

RESEARCH & SCHOLARSHIP COUNCIL

YEAR-END SUMMARY

2013-2014 Academic Year

Membership of the Research & Scholarship Council for the 2013-14 Academic Year:

Jorge Arevalo	College of Business (Co-Chair)
David Gilley	College of Science and Health (Co-Chair)
Sandra Alon	College of Education
Sheetal Ranjan	College of Humanities and Social Science
Lynne Rogers	College of Arts & Communication
Susan Sgro	Professional Staff
Pam Theus	Library
Lourdes Bastas	Co-Administrative Liaison
Martin Williams	Co-Administrative Liaison

Overview

The members of the Research and Scholarship Council worked diligently this year to address the Senate's new and standing charges. To this end, we a) held nine council meetings (9/17, 10/17, 11/14, 12/12, 1/28, 2/25, 3/11, 4/22, 5/13), b) consulted with other senate councils, c) presented twice to the assembled senate, d) engaged in significant dialogue between council representatives and college administration, and e) co-sponsored two campus events. A brief summary of the Council's progress toward fulfilling each of its charges follows. For details, please see the approved minutes of the Council's meetings and supporting documents previously submitted to the Faculty Senate Executive Committee.

Summary of Charges and Progress

2013-14 Charge 1: Work with **Budget and Planning Council** to survey current faculty needs in areas highlighted by informal 2012 survey (e.g., summer funding of scholarship for both faculty and students, see last year's final report) and in areas brought up in SRSC recommendations to the SPI Team (e.g., incentives for external funding, see document to SPI team in SRSC minutes).

Creating a survey of faculty needs was a major focus of our Council's attention this year, dominating the agenda of many meetings and requiring significant efforts outside our regularly scheduled meetings, teaching and other service-oriented duties. In September 2013, Council co-chairs met with the Chair of the Budget and Planning council and the Office of Institutional Research and Advancement to begin discussions on survey structure, contents, timeline, and execution (see Minutes from 10/17 meeting). The remainder of the fall semester was spent discussing the survey's structure, researching similar surveys conducted by other institutions, making efforts to crystallize the rationale for the survey, and researching each College's current support structure for research and scholarship. Many email communications and exchanges were circulated among the council members in preparation for the spring semester, a term to be dedicated towards complete development of the survey instrument.

During the Spring 2014 semester, the Council drafted the university portion of the survey and the Council's college representatives drafted individual sections for their respective colleges after receiving feedback from their faculty peers. We received some very valuable and insightful preliminary feedback on the survey from the Senate Executive Committee. Based on its recommendations, a presentation of the survey's rationale and structure was prepared and shared with the assembled Faculty Senate. The final output was a clear and

concise survey that focused on these specific issues: 1) evaluation of existing College and University programs supporting research and scholarship, and 2) faculty needs for meeting the points of the University Strategic Plan relating to research and scholarship. The outcomes of the survey will be a report to the Senate summarizing the information gathered in the survey and recommendations for action by University and College Administration. The final version of the survey is attached as an appendix to this report.

2013-14 Charge 2: Gather quantitative data about the status of faculty needs for scholarship would help strengthen the faculty voice in strategic planning.

We interpreted this charge as overlapping with the charge above because it can also be met by conducting a survey of faculty needs for research and scholarship.

2013-14 Charge 3: Work with the administration to set a date for Research and Scholarship Day at the beginning of the academic year and develop a long-term plan for a successful Research and Scholarship Day. The 2012-2013 Council recommended the following changes, and the current council might consider this: SRSC College representatives could be given the specific charge to work with their College administration from an early date to develop a long-term plan for R&S Day. Representatives should avoid simply taking over these responsibilities themselves, as this discourages the “buy-in” we are attempting to achieve.

The Council continued its efforts to improve Research and Scholarship Day. College representatives made early efforts to coordinate with College administrators, who have traditionally been responsible for the “college-sponsored” common hour sessions. However, many colleges lack any faculty organization to deal with issues of research and scholarship and thus the college’s council representative is an obvious person to whom the College administrators delegate planning responsibilities. The process of developing a long-term plan for each College’s session is likely to take more than one year and probably too much for individual representatives to assume responsibility for. Despite the organizational challenges, this year’s event was successful in that it continued the trend of growth seen over the last several years (see yearly statistics in Table 1).

Table 1. Research and Scholarship Day Participation

<u>Year</u>	<u>Talks</u>	<u>Posters</u>	<u>Total Presentations</u>	<u>Total Presenters</u>
2003	50	0	50	
2004	44	23	67	
2006	42	32	74	
2007	37	7	44	
2008	36	13	49	
2009	40	14	54	
2010	43	29	72	
2011	67	26	93	
2012	42	33	75	149
2013	61	37	98	>250
2014	86	45	131	186

Two factors seemed particularly important for the success or failure of the sessions that together make up the event: 1) communication between those responsible for organizing the session and those organizing the event

(i.e., OSP and our Council), and 2) audience attendance, including both faculty and students. The Council considered ideas for radically restructuring the event to solve these systemic problems (see minutes and addendum from 4/22 meeting). Implementing these ideas remains a priority task for next year's Research and Scholarship Council.

