

AQIP Action Project
“Enhancing the Campus Climate for Scholarship”
Interim Report – January 2008

INTERIM REPORT

Interim Report Goal: The goal of this report is to provide an overview of the accomplishments of the working committee for this Action Project as of January 2008. Further, this report will summarize our findings with respect to scholarly activity currently occurring on the campus of Northern Michigan University so that the committee and interested stakeholders can develop recommendations for enhancing the campus climate for scholarship. Finally, the report summarizes plans for the remaining work of the committee which anticipates completing this action project by October 1, 2008.

Action Project Goal: The goal of this action project is to enhance the climate for scholarship and other creative activities on campus. This project is designed to improve communication among interested faculty and administrators, identify and address barriers to successful scholarship on campus, and improve dissemination of approaches to research and creative work from successful on-campus and off-campus scholars. A particular focus will be to increase undergraduate participation in scholarly activities mentored by faculty.

I. Logistics of Action Project

Committee membership

The working committee for this Action Project was selected by Dean Cynthia Prosen in October 2007 with input from Committee Chair Dr. Jill Leonard. Current committee membership is as follows: Jill Leonard (chair; Biology), Brian Cherry (Political Science), John Ejnik (Chemistry), Mollie Freier (AIS/Library), Patty Hogan (HPER), Susie Piziali (Biology), Peter Pless (Art & Design), Adam Prus (Psychology), Jim Schiffer (English), Andrew Smentkowski (Office of Research), Will Tireman (Physics), and Chris Wagner (AIS).

Meetings conducted

The working committee first met on October 23, 2007 and has since met four additional times (10/31/07, 11/13/07, 12/5/07, & 1/17/08) approximately biweekly. Members also participated in an audioconference on 12/12/07 given by the Council on Undergraduate Research on “Promoting an Undergraduate Research Culture”.

Subgroups formed

In addition to the full working committee, we have also formed several subgroups tasked with specific areas of attention. Each member participates on 1-3 of these subgroups. The subgroups are *Participation*, *Systems*, *Outreach*, *Students*, and *Time*. *Participation* is tasked with collecting data on the involvement of faculty and students in scholarly activity on campus and developing means to collect this information in the future. *Systems* is working on understanding NMUs current logistical and support infrastructure for scholarship and developing recommendations for improvements. *Outreach* is assigned initial perceptual data gathering and solicitation of input from the campus community as well as developing long-term methods of increasing social valuation of scholarship and faculty interaction in scholarly work.

Students works to understand the way that undergraduate and graduate students are currently involved in scholarly activity on campus and to develop recommendations for increasing and improving the scholarly support for these students. *Time* is tasked with investigating and evaluating options related to the frequently cited faculty issue of insufficient time and/or monetary support given for scholarly activity. These subgroups have each met multiple times at this writing and report their work back to the general working committee.

II. Committee Working Parameters

Definition of scholarship

The definition of scholarship has gone through many iterations in the academy. Our committee is currently working from a broad view of scholarly activities based on Boyer's work (1990 Scholarship Reconsidered and 1997 Scholarship Assessed from the Carnegie Foundation for the Advancement of Teaching) which focuses on the scholarship of discovery, integration, application and teaching. In this context, scholarship includes creative endeavors as well as research as traditionally conceived. These activities are linked together by the processes of questioning, concept development, and critique.

