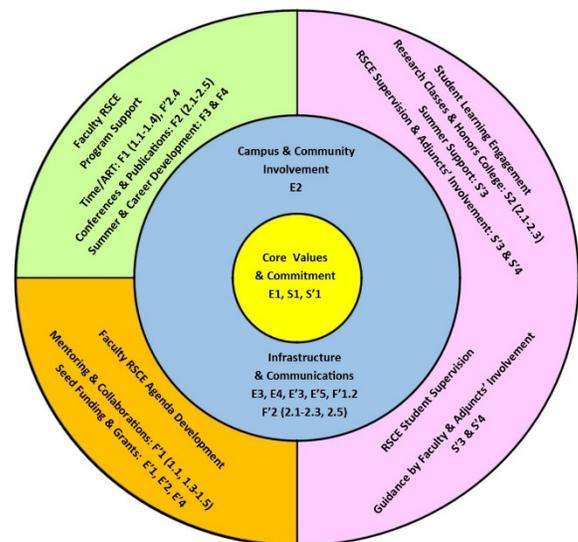
Nearly 40 members of the WP campus community (faculty members, librarians, and administrators), 17 of whom had taken part in one of the forums, participated in a five-hour “retreat” on April 7, 2017. The objective of the retreat was to move earlier RSCE conversations to the next level of review, refinement, and planning. They worked in teams to evaluate and prioritize forums’ and reports’ recommendations to be later shared with a work group responsible for implementation.

As a starting point for the retreat, the recommendations that had been received through the end of the last forum were reviewed: some were re-written, some were articulated more specifically than originally proposed, and many remained as they had been. The final recommendations were organized in groupings that represented elements of a planning framework for moving ahead but then they were also organized into groupings that we felt would enable the best conversations. These two ways of organizing the recommendations set the tone and then the structure of the retreat’s agenda and deliberations, especially during the morning sessions.

Five Groups of Recommendations in Planning Framework Table Groups

- ✦ Core Values & Commitment
- ✦ Campus & Community Involvement
- ✦ Infrastructure & Communications
- ✦ Student Learning Engagement and RSCE Student Supervision
- ✦ Faculty RSCE Agenda Development & Support.

Recommendations in



With the implementation phase in mind, participants in turn discussed these recommendations based on general considerations of timing, feasibility, and funding. They selected recommendations that could possibly be accomplished without major investment of time and resources, ones that would be integral to a vibrant and sustainable RSCE environment, and a third category that represented important issues but would be deferred, for practical reasons, until later in the process. They then prioritized the top choices and combined them in ways intended to achieve optimal clarity, consistency and connectedness in the RSCE culture moving forward.

Top-tier recommendations from the retreat focused on the need to reach a shared understanding regarding the role of RSCE at the University and what is meant by RSCE, and to improve communication, coordination, and collaboration vis-à-vis RSCE-related programs and resources (see full list).

RSCE Working Group.

Prior to the retreat, it was decided that a committee would be created to translate the results of the retreat into specific plans of action and begin implementation. While the composition and goals of this group not explicitly discussed during the retreat, a commitment came from the retreat, the RSC and the Provost to organize this group before the end of the semester.

The following is from Provost Sandmann's email initiating the RSCE Working Group:

Background

In an effort to strengthen the WP culture for research, scholarship, and creative expression (RSCE), a focused initiative has evolved at the University over the last three years. Three four-hour forums that focused on enhancing the University's RSCE climate were organized through the Provost's Office and the Office of Sponsored Programs in late Fall 2016 and Spring 2017. Seventy members of the WP campus community (faculty members, librarians, administrators, and students) took part in these forums, where they reviewed, refined, and prioritized a set of recommendations that were aligned with the University Strategic Plan.

This past spring, nearly 40 members of the WP campus community (faculty members, librarians, and administrators), 17 of whom had taken part in one of the forums, participated in a five-hour retreat. They worked in teams to evaluate and prioritize recommendations from the previous forums and the reports that came from those forums. These priority recommendations focused on the need to reach a shared understanding regarding the role of RSCE at the University and what is meant by RSCE, and to improve communication, coordination, and collaboration among RSCE-related programs and resources.

Next Step

*To move from recommendation to action, the Provost will form the **RSCE Working Group**.*

Working Group Charge:

Membership:

- Associate Provost for Academic Affairs: Dr. Stephen Hahn/Dr. Sandra Hill
- Dean, College of Science Health: Dr. Kenneth Wolf/Dr. Venkat Sharma

- *Research and Scholarship Council Member: Dr. Carey Waldburger*
- *Director, Office of Sponsored Programs: Martin Williams*
- *Faculty Member: Dr. Matthew Crick*
- *Faculty Member: Dr. Kate Makarec*
- *Undergraduate Student Member: Richard Plattel*

Timeline

- *June 2017 to December 2017*

Task:

In alignment with the University Strategic Plan, and in collaboration with University offices, councils and committees, the Working Group shall:

- *Review all recommendations from the Retreat*
- *Identify any additional barriers to growing RSCE at the University*
- *Propose NO MORE than 5-7 specific recommendations to enhance RSCE at the University in alignment with the University Strategic Plan. These recommendations should be ones that can be enacted promptly by the University.*

In making these recommendations, the Working Group needs to keep in mind that there may be contractual conditions that affect research and scholarship activities at the University. Recommendations should also be made cognizant of current funding for research and scholarship; any recommendations that require additional funding need to include estimated additional costs and suggestions for sources for such funds.

The recommendations will be submitted to the Provost's Office no later than December 15, 2017. The Provost's Office will review the recommendations for potential implementation.

William Paterson University
Engaging a Culture of Research, Scholarship and Creative Expression

RETREAT AGENDA

April 7, 2017

AGENDA		
10:00 AM	Refreshments and Gallery Walk	
10:30 AM	Welcome and Opening	Provost Sandmann
10:40 AM	Setting the Stage: <ul style="list-style-type: none"> • Overview of the Day • Background and Context • Introduction to Gallery Walk 	<ul style="list-style-type: none"> - Stephen Hahn, Associate Provost - Martin Williams, OSP - Carey Waldberger, Research & Scholarship Council - Toufic Hakim and Kathy Wiener, Group i&i
11:00 AM	What's Our Vision for RSCE? <ul style="list-style-type: none"> • A Brief Series of Pair and Shared Conversations 	Kathy and ALL
11:20 AM	World Café - Round One <ul style="list-style-type: none"> • Our Top Three 	Kathy, Toufic and ALL
11:45 AM	BREAK	
12:00 PM	World Café – Round Two <ul style="list-style-type: none"> • Our Top Three 	Kathy, Toufic and ALL
12:20 PM	WORKING LUNCH <ul style="list-style-type: none"> • Moderator Report Out • In Search of the RSCE Rainbow <ul style="list-style-type: none"> ○ Finding Clarity, Consistency and Connectedness 	Table Moderators Toufic, Kathy and ALL
1:15 PM	World Café – Round Three <ul style="list-style-type: none"> • In Search of the RSCE Rainbow (cont'd) 	ALL
2:00 PM	Table Reports	Toufic and ALL
2:20 PM	Reflecting on the Day	ALL
2:50 PM	Closing, Next Steps and Work Group Charge	Provost Sandmann
3:00 PM	Adjourn	

OPENING DISCUSSION RE: VISION

Draft vision developed from a study of the recommendations

The WP community envisions:

*An invigorated **academic environment**
that advances **student learning**,
**enhances faculty development and
engagement**,
and benefits the larger **community and region**.*



Verbal comments / reactions to the draft vision:

- More faculty support
- Support stands out; everyone has a different definition of “support”
- Define research
- No “research” in the vision; Absence of the word “research”
- Clarification of terms
- “threads” – coordinate and connect areas on a local, regional, state level, etc.
- What does the current version feel like to everyone? Does it feel good? Do you have your own idea of a vision?
- The group help move threads along
- Some of the research isn’t available to other academics
- Practical research than be used in the classroom or distributed outside the classroom (targeted research)
- Important to invest in generating a collective vision? Might be
- Collective visions (plural)
- The nitty gritty day to day is not collective – a vision needs to be collective and at the heart of every conversation

Notes placed on the draft statement

- Think NIC – networked improvement community (NIC); focus on a common interest – work towards moving a research agenda along; integration
- Mentorship of middle career and senior faculty
- Value of **nouns**: student learning, faculty development, community and region
- Active and ongoing **verbs**: advance, enhance, benefit

- How do we make involvement easier?
- Research (RSCE): quantity vs quality
- Research must have impact: without impact research is neither meaningful or accessible
- To date, besides announcement, no follow up to results of ART.
- If we “enhance faculty” everything else will fall into place
- Help students define what they want to be
- Lab spaces with 2-3 students working 4-5 days a week
- Importance of place: what does this environment look like?
- Research to benefit community
- Practical research
- Post federal grant-activities to be funded by WPU
- As new faculty focus is research, yet no research noted in statement
- Create interdisciplinary ART proposals
- A culture that encourages risk taking and failing forward
- Bigger support for larger research with more structured requirements/expectations
- Research and action should be deeper and continuous and about the outside community
- Collaborations between faculty and student research
- Lack of contract = lack of faculty engagement
- Prep sessions for newer faculty to learn about outside community and how research can help
- Define research, community, and “academic” research vs teaching
- Encourage entrepreneurship
- The phrasing implies that student learning is separated somehow from faculty development/encouragement. I don’t see this and I think the dichotomy is harmful to the process of active learning and student/faculty research creativity
- These values need to be consistent in all levels of [], even day to day from administration to faculty. (2) RSCE in teaching but also RSCE with students [] teaching, (3) faculty development needs to include funding for non-presenting workshops and conferences to develop new direction. Tie outcomes to ongoing funding to prevent abuse.
- More opportunities for collaboration with different faculty from various departments (2) opportunities for student engagement (3) create a bridge between faculty and research in terms of research collaboration
- Student research is not just learning (2) engagement with who? (3) student learning and development (4) help enhance university reputation and recognition
- Experiential learning helps with retention and helps students feel like part of the community.
- Challenges with expectations of publishing with course and student demand.

RECOMMENDATION GROUP CONVERSATIONS AND SELECTION OF PRIORITIES, WORLD CAFÉS 1 AND 2

CORE VALUES (TABLE 1)

(Yellow)

Recommendations for this Group to Consider

CORE VALUES & COMMITMENT

- E1. Clarify and articulate the meaning, value, and role of RSCE activity by faculty and students (university-wide and by college and department)*
- S1. Recognize and understand that original research that fully engages students or puts them first affects retention and enrollment*
- S'1. Quantify, recognize, and reward mentoring of students and student RSCE supervision as an important/critical faculty activity*

World Café – 1:

E.1 - tangible

Need a more clear expression of creative expression

Also in terms of promotion

University to define Quantity vs. quality issues

Discussion on a department level

There is no clear guideline or standard

(Aside about funding to get “there”)



S1 – integral (we value the student research, but recognize that it will take time and effort)

Requires time and effort

Needs to be upfront; we need to define it and then implement it (if kept at the end students will continue to be seen as a liability) if moved forward they will be the asset

Not just about articles or research; it is integrated

S'1 – integral

What is the reward?

Other models across the country to look at and model

World Café – 2:

E.1 - integral

Feel that within their own discipline they know what it means, but as far as promotion, it is not clear

Publishing, mentoring students, how are they “valued”

Effort – how to define the “weight”

Advising students, where does it fit and how; it also has a different definition for each person

Quantity vs. quality issues

Defining each term or the standard – it is so different from department to department, each college, etc.

Value – what is valued

Service expectations are clear, but research is not clear

Need to collaborate as a group to define these—this will take time

S'1 – tangible (develop the criteria)

Tangible- we collect the data of the students research – they report back about the “value” of it to them

Change quantify to systematically gather evidence

The working group would need to define this

Promotion committees need to have this (student mentoring) on their radar

S1. – (rewarding the criteria)

Remove the word “original”

Fully engages students

It may not be original, but we are teaching them the methodology

Mentoring student research is scholarly activity

CAMPUS & COMMUNITY INVOLVEMENT; INFRASTRUCTURE AND COMMUNICATIONS
(TABLE 2)

Recommendations for this Group to Consider

CAMPUS & COMMUNITY INVOLVEMENT

E2. Host ongoing campus dialogues (faculty, staff, students) to assess and explore together ways for improving and enhancing RSCE engagement

INFRASTRUCTURE & COMMUNICATIONS

E3. Establish an umbrella entity to shepherd, oversee, and coordinate the overall RSCE and RSCE-travel activity and operation across campus (Funding decisions and review processes within colleges may remain the same, with coordination and implementation through central entity)

E4. Use the digital repository as a publicity tool to showcase the output of RSCE activity

E'3. Enhance the coordination between OSP and Institutional Advancement, especially around student and faculty RSCE activities

E'5. Discuss/decide how to leverage the WP status as Hispanic-serving, military--serving, etc., as a set of "broader impacts"

F'1.2. Provide adequate information, a point of contact and a web portal about ALL RSCE resources on campus and in the community

F'2.1. Involve academic departments as important partners in improving the overall RSCE environment at the University

F'2.3. Reduce faculty assignment to 2-3 loads for those active in RSCE (vs. teaching)

F'2.5. Pay special attention to faculty service and its rightful place in the teaching-research-service assignment triad

World Café- Round One Notes

For Future Consideration

-Consideration for F'2.3. needs to consider that some classes, especially science, are not 3 credits.

-E'3 funds should be analyzed as to how Institutional advancement gives money to RSCE vs scholarships

-E3 should be a long term consideration, not an immediate, confusion as to how this differs from current infrastructure

-F.2'1- maybe a council should be established to increase department roles in RSCE

Integral

-F'1.2 – All applications should be managed by a portal, include outside resources that will help faculty with RSCE, also increase visibility to outside the campus community

-E2- Host ongoing campus dialogues that collect more data on faculty involvement and future interest

-F'2.5- A clear definition of the expectations and a clear idea of who is involved in what RSCE need to be established

Tangible

-E4- increase the digital repository, for increased sharing of research and articles, but should it be public or just the campus community? The library is looking to increase this and would like faculty feedback.

-E5- this could easily be used and taken advantage of and would open more doors for RSCE

Top 3 Recommendations in no particular order, but there was not a unanimous decision

- E2

- F.1'2

- E4

World Café Round Two- Notes

For Future Consideration-

-F'2.5- There's confusion as to what this means, but it would be beneficial.



Integral-

Combination of Tangible/ Integral

-E'3.- There needs to be better coordination between all offices and this is a campus-wide problem, not just between OSP and IA. There's confusion as to what Institutional Advancement does and how it serves faculty and departments. Consider with E'5.