2013-14 Charge 4: Determine if the Council has a role in reviewing ART policies, as these policies are determined by agreement between the University and the AFT Union. If the SRSC has no jurisdiction over these policies, then review of his document should perhaps be removed from the Council's charges.

This issue was discussed at our first Council meeting in September, with Senate Vice-Chair Susan Dinan. It was agreed by all present that the ART Program is part of the contract negotiated between the State and the Union, and that these policies and procedures cannot be modified outside of the negotiations between the University Administration and the Union. It was therefore agreed that this responsibility be eliminated as an element of the third standing charge of the Research and Scholarship Council.

Standing Charge 1: Promote Faculty, Librarian, Professional Staff, and Adjunct Faculty scholarship; identify, on an ongoing basis, current and anticipated faculty, librarian, professional staff and adjunct faculty needs with regard to scholarship and research and recommend strategies designed to meet those needs.

This charge was addressed under 2013-14 Charges #1 and 2, above. One additional issue was identified as an anticipated need for faculty research and scholarship: **open-access publishing**. Co-chair Gilley met with representatives from the library to discuss the issue and participated in a faculty forum on the topic in April 2014, which was co-sponsored by the Research and Scholarship Council. A brief report on this event with recommendations for advancing the issue is included as an addendum to the minutes of the May 13 meeting.

Recommendations to the Senate for future charges with respect to Standing Charge 1:

One high-priority charge for next year will be to complete all tasks pertaining to the survey of faculty needs for research and scholarship, thereby completing the first two charges from this year. The Council will need to gain senate approval for conducting the survey created this year, promote the survey as aggressively as possible to ensure an adequate response rate, coordinate web-hosting of the survey, compile and analyze the results, and make recommendations based on these results for Administrative action. This charge alone could occupy the Council for the entire year, as it will require significant effort from Council members. However, we also find urgent the issue of open-access publishing and suggest a specific charge to initiate discipline-specific discussions of open access publishing with a recommendation to the senate to adopt or not adopt an open-access policy similar to that which many other universities use (these policies are very standardized, so drafting such a policy is not a significant part of the work).

Standing Charge 2: Support the continued efforts to build academic research networks on and beyond the William Paterson campus

This charge was addressed under 2013-14 Charge #3, above. Research and Scholarship Day is currently the means by which the Senate supports research networks on campus.

Recommendations to the Senate for future charges with respect to Standing Charge 2:

Next year's Research and Scholarship Council should consider very early in the fall semester whether major changes to the event would help improve audience attendance by faculty and students, and facilitate communication among organizers, faculty, and administration. Specific ideas are detailed in the minutes of the

Council's 4/22/14 meeting and should serve as a starting point for discussion. Major changes should be implemented immediately (for Research and Scholarship Day 2015) where possible.

Standing Charge 3: Review, yearly and as needed, the policies, procedures, and guidelines for each of the following: a. Institutional Review Board for the Protection of Human Subjects, b. Scientific and Academic Fraud and Misconduct, c. Assigned Research Time Application and Selection.

This year the Council updated the policies for the Institutional Review Board for Human Subject Research. A revised policy was created, commented upon by experts within and outside WPU, brought to the Senate floor for a vote, and approved for adoption. The last part of this standing charge, review of policies and procedures for ART application and selection, was concluded to be outside the jurisdiction of the Research and Scholarship Council and we request that the Senate Executive Committee modify the standing charge to reflect this.

Recommendations to the Senate for future charges with respect to Standing Charge 3:

We are not aware of any impending policy changes that require issuing a specific charge in relation to this standing charge.

Appendix 1: Survey of Faculty Needs for Research, Scholarship, and Creative Expression

[Text below to be presented to respondents prior to completion of survey]

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

To develop an accurate picture of faculty needs for research, scholarship, and creative expression, the WPU Faculty Senate invites your participation in a brief on-line survey. The information gathered by the survey will allow the Senate to assess the effectiveness of existing programs that support these activities (e.g., ART, RTI) and to create for the University administration recommendations that will contribute to the successful implementation of the goals of the University's Strategic Plan that involve research, scholarship, and creative expression: "strengthen the research culture on campus through improved research incentives for both junior and senior faculty; give greater recognition for published research and recognized creative work" (from Goal I: Offer Academic Programs of the Highest Quality) and "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).

This survey was developed for faculty by faculty representatives to the Senate Research and Scholarship Council in the belief that research, scholarship, and creative expression are essential to the intellectual vitality of the University and to the professional development of faculty. The survey includes one portion to address University-wide programs and strategic goals, and a second section to address programs and strategic goals specific to your College. The College-specific portion has been designed by your College faculty representative with feedback from faculty members within the College. Completing the survey will take less than 15 minutes.

