

**RESEARCH & SCHOLARSHIP COUNCIL
YEAR-END SUMMARY
MAY 10, 2012**

Membership of the Research & Scholarship Council for the 2011/12 Academic Year

Sheetal Ranjan	College of Humanities and Social Science (Co-Chair)	(2 nd Year)
Sandra Alon	College of Education (Co-Chair)	(2 nd Year)
Jorge Arevalo	College of Business	(1 st Year)
David Gilley	College of Science	(1 st Year)
Robin Schwartz	College of Arts & Communication	(1 st Year)
Pam Theus	Library	(1 st Year)
Susan Sgro	Professional Staff	(3 rd Year)
Martin Williams	Co-Administrative Liaison	
Lourdes Bastas	Co-Administrative Liaison	
Beth Ann Bates	Co-Administrative Liaison	

Overview

The Research Council met twelve times during the academic year to discuss the charges and for the organization and planning of University Research and Scholarship Day. The dates of the meetings are listed below and the minutes for the meetings were submitted to the Faculty Senate Executive Committee. Sheetal Ranjan and Sandra Alon agreed to co-chair the council at the first meeting on September 27, 2011.

Meeting Dates of the Research & Scholarship Council for the 2011/12 Academic Year

1	27-Sep-11	7	9-Mar-12
2	20-Oct-11	8	29-Mar-12
3	3-Nov-11	9	5-Apr-12
4	8-Dec-11	10	18-Apr-12
5	2-Feb-12	11	2-May-12
6	16-Feb-12	12	10-May-12

Summary of Activities are organized by Standing Charges of the 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.*

In an effort to address standing charge #1, the Council solicited comments from faculty in all five colleges regarding their needs for enhancing scholarship activity. The response rate was relatively low despite repeated requests, possibly due to anonymity concerns (anonymity was promised, but emails were mostly received from university accounts), but more likely due to apathy about either the commenting process or scholarship in general. Moreover, many comments indicated frustration with or resignation about scholarship and research at William Paterson University. Comments that were not directly useful towards the purpose of this council's charges were not included. These comments should be recognized in any honest assessment of the state of research and scholarship at WPU. Below is an executive summary of the results of this informal survey, prepared by the Research and Scholarship Council, highlighting common

threads and perceived critical needs. Attached to this report is **Appendix 1**, which contains a representative sample of the comments and suggestions themselves, as gathered and edited by each College's representative to the council.

Executive Summary of Comments:

Comments from faculty might be classified into the four categories below. The following summaries highlight common threads found in the responses, but should not be regarded as comprehensive.

1. Needs with regards to obtaining extramural support

Many faculty expressed the need for support from the university to maintain a consistent baseline level of scholarship which would enable success for increasingly competitive grant funds. Suggested programs that could further help secure extramural support included an incentive structure to reward grant proposal submission, technical support staff devoted to scholarship activities, discipline-specific grants workshops, and tools for increasing collaboration among WPU faculty in different departments.

2. Needs with regards to support of scholarship in the absence of extramural support

Faculty repeatedly expressed the need for more support for collaborative faculty-student scholarly activities, especially during the summer. This appears to be a high-priority need given WPU's mission, and in comparison with other institutions. Graduate students, as well as undergraduates, were noted as an important group that could contribute importantly to scholarly activity at WPU if investments in appropriate support and incentive programs were made. The synergy between such programs and the existing Assigned Release Time Program, the value of which was acknowledged by faculty, could significantly boost scholarship productivity at the university.

3. Needs with regards to conducting scholarly activities

Many faculty noted the teaching responsibilities of WPU faculty are heavy (even in comparison with sister institutions) and cited this as a barrier to productive scholarship despite the Assigned Release Time Program. Specifically, fractionation of time on a daily basis and inconsistent support on a yearly basis (i.e., during the summer) were noted as problems. Some suggestions for solving these problems were made by faculty.

4. Needs with regards to disseminating results of scholarly activities

Many faculty-members expressed the need for more support for travel to disseminate the results of their scholarship activities. Similarly, support and incentives for hosting professional events (targeted at either the WPU community or beyond the WPU community) would help increase the visibility of WPU as a center of research and scholarship.

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

Efforts towards the Research and Scholarship day was the primary means of addressing this charge and it's planning and organization received a great deal of attention by the council during the course of the academic year. The event was held in the University Commons on April 5, 2012. Focus was on improving areas highlighted in the the 2011 R&S day. Goals included: streamlining sessions, increasing participation and student attendance, providing effective moderation of sessions as well as effective handling of technology issues. A general lesson plan and suggestion assignments for student audience were newly developed and made available to all faculty. Events were held throughout the day included concurrent individual and group presentations and poster presentations as well as presentations and panels by the American Democracy Project, College of Science and Health, College of Humanities and Social Sciences,

Cotsakos College of Business, and College of Arts and Communication. **There were 75 presentations and posters by 71 faculty and staff and 78 students.** It should be acknowledged that the artist of the 2012 University Research and Scholarship Day poster and program cover was Prof Tom Uhlein. Beth Ann Bates of Office of Sponsored Programs developed the generic lesson plan.