--E4- there is confusion as to how well the groundwork for the digital repository is currently set up to advance this going forward and make it actively available to the campus and public communities, this could easily be started soon and established

-F1'2.- This should be prioritized and should be easily accomplished, especially with a possible umbrella entity in charge, consider with recommendations E2 and E3

Tangible-

- E3- there's concern about the coordination of offices and how disconnects reduce student retention, non-alignment of the offices in charge of RSCE and student services negatively affects students and an umbrella entity would need to be coordinated closely and well, money wise, location wise, hours,

- E2- there needs to be a certain office or group, like the CTE or CRE, that oversees research promotion. An idea similar to the umbrella-entity should be considered for this. This should be closely considered with E3

-E'5- This needs to be better publicized and taken advantage of so that faculty and offices know how they can take advantage of this better. Consider with E'3

Unclassified due to confusion of meaning

-F'2.3- Distribution of faculty service is important and is not easily remedied, but its implementation is not clear to most faculty, this may be better considered with another area that campus and community involvement.

-F'2.1- There is confusion as to why this isn't currently in place or how it should be implemented, as well as what this means in general. But it would be beneficial and productive to the campus RSCE culture if departments coordinate RSCE activities within their own department more closely and actively.

Important Table Created Recommendations (New)

1-there needs to be more support for entrepreneurial | activities to raise money for faculty, departments, and colleges. Perhaps an office to oversee this everywhere on campus to set up

business opportunities or patent transfers that will bring in more money to the campus for RSCE activities.

2- The institute needs to be more proactive about using current resources and be more active in creating new opportunities to increase RSCE opportunities and funding

Top 3 Recommendations

- Combination of E2 E3, and F1'2.
- New: Build an Entrepreneurial Infrastructure
- Combination of E'3 and E'5

Recommendations

WC2

- A. Use the digital repository as a publicity tool to showcase the output of RSCE activity
- B. Host ongoing campus dialogues (faculty, staff, students) to assess and explore together ways for improving and enhancing RSCE engagement
- C. Provide adequate information, a point of contact and a web portal about ALL RSCE resources on campus and in the community

WC2

- A. As a set:
 - a. Establish an umbrella entity to shepherd, oversee, and coordinate the overall RSCE and RSCE-travel activity and operation across campus (Funding decisions and review processes within colleges may remain the same, with coordination and implementation through central entity)
 - b. Provide adequate information, a point of contact and a web portal about ALL RSCE resources on campus and in the community
 - i. Comments for 1st 2:
 - 1. Remove “shepherd” and “oversee”
 - 2. Needs to address issues related to coordinating operations, i.e. offices in same location for student support, address “time” services are available to students vs. when they request/need services, etc.

- c. Host ongoing campus dialogues (faculty, staff, students) to assess and explore together ways for improving and enhancing RSCE engagement
 - d. Use the digital repository as a publicity tool to showcase the output of RSCE activity
 - B. Discuss/decide how to leverage the WP status as Hispanic-serving, military--serving, etc., as a set of "broader impacts"
 - C. As a set
 - a. Enhance the coordination between OSP and Institutional Advancement, especially around student and faculty RSCE activities
 - b. Build and entrepreneurial infrastructure (profit sharing based entrepreneurial approach to funding streams for RSCE, with entrepreneurial endeavors involving students

STUDENT LEARNING ENGAGEMENT AND RSCE STUDENT SUPERVISION (TABLE 3)

Recommendations for this Group to Consider

STUDENT LEARNING ENGAGEMENT

Research Classes & Honors College

- S2.1. Integrate RSCE activities into the undergraduate classroom*
- S2.2. Restructure Honors College programs to coincide with, and be available through, additional departments*
- S2.3. Train graduate assistants as research assistants, with a parallel program for undergraduates, and expanding the GA program*

Summer Support

- S'3. Expand summer RSCE support for students across the University and incorporate it into career development program*

RSCE STUDENT SUPERVISION & ADJUNCTS' INVOLVEMENT

- S'3. Expand summer RSCE support for students across the University and incorporate it into career development program*
- S'4. Strengthen involvement of adjunct faculty in RSCE activities*

RSCE STUDENT SUPERVISION

Guidance by Faculty & Adjuncts' Involvement

- S'3. Expand summer RSCE support for students across the University and incorporate it into career development program*
- S'4. Strengthen involvement of adjunct faculty in RSCE activities*

Visions get lost when it comes to everyday conversations

S2.1 – Room for improvement, it should be acknowledged that RSCE is faculty teaching/mentoring, it is not recorded nor is there credit given and that should change

S2.2 It would not be wise to restructure Honors College, it is not a priority, it is more long term

S2.3- has a lot of support, **high** priority

S'3- it is very expensive, but they want to support it, career development should be considered separate

S'4 is a low priority, it is difficult enough for full time faculty to receive money/ support (low priority)

S'3,

S2.1, S2.3, S'3 (summer support), - Top 3 priorities – also Entrepreneur approach to funding streams for RSCE endeavors



To get more money- we should focus on a more entrepreneur approach, trying to make money helping communities

The faculty and department should make a significant portion of the income from that type of approach

Students would be included in the approach from corporate financial acquisition

Conversation drifted towards investing into professor's knowledge

S2.1- Believe that it is essential, research could take place instead of electives, align teaching with what they are currently researching

S2.2- There should be one designated person that devotes attention and time to honors college

S2.3- Considered a priority. Graduate assistants are given jobs that have nothing to with the work of the department and up doing clerical work.

S'3- summer work could be considered a 3 credit scholarship, at least try to give a student a title (paid or unpaid) at least so they can list their skills on a resume. Freshmen seminars should be more groups specific

S'4- it is very time consuming for adjunct to participate in RSCE. There is accreditation issues between scholarly experience or faculty experience. Money for adjuncts vary between departments.

3 priorities- s2.1 ,s2.3, s'3

Recommendations: WC 1

1. Integrate RSCE activities into the undergraduate classroom (Include acknowledgement of faculty mentoring/teaching of undergraduate students in research laboratory)
2. Expand summer RSCE support for students across the university and incorporate it into career development program.
3. Train graduate assistants as research assistants, with parallel program for undergraduates, and expanding the GA program

Recommendations: WC 2

1. Integrate RSCE activities into the undergraduate classroom.
2. Train graduate assistants as research assistants, with parallel program for undergraduates, and expanding the GA program
3. Expand summer RSCE support for students across the university and incorporate it into career development program [for students]. [Tuition waiver.]

FACULTY RSCE PROGRAM SUPPORT (TABLE 4)

Recommendations for this Group to Consider

Time/ART: Tweak ART to ensure a higher return on investment (F1.1 to F1.3):

- F1.1. Offer ART automatically to junior faculty through the non-tenure period*
- F1.2. Allow recipients to allocate the reassigned RSCE credit in blocks (e.g., 6 in one semester vs 2 semesters at 3 each)*
- F1.3. Add support for supplies and some student involvement as part of ART*
- F1.4. Expand ART's funding criteria to give more weight to the proposed RSCE agenda's promising potential and applicant's RSCE productivity*
- F'2.4. Consider rearranging teaching schedules to allow for uninterrupted blocks of time dedicated to RSCE activity*

Conferences & Publications: Streamline & update the RSCE-Travel program (F2.1-F2.5):

- F2.1. Simplify both application and submission process (one location) as well as reimbursement processes*
- F2.2. Allow support for RSCE-based travel activities as an element of summer and field RSCE, including basic RSCE supplies*
- F2.3. Develop a component of program, linked to RSCE productivity criteria, guaranteeing full/near-full funding*
- F2.4. Enhancing transparency of the funding process and funding awards*
- F2.5. Advancing travel funds to students when they are approved for RSCE-related travel*

Summer & Career Development

- F3. Expand summer support to active faculty scholars as key to improving their productivity*
- F4. Revise & streamline the Career Development application process*

Tangible:

F1.1 (Combine with F1.2)

F2.4 Consider rearranging teaching schedules to allow for uninterrupted blocks of time

F2.4 Enhancing Transparency

Discussion: need transparency – all the options for support should be listed in one place so that faculty can see all the ways they can apply for funding.