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

Thank you for your support in this endeavor!

[UNIVERSITY PORTION OF SURVEY]

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

1. Of which College are you a member? (Responses: CoSH, CoAC, CCoB, CoHSS, CoE, Library)
2. What is your tenure status at the university? (Responses: Not yet tenured, Tenured)

Indicate the extent to which you agree with each of the following statements about your current engagement in research, scholarship, and/or creative expression. (Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

3. Research/Scholarship/Creative Expression is an important part of my work at WPU
4. I do not engage in significant research and scholarship but instead focus on teaching and service
5. I spend significant time mentoring students in research and scholarship

Part II. Questions about the effectiveness of existing University programs

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

6. Assigned Released Time for Research (“ART”) Program
7. Research Travel and Incentive Program (“RTI”) Program
8. Student Undergraduate Research Program (“SURP”)
9. Career Development Program

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

10. Assigned Released Time for Research (“ART”) Program
11. Research Travel and Incentive Program (“RTI”) Program
12. Student Undergraduate Research Program (“SURP”)
13. Career Development Program

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

14. Assigned Released Time for Research (“ART”)
15. Research Travel and Incentive Program (“RTI”)
16. Student Undergraduate Research Program (“SURP”)
17. Career Development Program

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

18. Assigned Released Time for Research (“ART”)
19. Research Travel and Incentive Program (“RTI”)
20. Student Undergraduate Research Program (“SURP”)
21. Career Development Program

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

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

_____ [open ended]

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

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

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

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

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

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

43. Additional support for materials and supplies
44. Additional support for student assistance
45. Additional salary support

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

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

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

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

- 54. How do you believe the university can gain a strategic advantage in research?
_____ (open ended)

Part IV: COLLEGE-SPECIFIC PORTION OF SURVEY

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

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

- 1. An active culture of research exists within the CoSH
- 2. The CoSH fosters research by junior faculty members
- 3. The CoSH fosters research by senior faculty members
- 4. I engage in less research than I would like because incentives for research are lacking
- 5. I am aware of the existence and application procedures for CfR Summer Faculty Grants
- 6. I am aware of the existence and application procedures for CfR minigrants
- 7. The CoSH fosters recognition for completed scholarly work
- 8. Support for open-access publishing would be helpful to my research and scholarship

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

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

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

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

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

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

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

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

1. An active culture of research exists within the CCOB
2. The CCOB fosters research by junior faculty members
3. The CCOB fosters research by senior faculty members
4. I engage in less research than I would like because incentives for research are lacking
5. The CCOB fosters recognition for completed scholarly work

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

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

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

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

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

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

1. An active culture of research exists within the COE
2. The COE fosters research by junior faculty members
3. The COE fosters research by senior faculty members
4. I engage in less research than I would like because incentives for research are lacking
5. I am aware of the existence and application procedures for Summer Faculty Grants
6. I am aware of the existence and application procedures for minigrants
7. The COE fosters recognition for completed scholarly work
8. My teaching load and advisement responsibilities allow time for research

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

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

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

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

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

18. Involving undergraduates in faculty research and scholarship is important to the mission of the COE
19. Positive incentives exist for involving undergraduates in faculty research and scholarship
20. The COE provides a model to the university for involving undergraduates in faculty research and scholarship

21. My ability to involve undergraduates in research is constrained by my department's needs for teaching non-majors courses
22. There is a tradeoff between research productivity and involvement of undergraduates in research
23. I am aware of the availability of CDC and PRI schools as research sites.

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

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

1. An active culture of research exists within the Library
2. The Library fosters research by junior faculty members
3. The Library fosters research by senior faculty members
4. I engage in less research than I would like because incentives for research are lacking
5. The Library fosters recognition for completed scholarly work among its faculty
6. Support for open-access publishing would be helpful to my research and scholarship

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

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

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

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

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

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

8. An active culture of research exists within the CoAC.
9. The CoAC fosters research by junior faculty members.
10. The CoAC fosters research by senior faculty members.
11. My production of research would be greater if more support were available.

12. I am aware of the existence and application procedures for summer grants from CoAC's Center for Creative Activity and Research (CfCAaR).
13. The CoAC fosters recognition for completed scholarly work.

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

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

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

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

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

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

1. An active culture of research exists within the CoHSS
2. The CoHSS fosters research by junior faculty members
3. The CoHSS fosters research by senior faculty members
4. I engage in less research than I would like because incentives for research are lacking
5. I am aware of the existence and application procedures for Summer Stipend Grants for untenured faculty members.
6. The CoHSS fosters recognition for completed scholarly work
7. Support for open-access publishing would be helpful to my research and scholarship

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

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

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

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

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

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