The total number of submitted abstracts (oral and poster presentations) for the event was 71. The tallies for the past nine programs are listed in the table below.

Table # 1 – Number Presentations for Research and Scholarship Day

	2003	2004	2006	2007	2008	2009	2010	2011	2012
Presentation	50	44	42	37	36	40	43	67	42
Poster	0	23	32	7	13	14	29	26	33
Total	50	67	74	44	49	54	72	93	75

***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.*

The council reviewed the various documents available for each of the above areas and addresses them in the sections below.

Institutional Review Board for the Protection of Human Subjects: It was reported by the OSP Administrative liaison the current policy was approved by the Faculty Senate in 2006 and that the policies are periodically reviewed by the IRB and current copies of all documents are available from the OSP website. Currently policies related to online research are under development. The Council recommends that the contact numbers of individuals listed in the various forms should be periodically updated to reflect their respective offices instead of individual names.

Scientific and Academic Fraud and Misconduct: It was reported that while the policy has been in existence since 1999, no complaints have come forward. The Council feels that perhaps members of the university were not familiar with the policy and its main concepts i.e. ethics, fraud, falsification and fabrication of information, etc. The Council recommends a proactive measure to generate awareness about this policy is needed and a University-Wide announcement at the start of every semester/year may be an appropriate method for disseminating this information. Again, the Council recommends that the contact numbers of individuals listed in the various forms should be periodically updated to reflect their respective offices instead of individual names.

Assigned Research Time Application and Selection: The last update to the ART policy was based on an agreement between the University and AFT in April 2006. The R&S Council was not part of that process. The Council seeks clarification from the Senate about (a) the role of the R&S Council as it relates to this charge, (b) given the AFT & University agreement should this still be a standing charge of this Council. There were some minor comments about the language in the documents and policy, but it was decided by the council to wait on guidance from the Senate before suggesting any changes.

Inclusion in Strategic Plan Implementation Team Goal-1 by the Provost: The council was recruited to be a member of the Strategic Plan Implementation Team Goal-1 committee. The Provost called for the chair of this council to represent the council at its first meeting. The Council welcomes the opportunity to bring focus to the charges of the Faculty Senate Research Council and make it a part of the implementation of the Strategic Plan.

Appendix 1: Comments received from faculty organized by College

College of Science and Health

- We need better support for student research opportunities, especially in the summer. With the current maximum of \$960 under a competitive internal grant it is difficult to demand or direct an immersive intensive research experience. \$3500-4000 seems to be the standard for a summer undergraduate research internship at other institutions these days.
- There are more requests for summer funding of research students than current grants can support.
- Fragmentation of time is a major issue. Experiments requiring constant or sustained attention cannot be performed and all forms of scholarship suffer from by being frequently interrupted by other duties. Possible solutions include extra release time for productive projects, or loading up teaching credits into one semester (9+9=18 credits) so that the other semester of the year can be productive in terms of research. Working only during the summer months does not lead to a level of productivity capable of drawing extramural support.
- The university needs mechanisms to support supplies and research technicians that allow for collection of preliminary data and publication of results necessary for successful grant applications. These should be considered investments by the university and faculty are unlikely to succeed in the highly competitive field of research funding without such support.
- Faculty need to be able to order equipment and supplies whenever they need them if they are expected to do research with students in the summer. It is currently very difficult to spend granted funds during the month preceding the end of the fiscal year and the month following the fiscal year, and these two months are absolutely critical for any summer research project. One cannot predict exactly what will be encountered during a research project nor what supplies will be needed to move forward with the project, so researchers cannot simply be expected to “plan better”. This restriction is not present at research universities, who also operate on fiscal years, and needs to be addressed.
- It would really help to have consistent support for travel beyond the current one-meeting-per-year. This is especially true at an institution such as WPU where full-fledged research often relies on collaborative projects with investigators at other institutions.
- 24 credits is a heavy teaching load, even minus six credits of ART, leaving little time for research. If the university is serious about supporting research, then it should rethink the assigned teaching load. Hiring of additional full-time faculty would also help spread the load of teaching and service and thus encourage scholarship within those departments.
- Consider opening Research and Scholarship Day to the public by inviting speakers and poster presentations from other universities.

Cotsakos College of Business

- We need dedicated statistics faculty to run workshops/clinics to help faculty with design, data runs, interpretation of data, and best practices with certain statistical designs and methods.
- It would help the faculty at the COB know what research is being conducted in the rest of the schools within WPU. Collaboration is key in research. Perhaps generate a system or data base that would help us identify who researches what, and what our interests are.