Need for some faculty to have ART 6 credits in one semester to do research. Especially for biological lab/research projects.

The role of union contract negotiations in any changes to ART was raised, as well as budget concerns.

Round 2

F.2.2 Increase support for RSCE travel activities (omit last part of sentence)

Discussion: need transparency – all the options for support should be listed in one place so that faculty can see all the ways they can apply for funding. Where to go—Dean? Provost, department? Issues of communication breakdown. Programs announced in Senate don't



necessary have info make it to faculty members. Info not necessary hidden, just poorly communicated.

Need for some faculty to have ART 6 credits in one semester to do research. Some faculty work 5 or 6 days a week and others complain about being here more than 3 days a week. Should faculty miss department meetings for a “research day?” Balancing needs of department to schedule classes vs. desires of faculty to have blocks of time for productive

research. Need for oversight by department chairs to enable them to manage scheduling.

Deans' in the group raised issues from the administrative side, i.e. scheduling and the need to know when faculty are on campus—how many are unavailable to teach at the same time.

Recommendations

WC1

- A. Offer ART automatically to junior faculty through the non-tenure period AND Allow recipients to allocate the reassigned RSCE credit in blocks
- B. Enhancing transparency of the funding process and funding awards
- C. Consider rearranging teaching schedules to allow for uninterrupted blocks of time dedicated to RSCE activity

WC2

- A. Offer ART automatically to junior faculty through the non-tenure period
- B. Allow recipients to allocate the reassigned RSCE credit in blocks
- C. Enhancing transparency of the funding process and funding awards.

Recommendations for this Group to Consider

Mentoring & Collaborations: Provide mentoring and effective guidance to junior faculty (F5.1-F5.5)

F'1.1. Assign internal or external mentors to junior faculty to provide high-level assistance and counsel in areas of teaching and development of RSCE agendas and funding plans

F'1.3. Identify and increase start-up budgets in support of RSCE activity across departments where applicable

F'1.4. Establish mechanisms for facilitating RSCE interdisciplinary collaborations

F'1.5. Include RSCE-development themes in new-faculty orientation

Seed Funding & Grants

E'1. Acknowledge the value and reward the effort of preparing and submitting applications for grant-funding (an expansion toward a Boyer-like notion of "Active Scholarship")

E'2. Assign a post-awards coordinator to assist PIs of RSCE-related grants in managing their projects efficiently and effectively

E'4. Expand efforts to raise private support for RSCE start-up funds and programs & scholarly presentations for students and faculty

World Café #1

No structure

Overlap between nursing and teacher prep – not enough collaborative activity between the departments

How do you connect faculty in less traditional types of scholarship; digital archives vs. peer reviewed article – how does that work towards that

Incentivize – there's some viable opportunity

Development process for submitting the grant proposal – systematically and equitably support grant proposal development

Gravitas for getting a grant – some do or do not recognize the effort (but is this only for getting a grant or applying for a grant?)

FINAL THREE:

E1 – has a financial incentive component

E – Boyer is separate from the acknowledgment of effort

F'1.4

Additional post-award funding for a project that had funded i.e. Fulbright GPA – then post activities – conventions, etc. that the students want to attend but the grant doesn't fund

Systemic support for initiation of grant related efforts (slowly building a pile of money that will support for student presentations – limited

Remuneration for the efforts in a grant for managing the project

More research related content in terms of the mentorship

More collaborative across the university

CTE workshops – more research oriented workshops – research questions; find collaborators

Different perspectives, etc.



World Café #2

F. 1.1 is important – not assigned mentors in the department (i.e. Sociology); even recs in terms of teaching, etc.

Assigned specifically – tangible

Faculty to submit a name that

Do not want to be assigned – chemistry

Facilitate the process – get a name of someone they connect with – make sure they have a mentor

The idea works but the wording doesn't

Special events, presentations

Require a recommendation; encourage scholarly activity

Does not have to be formal – go-to person

F' 1.3 – make sure it's in the budget – only could start in the second semester; don't decrease it so that they spend it ASAP to get the program started – integral – not tangible (not everyone gets start up funds – based on field norms)

E'4 – future consideration

F.1'4. Not necessarily applicable in the sciences; more so in the other fields

Should encourage more interdisciplinary work between faculty; assign one person the institution that can be a point of contact (or maybe at the College level); website does not have much information on their website to have enough info to find

Speed dating networking type activity – theme that develops – digital measures –

Career development

E.1. – heavy lift – becomes a different issue – how to manage the process get people excited about submitting grants when they are working on getting the programs up and running

Activity group – it's a bigger conversation

F.1.3 and E.4 – combine the two

E.1 – not necessarily funds for it – recognize the effort – encourage people to do the work

Rapidly become not worth it – more people applying and getting credit – someone will hit the target

Motivation goes down as does the term on investment (cost nothing)

E'2 – meeting timelines; dealings with Business Services and Accounts Payables

Outside things like reporting i.e. patent reporting (unique cases, etc)

Assign the proper office to handle those responsibilities

E'2 – valuable

Most recs about getting a grant not managing the grant

Recommendations, WC 1

- A. Establish mechanisms for facilitating RSCE interdisciplinary collaborations.
- B. Acknowledge the value and reward of the effort of preparing and submitting applications for grant-funding (an expansion toward a Boyer-like notion of “Active Scholarship” [eg: to be considered in promotion recommendations and decisions] [funding support of writing a proposals])
- C. Identify and increase start-up budgets in support of RSCE activity across departments where applicable [Support a Center for Interdisciplinary Teaching and Research]

Recommendations, WC 2

- A. Establish mechanisms for facilitating RSCE interdisciplinary collaborations WITH Include RSCE development themes in new-faculty orientation [networking events, ie: speed dating]
- B. Assign internal or external mentors to junior faculty to provide high-level assistance and counsel in areas of teaching and development of RSCE agendas and funding plans [Facilitate, Foster, Encourage]
- C. Acknowledge the value and reward of the effort of preparing and submitting applications for grant-funding (an expansion toward a Boyer-like notion of “Active Scholarship” [clarify financial vs. financial “reward”])

CONSOLIDATED RECOMMENDATIONS AT THE END OF WORLD CAFÉ'S 1 AND 2 FOR USE IN WORLD CAFÉ 3

- F1.1. *Offer ART automatically to junior faculty through the non-tenure period*
- F1.2. *Allow recipients to allocate the reassigned RSCE credit in blocks (e.g., 6 in one semester vs 2 semesters at 3 each)*
- F'2.4. *Consider rearranging teaching schedules to allow for uninterrupted blocks of time dedicated to RSCE activity*
- F2.2. *Allow support for RSCE-based travel activities as an element of summer and field RSCE, including basic RSCE supplies*
- F2.4. *Enhancing transparency of the funding process and funding awards*
- S2.1. *Integrate RSCE activities into the undergraduate classroom*
- S2.3. *Train graduate assistants as research assistants, with a parallel program for undergraduates, and expanding the GA program*
- S'3. *Expand summer RSCE support for students across the University and incorporate it into career development program*
- F'1.1. *Assign internal or external mentors to junior faculty to provide high-level assistance and counsel in areas of teaching and development of RSCE agendas and funding plans*
- F'1.3. *Identify and increase start-up budgets in support of RSCE activity across departments where applicable*
- F'1.4. *Establish mechanisms for facilitating RSCE interdisciplinary collaborations*
- F'1.5. *Include RSCE-development themes in new-faculty orientation*
- E'1. *Acknowledge the value and reward the effort of preparing and submitting applications for grant funding (an expansion toward a Boyer-like notion of "Active Scholarship")*
- E3. *Establish an umbrella entity to shepherd, oversee, and coordinate the overall RSCE and RSCE-travel activity and operation across campus (Funding decisions and review processes within colleges may remain the same, with coordination and implementation through central entity)*
- E2. *Host ongoing campus dialogues (faculty, staff, students) to assess and explore together ways for improving and enhancing RSCE engagement*