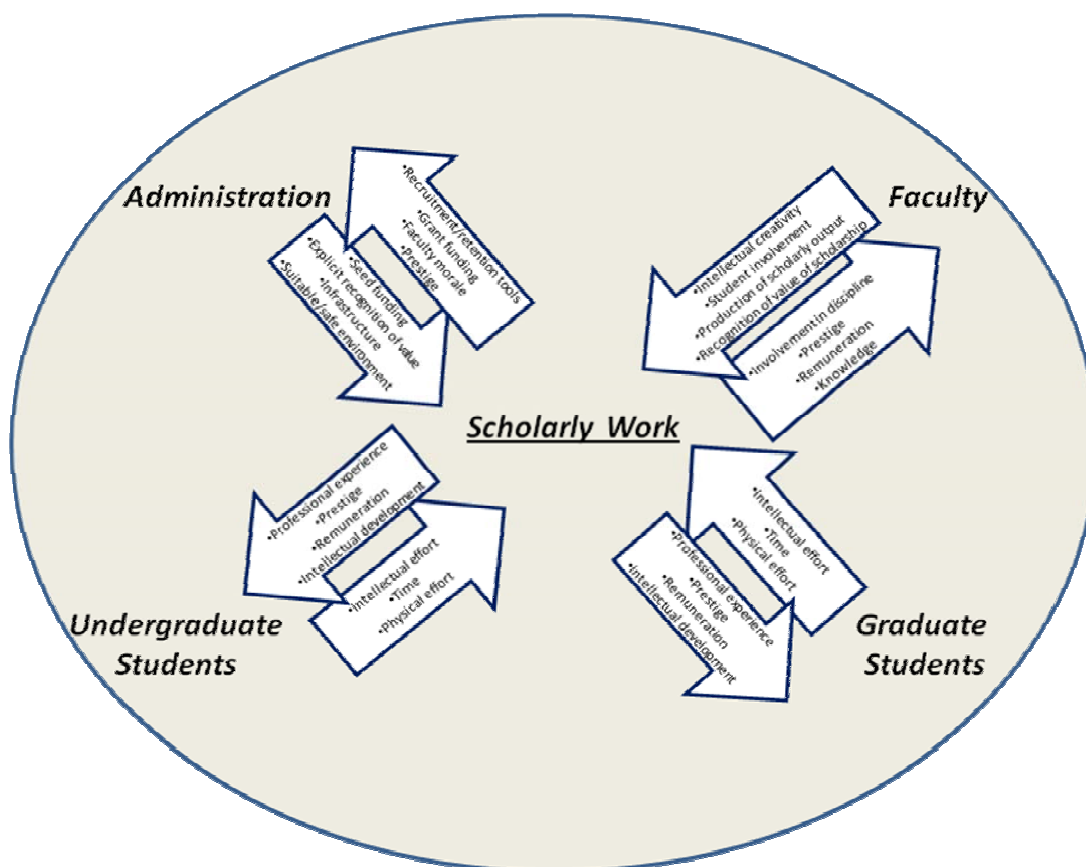
Rationale for this project

Scholarly activity is fundamental to University goals, morale, student training, funding issues, and prestige. Scholarly activities are also explicitly included in NMU's mission statement as follows: *"Challenging themselves and their students, Northern faculty and staff are dedicated to effective teaching and intellectual inquiry; to including students as learning partners in their research, scholarship, and other professional activities; and to advancing the University's roles as a service provider and as a cultural and recreational center in the Upper Peninsula."* Scholarship has always been strong on campus; however, it needs explicit attention in order to flourish and deal with the increasing demands of and for scholarly activity. This is particularly the case since the expectations of newly recruited faculty are increasingly linked to scholarly activity, and this, over time, has led to increased scholarship by current faculty; the level of support for these activities by the University must adjust to this trend. Logically, developing an explicit and integrated plan in this area will better allow the University to nurture scholarship within the constraints of our fiscal outlook while ensuring maximal benefit to our students.

Committee Philosophy

- It is the intent of this committee to use a broad, inclusive definition of scholarship so that all types of scholarly activity on campus are supported by our work.
- The committee believes that for scholarly activity to be fully supported and flourish, the support for these activities must be intentional, funded, and fully integrated with the educational mission of the University. We advocate the teacher-scholar model of the professoriate.
- The committee supports the idea of accountability so that individuals making use of institutional support are held accountable to demonstrate good-faith participation in scholarly work.

- The committee recognizes that there is already substantial, high-quality scholarly work on-going at NMU and that our goal is to enhance the climate for this work while enabling greater participation in the scholarly process by faculty and students.
- We are committed to the transparent, open exchange of ideas and the gathering of data in generating recommendations to improve the climate for scholarship. We are further committed to the continued evaluation of this effort by assessing outcomes of this action project.



This figure demonstrates the interconnected nature of scholarship at NMU including the costs and benefits of either supporting or participating in scholarly activity by the University stakeholders.

III. Project Tasks

A. Evaluate current status of scholarship on campus

1. Determine faculty and student involvement in scholarship
 - i. Data sources include NSSE data, faculty evaluations, various program data (e.g., Honors, Freshman Fellows, Superior Edge, Graduate, etc.)
2. Understand the current support infrastructure for scholarship
 - i. Outline our support system based on policy and practice. Examine efficiency of processes among offices (e.g., Research, Controllers, Deans, Facilities/Public Safety). Examine effectiveness of funding policies (e.g., match policy, IDC process, etc).
 - ii. Examine contract and bylaw language for scholarship-related language

3. Characterize on-campus issues/opinions regarding scholarship
 - i. Data sources include general forum, focus groups, surveys
 - ii. Prioritize issues that arise and gather data regarding potential approaches to solutions

B. Plan for integrated system to enhance scholarship

1. Develop and establish a permanent University committee to support scholarly activity
2. Develop recommendations for revision of infrastructure system
3. Submit recommendations for issues related to allocation of faculty time among teaching, scholarship and service, including a prioritized list of alternative strategies.
4. Develop recommendations for student programs to explicitly incorporate scholarly activity into existing curriculum, primarily in undefined content courses and extracurricular programs, but potentially also in defined content courses; develop recommendations to foster linkages to encourage a cohesive development of scholarly activity across a student's university experience.
5. Develop University scholars program to serve as an extension of the Freshman Fellows program into sophomore-senior classes.
6. Implement program of outreach on campus
 - i. Scholarship support training for faculty (e.g., grant writing and management workshops)
 - ii. Program to encourage scholarly atmosphere through faculty interaction (e.g., thematic seminar series, working groups, integrative programs)
 - iii. Draw from Council on Undergraduate Research programs such as the recent audioconference on "Promoting an undergraduate research curriculum", on-campus speakers (Feb 1 "Enhancing undergraduate education using research" Brad Stith) and involving faculty members and administrators in CUR conferences.