- Not many of us at the College of Business are familiar with the grant opportunities that are available. Perhaps run a couple of lunch series on describing how to apply for these, which grants are actually available and what our chances are in 'getting' funded.
- As discussed in our Department Meeting, it would be beneficial to find out what type of research we are conducting here at the College of Business. It would also be of interest to attend the other schools' research day where the research of new faculty is showcased.
- Some of us feel that research is not promoted enough at the College of Business. Obtaining more information and learning more about 'grant opportunities' would probably close this gap and ignite an incentive to conduct more scholarly work.
- The following may not address the requested information but does illustrate an experience I had with trying to get funding for one undergraduate and one MBA student. After conducting research we sent an application to the graduate studies office in order to request funding to take both students on a Marketing/Management Conference – to present their research. We never heard back from the office, nor did we receive answers to our calls. We feel there is definitely a 'disconnect' between the College of Business and the main campus. The ones who suffer are the students.
- One of the challenges in the COB has been with their GA applicants. The GA's are not trained to do research and look up databases etc. COB would like to know how other colleges handle this and if a training can be developed.

College of Education

- "brown bag" luncheons we had last year were interesting and thought provoking regarding research initiatives.
- Allocation of money for scholarship presentations is available but limited and it's confusing as to how to access it. I've received limited funds in the past but very little. Larger pot and clearer announcements regarding availability and access would be helpful.
- ART is key to continued research. Strongly support its continuation!
- Funding for research assistants
- we could use more financial support for travel to present at National or regional conferences
- it seems very complex process to get support for travel and training to support our teaching and research

College of Humanities and Social Sciences

- Incentivizing grant submissions: Grants are a lot of work to prepare, and I have been in environments where faculty received a small incentive (\$500-\$1000) for grant submissions. To earn the incentive, the submitters had to have a peer-review prior to submission, respond to reviews, and then submit. This not only served to increase faculty involvement and collaboration on grants, but increased the viability of the grants that were submitted. The nice part of a program like this is that if just a couple of people are funded, the university more than makes up their expenditures on the incentives from the grants. At this other institution, grant applications increased by about 25%, and funding rates when up more than 50% with the incentives.
- Increased funding.
- Availability of funds to hire research assistants along with release time for research.

- Not setting limits on amount of release time a grant funded faculty member can get.
- More funding for presenting research at international conferences.
- A graduate culture that emphasizes research and makes graduate students co-authors in research projects of faculty members.
- Increased amounts of summer stipend funding for faculty members conducting research. It is impossible to conduct research on a less than 1k support during summer.
- Allocation of seed money to set up research/community outreach centers at the university, which makes the university look better in grant applications – demonstrates commitment of university to specific issues and problems.

College of Arts and Communication

- A fine arts curriculum in the university is a cornucopia of possibilities and ideas. Students can experiment with and try every discipline. What they sometimes miss is a more sustained immersion in the field. They are also not ready to take on large unguided sustained projects.
- Art, Art History and Design Faculty's work on the other hand is a long-term affair. Often experiments in material, structure and content happen over years. If you spend a little time with any faculty member and you allow them to get into it, they'll begin to describe a big vision for their work and it will be interesting and exciting to listen to. When faculty members are allowed the space of this endeavor and students are allowed to participate in it, a different kind of learning takes place. Instead of student and teacher, it is artist or designer and aspirant. And the aspirant might be supported with some funds.
- Programs could be built within the art, art history, and design area where students are directly involved with professional practice. These could be workshops with visiting artists, summer residencies with paid internships, money for students to work over the semester with mentors using the equipment and facilities at WPU, weekend residencies and so forth.
- It is not enough to simply open the doors or create course work. Its must be more rigorous and energetic, more like a practicum or a colloquium that is faculty led, or guided, but student supported. By creating a situation where there is money that students can earn through participation, it becomes appealing for them to work on art, design and academic projects instead of at McDonald's or Wendy's or doing lawn work over the summer.
- Support for student research opportunities, especially in the summer & perhaps winter term.
- Summer Stipend funding for Faculty projects at a more ambitious rate.
- Support faculty trips to major events in their area: **Documenta**, in Europe for example.
- Support faculty and student trips to art events like **Art Miami Basel**.
- Sustained time for focused research. Release time for productive research, asymmetrical workloads in semesters, consistent yearlong commitment to research.
- Funds for supplies, materials and equipment.
- Make the duties of the current tech-staff in the department include working directly with faculty.
- Make a department wide, if not university wide, presentation of faculty projects. Actively put people together who may share interests through faculty symposia. Always good to do it around food. Healthy food is good too.
- Workshops for funding given specifically to the area. Interview and help faculty by giving feedback on the grant process.

- Funding for Artist Residencies or Development Grants submissions. For travel and stays on site at the location of the residency or research grant, as well as the cost of creating the proposal itself (making "dummies," "proof prints",etc.)
- Support for Faculty (not necessarily monetary) for exhibitions and video screenings in on-campus spaces - or negotiated with NJ public museums and exhibition spaces
- Arts purchase awards for faculty members - to improve the both the faculty's visibility AND the visual environment of the campus. [Last two are common practice at other public universities.]