E4. *Use the digital repository as a publicity tool to showcase the output of RSCE activity*

F'1.2. *Provide adequate information, a point of contact and a web portal about ALL RSCE resources on campus and in the community*

E'3. *Enhance the coordination between OSP and Institutional Advancement, especially around student and faculty RSCE activities*

E'5. *Discuss/decide how to leverage the WP status as Hispanic-serving, military--serving, etc., as a set of "broader impacts"*

NEW: BUILD AN ENTREPRENUERIAL INFRASTRUCTURE

E1. *Clarify and articulate the meaning, value, and role of RSCE activity by faculty and students (university-wide and by college and department) (yellow)*

S1. *Recognize and understand that original research that fully engages students or puts them first affects retention and enrollment (yellow)*

S'1. *Quantify, recognize, and reward mentoring of students and student RSCE supervision as an important/critical faculty activity. (yellow)*

WORLD CAFÉ 3 TABLE GROUP CONVERSATIONS AND SELECTION OF RECOMMENDATIONS AS PRIORITIES

There was no Table 1 for World Café 3, participants contracted to tables 2 to 5.

TABLE 2

Thoughts on Table Recommendations

Support for Faculty RSCE Activity (Green)

- Readjustment of ART needs to be flexible and consider department needs
- Summer travel for RSCE is important

Student RSCE Engagement and Supervision (Pink)

- For the most part these would be nice, but are not ultimately vital for the vision of change

Faculty RSCE agenda Development (Orange)

- These are important, but are not vital for creating the first changes in RSCE culture

Core Values and Commitment (Yellow)

- Establishing common definitions of research values and RSCE faculty roles is important
- More involvement of students in RSCE is vital

Campus and Community Involvement, Infrastructure Communication (Blue)

- The digital repository is important for showcasing current RS CE and promoting and making work visible and creating a more energetic RSCE culture at WPU
- take advantage of HIS and Veteran-friendly and other statuses

General Discussions-

- Support of, but confusion as to how digital repository would exactly work and benefit faculty publications or exhibitions
- Confusion to what Boyer model is and how it would apply

Strong Contenders:

- Using Digital Repository to increase RSCE and sharing of RSCE projects
- Importance of HSI & Military serving status
- ART for junior faculty through non-tender period

Top 3 Overall Recommendations for Immediate Implementation-

-Blue F'1.2-Provide adequate information, a point of contact and a web portal about ALL RSCE resources on campus and in the community

First Steps:

Similar to steps for Blue E4,

-Blue E4- Use the Digital Repository as a publicity tool to showcase the output of RSCE activity

First Steps:

Important Step: Designate staff to overlook, coordinate, and set policies and the ways in which it is used and approached.

Additional Steps and concerns: Focus on starting an open access policy, though some debate may happen about this

Start with generating faculty discussion specifically for this with open, campus-wide forums. Get all departments involved in Council on Research.

Generated a survey to collect faculty sentiments to get an idea of faculty feelings towards open-access, their feelings for the repository,

Follow other university's discussions about open-access databases and digital repositories

- Yellow E1- clarify the meaning, value, and role of RSCE activity (by faculty and students, university wide and by department)

First Step:

Create a group of faculty and administrators that will overlook and determine this. It is a low cost and easily implemented idea. Include all departments and colleges in this.

Table Moderator Transcribed Presentation of recommendations

Ray: Clarifying articulate our meaning of value as well as RSCE activity etc. Well, we felt if there was a problem of it not being clear and articulated we felt that it should be taken up by the Senate to define an ad hoc group. Not any particular council, but to reach the University as a whole to approach it that way.

Okay. The second one, provide adequate information at point of contact and in web portal about all RSEC resources on campus and in community. While we were told at our table that the office of sponsored programs does something like that, but certainly it can be much more than that. We recommended that some sort of over-arching group get involved in actually curating content, adding content, assessing the use and have a staffer to maintain it so that it can actually be useful.

Go down to the bottom one. Use a digital repository as a publicity tool to show case the output of RSCE activities. Here again we brought up the Senate, the research council, to implement an open-access policy for university. At least submit one to the Senate, path forms, all answered questions, get feedback, etc.

Speaker 2: So basically our clarifying and communicating.

Ray: Yes.

Speaker 2: These are the two major activities you thought were meaningful.

Ray: Yeah. Especially-- yeah, exactly. Get consensus on a lot of issues, etc. Yeah, it's important.

Speaker 2: And we'll see that clarifying across the groups already in some fashion?

Ray: Basically. The exception here, I mean, used to involve the Senate. This one remains to be seen.

Speaker 2: The Senate or the departments. Right?

Ray: Yes.

Speaker 2: Some of those definitions sit within the academic departments.

Ray: Right. Exactly. Okay.

Speaker 2: Thank you. You're great.

Table 2 Recommendations

- E1 Clarify and articulate the meaning, value, and role of RSCE activity by faculty and students (University-wide and by college and department).
- F'1.2 Provide adequate information, a point of contact, and a web portal about all RSCE resources on campus and in the community.
- E4 Use the digital repository as a tool to showcase the output of RSCE activity.

TABLE 3

Focus on 1st year on priorities

Priorities- establish mechanisms facilitating rsce

Intermediate- , use the digital repository as a publicity tool to show case the output of rsce activity, provide adequate information's and a web portal about rsce resources, enhancing transparency of the funding process and funding awards,

Non priorities- build an entrepreneurial infrastructure, Identify and increase start up budgets in supports of rsce activity across departments where applicable, Assign internal or external mentors to faculty, Recognize and understand the original research that fully engages students puts them first

Summer rsce support for students is at top priority, ART should include summer since they are already doing research all year round, or at least extend it into summer I.

Top 5 priorities

1. Expand summer rsce for students across university
2. Quantify recognize and reward mentoring students,
3. Allow recipients to allocate reassigned rsce credit in blocks
4. Establish mechanisms reinstating rsce through multi disciplinary colorations
5. Clarify and articulate the meaning, value, and role of rsce activity by faculty and students

Table Moderator Transcribed Presentation of recommendations

Kevin: We took this thing and we had an interesting time trying to condense it down. We ended up with essentially five groupings. Two of them were stand alone and that's expanding summer research support for students across the University and incorporate it into the career development ... the student's career development. The other, quantify, recognize and reward mentoring of students. They're kind of coupled but they're separate enough.

This guy, turned out what I think was the most interesting suggestion that we have. It's essentially looking at establish mechanisms for facilitating research and inter-disciplinary collaborations, provide adequate information, a point of

contact, a web portal and activities that kind of foster a research environment throughout the community. Something like the Center for Teaching Excellence. The suggestion was ... and he used digital repositories as a public tool ... and have all this in an umbrella group like that. Like the Center for Teaching Excellence and Research and have them deal with all of these topics. It just seemed to fit together and it was a great suggestion, just kind of really made sense how all of this just coupled together.

We also had a grouping of ideas regarding research. How do you get the research done in blocks of time in terms of the ART? What do we say?

Speaker 2: ART overhaul.

Kevin: ART overhaul. Four credits one semester, six credits next semester. Even putting into summer one and having that time during the summer as a ART. Uninterrupted blocks of time and offering ART to Junior Faculty for their first what ... six years now? Yeah, but that's something else.

The last grouping dealt with this guy, which we really thought was very important. These are items that are already here, we're already doing it. It's more rediscovering and make them come out to the forefront once again, rather than just saying, "Okay, clarify and articulate." It's out there, it's in the Faculty Handbook. What we mean by research activities and so the information's there it's just bringing it to the forefront once again. It was pointed out that the Boyer-like notion is actually in the Faculty Handbook. This information is already here, it's just that it's been forgotten. I never knew the name of this before but it's out there already.

Speaker 3: Extended criteria.

Kevin: Extended criteria. Okay knowledge to value and reward the effort of ... well this is the same thing ... so that's how we broke this down. We have five groupings. We also had a grouping of items which we didn't think were as important to act upon just yet. So, that's our group.

Speaker 4: Thank you Kevin.

Recommendations:

S'3 Expand Summer RSCE support for students across the University and incorporate it into [student] career development program.

S'1 Quantify, recognize and reward mentoring of students and student RSCE supervision as an important/critical faculty activity.

Center for Teaching and Research Excellence, includes:

F'1.4 Establish mechanisms for facilitating RSCE interdisciplinary collaborations

F'1.2 Provide adequate information, a point of contact, and a web portal about all RSCE resources on campus and in the community.

E4 Use the digital repository as a publicity tool to showcase the output of RSCE activity.

F2.4 Enhancing transparency of funding process and funding awards.

F'1.5 Include RSCE development themes in new-faculty orientation.

ART Overhaul, includes:

F1.2 Allow recipients to allocate the reassigned RSCE credit in blocks.

F'2.4 Consider rearranging teaching schedules to allow for uninterrupted blocks of time dedicated to RSCE activity.

F1.1 Offer ART automatically to junior faculty through the non-tenure period.

Already here, includes:

E1 Clarify and articulate the meaning, value, and role of RSCE activity by faculty and students (university-wide and by college and department)

NEW 1: An expansion toward the Boyer-like notion of active scholarship.

E'1 Acknowledge the value and reward the effort of preparing and submitting applications for grant-funding (an expansion toward a Boyer-like notion of "Active Scholarship.")

TABLE 4

What can really be done now? ART is already decided for the next two years (so changes are long-term goals). How we use existing funding can be done now. Transparency is one goal that doesn't cost money and can be achieved now.

How teaching schedules are set up could be addressed soon.

Faculty in sciences have major issue with lack of funding for supplies. ART alone doesn't meet their needs because they have to have supplies in order to do their research. Where is that money coming from? Time without supplies doesn't enable their research.

How do we generate more money to support faculty research?

How do we integrate new goals into existing strategic goals. What is the university priority? Student learning or faculty research? Is that a real conflict? What about very small departments?

It's demeaning to have to apply to many different funding sources to beg from small amounts of money, especially travel funding. Non-alignment—as per Vincent Tinto—services offered at inappropriate times for example. Whole is less than the sum of its part—many good people working their butts off but not getting the results we deserve.

We need new ways to generate income—we are clumsy about it (entrepreneurial climate). Need to build an entrepreneurial infrastructure. Faculty don't care where the money comes from, as long as their research is supported.

Hard for group to agree on top priorities. Coordinate research funding support and transparency are agreed upon.

Table Moderator Presentation of Recommendations

Recording corrupted: transcript of comments not available.

Recommendations

F2.4 Enhancing transparency of funding process and funding awards

E3 Coordinate research funding support! [written on recommendation to Establish an umbrella entity to shepherd, oversee and coordinate overall RSCE and RSCE-travel activity an operation across campus...]

New Build an entrepreneurial infrastructure

TABLE 5

Discuss how to leverage HSI and Veteran's serving, etc. as a set of broader impacts

Yellow Ribbon school – special financial aid

Provide support

RSCE – clearly define

Not enough about publicity – internal community – research on topic – what's the takeaway – what does that mean, how can that be used, etc.

Marketing – coordinate with marketing to publicize events

Clarify/Prioritize and Next Steps:

E3: Establish the umbrella

E1: Clarify the meaning, etc

E'1:

Start with E3, then E1 and flow to everything else

F2.2:

F'1.2: Just do it – who would do it? The administration?

E1:

F2.2:

F2.4:

F'1.4:

Table Moderator Transcribed Presentation of recommendations

Althea: Two pairs of these we combined ... We looked at several of these, establishing an umbrella entity to shepherd, oversee and coordinate the overall RSCE travel activity and operation across campus. And, we realized that if this is established, that will be a first step in meeting several of the others, that we believe is important. And by the way, we each got a chance to vote, and decided which

ones we thought were important. And these include: provide adequate information, a point of contact, and the web portal about all RSCE resources on campus and in the community. And, community's really, really important here.

The next one, clarify and articulate the meaning, value and role of RC activity by faculty and students. Once again, if we accomplish this first one, these will automatically fall into however we rearrange that one. And, allow support for RSCE based travel activities and an element of summer and feel RSCE including basic RSCE supplies.

Also, we've thought extremely important, enhancing transparency of the funding process and funding awards. Also, acknowledge the value, and reward the effort of preparing and submitting the applications for grant funding. And, that being a part of our scholarship, accepted and respected as part of our scholarship. And also, establish mechanisms for facilitating RSCE inter-disciplinary collaboration.

So, some of the key words: collaboration, community, scholarship, and we believe that a lot of these, the first step would be to just do the first one.

Speaker 2: So you see the first one as the operational entity-

Althea: Yes, as the ... umbrella. It itself being an umbrella of course, serving as the umbrella of accomplishing or starting at least the first step to accomplishing the others

Speaker 2: Okay

Recommendations for Table 5

First one the vehicle for achieving all the rest

- E3 Establish and umbrella entity to shepherd, oversee, and coordinate the overall RSCE and RSCE-travel activity and operation across campus. (Funding decisions and review processes within colleges may remain the same, with coordination and implementation through central entity.)
- F'1.2 Provide adequate information, a point of contact and a web portal about ALL RSCE resources on campus and in the community.

- E1 Clarify and articulate the meaning, value, and role of RSCE by faculty and students (university-wide and by college and department).
- F2.2 Allow support for RSCE-based travel activities as an element of summer and field RSCE, including basic RSCE supplies.
- F2.4 Enhancing transparency of the funding process and funding awards.
- E'1 Acknowledge the value and reward the effort of preparing and submitting applications for grant-funding (an expansion toward a Boyer-like notion of "Active Scholarship".)
- F'1.4 Establish mechanisms for facilitating RSCE interdisciplinary collaborations.

Reflection on/Review of the Day

Rediscover E1 – Core Value – we’re doing it but do it better – do it different – bring the information to the forefront

Reactions to what we are hearing:

Need for coordination over certain entities

Kevin’s pile on the one tack –

Don’t want to be too prescriptive in what we are doing but help to get the ball rolling

Teaching and research excellence needs to be separate – not doing well with research and the future of research (endowed chair, no distinguished professor)

HSI and Veteran’s – doesn’t address scholarship; hear how this would impact scholarships and impact research projects, etc. – programs are

Centralizing and clarifying – what happens if we put a centralized office or location – how does that define any values, etc? What would change but what is the overall effect? There is a need for centralization – but what else happens besides just one office. Blue is for infrastructure – but there is a lot of yellow – define meaning of the core values, etc. Departments will engage in the conversation – put forth statements re: value

Campus wide dialogue – important to U and how do we quantify it down the road (core piece that radiates out). Can’t just put a tactical piece and say its’ done, it doesn’t do anything – just the beginning

Build a structure that helps foster the interdisciplinary

Faculty buy in and support for interdisciplinary research; they are the heart of the disciplines, needs to be faculty driven

Publicity of getting the word and means out – not enough for handling publicity and marketing and making it higher profile – along with a higher entity of some kind – boost it to a higher level (communication aspect)

One discomfort is the outcomes are not specific. What is the measurable outcome? If we put together a Center, how does it work? What’s the benchmark?

Keep hearing what other people are supposed to do – no one is stepping up to take the lead and handle the movement – what are we doing to do instead of what needs to be done for us

We already assess learning how can we access research outcomes (are our current methods reasonable or do we need a different approach?)

Construct something that works towards achieving outcomes – figure out the assessment piece first instead of after – meet in the middle (address need for movement)

Can't only handle big issues – need a balance of obtainable (attempt to get us unstuck) while setting the vision for down the road with shared values

Need to build assessment into anything we do – can't leave it out

How does this conversation “fix the disconnect”; talk and agree there is a different disconnect between all levels of individuals (faculty, Deans, Provosts, etc). This is the first time a conversation happened of this nature.

Community commitment and a large amount of work

Value system is emerging

See something coming together which creates a need for further investigation and further work (limited time to get into the details of that right now)

PRIORITY RANKING OF WORLD CAFÉ 3 RECOMMENDATIONS

2 = Selection on its own 1 = Selection as part of a group

In order from most to least often selected

Recommendation	Table 2	Table 3	Table 4	Table 5	Total Points
E.1	2	1		2	5
F'1.2	2	1		2	5
F2.4		1	2	2	5
E'1 ⁴		1+1		2	4
E3			2	2	4
E4	2	1			3
F'1.4		1		2	3
S'3		2			2
S'1		2			2
New			2		2
F2.2				2	2
F'1.5		1			1
F1.2		1			1
F'2.4		1			1
F1.1		1			1

⁴ In editing the final edition of this report, it was discovered that new recommendation N1 (Expansion to a Boyer-like model of "active scholarship") had been extracted unnecessarily out of E'1. Counts have been revised to re-integrate these together as E'1, which raised E'1s total points to 4 and raised its ranking to 4th on the overall list.

RECOMMENDATIONS

- E1 Clarify and articulate the meaning, value, and role of RSCE activity by faculty and students (university-wide and by college and department) (yellow)*
- F'1.2 Provide adequate information, a point of contact and a web portal about ALL RSCE resources on campus and in the community*
- F2.4 Enhancing transparency of the funding process and funding awards*
- E3 Establish an umbrella entity to shepherd, oversee, and coordinate the overall RSCE and RSCE-travel activity and operation across campus (Funding decisions and review processes within colleges may remain the same, with coordination and implementation through central entity)*
- E4 Use the digital repository as a publicity tool to showcase the output of RSCE activity*
- F'1.4 Establish mechanisms for facilitating RSCE interdisciplinary collaborations*
- E'1 Acknowledge the value and reward the effort of preparing and submitting applications for grant-funding (an expansion toward a Boyer-like notion of "Active Scholarship")*
- S'3 Expand summer RSCE support for students across the University and incorporate it into career development program*
- S'1 Quantify, recognize, and reward mentoring of students and student RSCE supervision as an important/critical faculty activity. (yellow)*
- NEW: Build and entrepreneurial infrastructure**
- F2.2 Allow support for RSCE-based travel activities as an element of summer and field RSCE, including basic RSCE supplies*
- F'1.5 Include RSCE-development themes in new-faculty orientation*
- F1.2 Allow recipients to allocate the reassigned RSCE credit in blocks (e.g., 6 in one-semester vs 2 semesters at 3 each)*
- F'2.4 Consider rearranging teaching schedules to allow for uninterrupted blocks of time dedicated to RSCE activity*
- F1.1 Offer ART automatically to junior faculty through the non-tenure period*

PROVOST SANDMANN'S TRANSCRIBED CLOSING REMARKS

... Scholarship creative expression has to come from and be a part of our mission, our core values, our strategic plan. Who we are as a university and who we want to become as a university. So as we think about these elements, take a look back at our strategic plan and think about how this fits in with what we're doing, because that's what drives what we do here at the university. So, we want to make sure that fits in with what we want to try to focus on there as well, too.

With that noted, there is one element here that we always have to keep focused on here ... Of what's going to drive so much of what we do here. We are about student learning, and that's always going to be our primary focus here. So when we think about what we want to do in terms of how we support our research, how we support our scholarship, how we support our creative expression, we think about that in terms of how that will support our students as well. That's our primary purpose here as a university. Making sure that our students learn ... Making sure that our students succeed. And there's lots of things we do, that we talked about here, that fit very closely to student learning. Keep that in mind as we focus on the report and stuff. We're going to talk about increasing the research scholarship and creative expression.

When we think about what we want to do, and I was ... We were having a good discussion ... The table here ... Because we kept telling us we had to just come up with top three things ... And we're academics ... We like to problematize everything. I start thinking in terms of quadrants. And then I take my quadrants and I split them in half. And that's how I kind of think about what we want to do and how we want to go forward with some of these things. So we look at all these suggestions and solutions and ideas up here and I placed them in the four quadrants and split them apart. There are things that we can do quickly, and things that are going to take some time.

So, for example, we've got some discussions here about ART and how we manage ART. That's good stuff. It's not going to happen quick, but it can be done. It's going to take some time to think about these things. There are things that are very easy and things that are very difficult. Some of these elements here that we talked about ... And just because they're easy doesn't mean they're not important ... But we can, and should, be a little bit more clear on what we do and how we do things and make sure that everybody understands. There are other things that are going to be very difficult to do resource-wise ... Who we are ... Culture ... What sort of things happen with us here. But we can think about those things as we kind of go through this list of what we want to talk about.

There are ... I won't point any of those out here, because that's not why we're here ... there are really important issues and I think there's some trivial issues as well. And it's important for us to make sure that we distinguish between what is really important and what we want to do and what may seem a little bit less important we will look at as well.

And, of course, and we've got to be realizing this, there are cheap things to do and there are expensive things to do. And all these criteria ... And all kinds of binary ways of thinking really do have to affect what we do and what we want to do ... Really important. So, as we think about these solutions and these ideas and these steps, I kind of run them through that whole filter there and think about what it is that can be done, that is important to do, that we'll be listening to do ... And things that we can do right away and things that may take a little bit of time. To look forward to that.

Couple of other thoughts that I think have struck you as we talked about this. It became very clear ... All the groups talking about this. This is a quick and easy and, I still think, important one ... We need to do a much better job communicating, coordinating, clarifying, publicizing, promoting. All them that we already have out there. I don't know if we want to have some sort of split centralized structure. Be careful of centralized structures. They sometimes take away more than they give you, but there is a definite need to be much more clear about what we do here.

I have a pretty good idea what we do here, because that's my job! But it's not your job. And you shouldn't have to dig so deep to find all that information about what sort of funds are available and where I have to go to get them ... I've been talking to one of our faculty members here, who asked me, on bended knees, to this department for \$100 ... To this department for \$100 ... And this department for \$100 ... And this place for \$100 ... And all of a sudden, this person's got \$500 for a \$5,000 project and there's no money. It's not a good use of our time. That's not a good use of our resources.

So we need to think about a way of making this whole process clearer and easier and simpler to deal with as we move forward.

There were a couple of things, though, that I also noted that maybe we didn't talk about as much as we might want to think about, as well. There were in some of the elements here. There was a little bit of talk, but maybe not enough, about what we do in terms of recognition and rewards ... In terms of research, scholarship and creative expression. And how that fits within what we do ... How it fits within that whole process of tenure and promotion. How it fits within all of our elements of ART and funding. Right, so thinking more about those

elements of rewards and recognition ... Which ties back into, maybe, the things we have to do about vision and mission and values. Cause it's an important part of what we do here.

So, we need to think about that a little bit more, as well, too. I think there's also not enough discussion ... That's a hard one ... And not an easy one and not a quick one. But it's the idea of what can we do to find more resources. What's happening. We know that, actually, as a university, we do a pretty decent job supporting much of what we do as far as resources. Our ART program is fairly vibrant, we increase what we do for sabbaticals, we have good support, to a large extent, for supplement to our research. But, we're kind of at our limits. What do we need to do to find more resources?

Heaven forbid the government follows through on this idea of getting rid of [inaudible 00:06:36] I don't know what we're gonna do. But we need to start thinking about what we need to do to bring in more resources ... And that's part of what we talked about at this table to about coordinating with OSP ... Coordinating with the Foundation ... Coordinating with lots of areas on some more of those resources to do what we need to do. We need to think about that a little more, as well, too.

And while it's a really difficult conversation to have, one of the things we really need to focus on here is the idea of choice. What do we want to do? What do we want to do with the resources we have? What areas do we really want to focus on and support? What do we want to emphasize? What do we want to reward? And, even scarier sometimes, what are we gonna stop doing so we can do new or more?

It's a really difficult conversation to have. But, as we move forward, we have to think about these things. You really can't have it all. There is a trade off ... What we want to do and where we want to go. So, I don't know about the rest of you ... I found this a very useful time. And, more importantly, I think it's something that can drive us forward to make some next steps here. So, in your agenda, I think it said something about how I'm giving a charge to you ... I'm not giving a charge to you right now. But, there is a need for maybe a smaller crew to keep moving forward.

We have the research and scholarship counsel. And that may be the best place to start some of this as well, too. But some group is going to carry this forward, and maybe the next step really is to have that group put together. And perhaps, hopefully, before the end of this semester ... Then, we can get together and talk about what we do moving forward step, by step, by step ... To not only keep the conversation going, but to come up with a more core set of what it is we want to do and how we want to go about doing it. If that's a charge, that's my charge. That's the approach that we want to do here moving forward with initiative. So, those

are my thoughts about what we've been doing here ... All the work to be done here ... And I hope to keep this going forward ... I hope this is what we were looking for, as well, too ... Moving us forward on that ... But I do want to thank our consultants here from i&i for helping us ...

APPENDIX 1: RECOMMENDATIONS THAT WERE USED AS THE BASIS FOR THE RETREAT CONVERSATIONS.

Support for Faculty RSCE Activity

FACULTY RSCE PROGRAM SUPPORT

Time/ART: Tweak ART to ensure a higher return on investment (F1.1 to F1.3):

- F1.1. *Offer ART automatically to junior faculty through the non-tenure period*
- F1.2. *Allow recipients to allocate the reassigned RSCE credit in blocks (e.g., 6 in one semester vs 2 semesters at 3 each)*
- F1.3. *Add support for supplies and some student involvement as part of ART*
- F1.4. *Expand ART's funding criteria to give more weight to the proposed RSCE agenda's promising potential and applicant's RSCE productivity*
- F'2.4. *Consider rearranging teaching schedules to allow for uninterrupted blocks of time dedicated to RSCE activity*

Conferences & Publications: Streamline & update the RSCE-Travel program (F2.1-F2.5):

- F2.1. *Simplify both application and submission process (one location) as well as reimbursement processes*
- F2.2. *Allow support for RSCE-based travel activities as an element of summer and field RSCE, including basic RSCE supplies*
- F2.3. *Develop a component of program, linked to RSCE productivity criteria, guaranteeing full/near-full funding*
- F2.4. *Enhancing transparency of the funding process and funding awards*
- F2.5. *Advancing travel funds to students when they are approved for RSCE-related travel*

Summer & Career Development

- F3. *Expand summer support to active faculty scholars as key to improving their productivity*
- F4. *Revise & streamline the Career Development application process*

Student RSCE Engagement and Supervision

STUDENT LEARNING ENGAGEMENT

Research Classes & Honors College

- S2.1. Integrate RSCE activities into the undergraduate classroom*
- S2.2. Restructure Honors College programs to coincide with, and be available through, additional departments*
- S2.3. Train graduate assistants as research assistants, with a parallel program for undergraduates, and expanding the GA program*

Summer Support

- S'3. Expand summer RSCE support for students across the University and incorporate it into career development program*

RSCE STUDENT SUPERVISION & ADJUNCTS' INVOLVEMENT

- S'3. Expand summer RSCE support for students across the University and incorporate it into career development program*
- S'4. Strengthen involvement of adjunct faculty in RSCE activities*

RSCE STUDENT SUPERVISION

Guidance by Faculty & Adjuncts' Involvement

- S'3. Expand summer RSCE support for students across the University and incorporate it into career development program*
- S'4. Strengthen involvement of adjunct faculty in RSCE activities*

Faculty RSCE Agenda Development

FACULTY RSCE AGENDA DEVELOPMENT

Mentoring & Collaborations: Provide mentoring and effective guidance to junior faculty (F5.1-F5.5)

F'1.1. Assign internal or external mentors to junior faculty to provide high-level assistance and counsel in areas of teaching and development of RSCE agendas and funding plans

F'1.3. Identify and increase start-up budgets in support of RSCE activity across departments where applicable

F'1.4. Establish mechanisms for facilitating RSCE interdisciplinary collaborations

F'1.5. Include RSCE-development themes in new-faculty orientation

Seed Funding & Grants

E'1. Acknowledge the value and reward the effort of preparing and submitting applications for grant-funding (an expansion toward a Boyer-like notion of "Active Scholarship")

E'2. Assign a post-awards coordinator to assist PIs of RSCE-related grants in managing their projects efficiently and effectively

E'4. Expand efforts to raise private support for RSCE start-up funds and programs & scholarly presentations for students and faculty

Core Values & Commitment

CORE VALUES & COMMITMENT

E1. Clarify and articulate the meaning, value, and role of RSCE activity by faculty and students (university-wide and by college and department)

S1. Recognize and understand that original research that fully engages students or puts them first affects retention and enrollment

S'1. Quantify, recognize, and reward mentoring of students and student RSCE supervision as an important/critical faculty activity

Campus & Community Involvement, Infrastructure & Communication

CAMPUS & COMMUNITY INVOLVEMENT

E2. *Host ongoing campus dialogues (faculty, staff, students) to assess and explore together ways for improving and enhancing RSCE engagement*

INFRASTRUCTURE & COMMUNICATIONS

E3. *Establish an umbrella entity to shepherd, oversee, and coordinate the overall RSCE and RSCE-travel activity and operation across campus (Funding decisions and review processes within colleges may remain the same, with coordination and implementation through central entity)*

E4. *Use the digital repository as a publicity tool to showcase the output of RSCE activity*

E'3. *Enhance the coordination between OSP and Institutional Advancement, especially around student and faculty RSCE activities*

E'5. *Discuss/decide how to leverage the WP status as Hispanic-serving, military--serving, etc., as a set of "broader impacts"*

F'1.2. *Provide adequate information, a point of contact and a web portal about ALL RSCE resources on campus and in the community*

F'2.1. *Involve academic departments as important partners in improving the overall RSCE environment at the University*

F'2.3. *Reduce faculty assignment to 2-3 loads for those active in RSCE (vs. teaching)*

F'2.5. *Pay special attention to faculty service and its rightful place in the teaching-research-service assignment triad*

APPENDIX 2: TABLE GROUP ORGANIZATION OF RECOMMENDATION CLUSTERS