IV. Status of the Project

A. Evaluate the Current Status of Scholarship on Campus

The initial task for this project is to understand the current state of scholarly involvement on NMU's campus. Some data and much anecdotal evidence suggest that there is considerable scholarly activity ongoing; however it is poorly characterized at the institutional level.

Faculty involvement in scholarship

Faculty demographics:

As of Fall 2007, NMU employed 325 faculty (297 AAUP, 28 NMUFA) that have been in service for an average of 12.7 (AAUP) and 11.3 (NMUFA) years. 100% of AAUP faculty are full-time and 89% of NMUFA faculty are full-time. For AAUP faculty, 61.9% hold doctoral degrees (11.4% did not report) while for NMUFA faculty, 12% hold doctoral degrees (8% did not report). 63.6% of AAUP faculty are tenured; 32% are full professors, 29.2% are associate professors, 28.6% are assistant professors, while the remainder are instructors. All NMUFA faculty are in term positions; 25% are full professors, 4% are associate professors, 56% are assistant professors, while the remainder are instructors.

In order to investigate whether there has been a shift in faculty preparation prior to employment at NMU that may relate to faculty expectations regarding scholarly activity and support, we examined Common Data Sets maintained by the Office of Institutional Research. The most recent data available is for 2006-07 while the oldest data available is for 2001-02. While there was an overall increase in the number of full-time faculty (from 295 to 319), there was a relative decrease in the proportion of full-time faculty to adjunct faculty (from 74% of total faculty to 68% of total faculty). Over the same period, there was an increase in the number of faculty holding doctorates or other highest terminal degrees (e.g., MFA) from 86% to 99%. Note that in 2002, 97% of faculty held the highest terminal degree and that no data are available for the academic years 2003-2005. This increase in educational level suggests that the pre-employment academic preparation of the faculty has increased in recent years; this trend may have led to greater scholarly expectations of incoming faculty.

From the same Common Data Sets, using the same comparison years, we have found an increase in student to faculty ratio (20:1 increased to 22.4:1) as well as a modest increase in class sizes. Very large classes (>100 students) made up 1.9% of offerings in 2001-02 and 2.0% in 2006-07; all courses greater than 50 increased from 9.8% in 2001-02 to 10.1% in 2006-07. The number of very small course sections (2-9 students) offered decreased from 15.6% to 9.1% between 2001-02 and 2006-07; this does not include courses of undefined content such as Directed Studies and Research which are excluded from this data set. These data are suggestive of a modest change in work load independent of teaching credit hours assigned associated with enrollments for NMU faculty members.

Faculty Scholarship:

Currently, no data on the scholarly activities of NMU faculty is available that has been collected both systematically and across campus. In order to gather this information, we are negotiating with the faculty unions and the administration to collect information from annual faculty evaluations. This data gathering, if approved, will be conducted to maintain privacy of all faculty and to make sure that similar categories of activities will be employed for assessment purposes across campus. These categories will be developed with the input of departments. This process is planned for Winter 2008. The goal of this effort is to generate a baseline data set that will allow us to 1) evaluate increased faculty participation in scholarly activity in the future, 2) identify areas that may benefit from increased support, 3) identify areas of opportunity for future efforts, and 4) identify patterns of activity (e.g., years of peak involvement) that may help describe the scholarly development of faculty members over the course of their careers.

Grant Information:

Performing an historical analysis of the University's grant seeking efforts is difficult due to the multiple means that have been employed to track the number and amount of grants received. According to historical data kept by the Principal Secretary for Continuing Education and Sponsored Programs, the annual grant income was:

Fiscal Year	Proposals Submitted	Grants Received
2003-2004	37	\$1,364,434
2004-2005	35	\$2,618,462

These records accurately account for proposals submitted. However, they fail to reflect the true dollar amount of grants received since they only account for grants received that resulted from proposals submitted during the same fiscal year. Since about half of our annual grant income is generated by proposals submitted during previous years (due to multiple-year grant awards and extended turn-around time), the overall grant dollars received is significantly underestimated. Further, this analysis does not separate grants related to scholarship from curricular development or other University projects.

The next table provides grants received figures for the 2005-2006 fiscal year and the 2006-2007 fiscal year. These calculations were based on a combination of figures provided by the Controller's Office and data kept by the Grant Writer/Manager. The method used to determine these figures will be the same method to track grant awards in subsequent years.

Fiscal Year	Proposals Submitted	Grants Received
2005-2006	49	\$5,689,212
2006-2007	67	\$6,110,783

Research Proposals. An historical look at research proposals reveals the following information:

Fiscal Year	Research Props Submitted	Research Props Funded	Research Grants Received
2003-2004	12	6	\$340,075
2004-2005	12	8	\$443,211
2005-2006	13	2	\$47,164
2006-2007	18	9	\$236,472*

**2006-2007 amount. An additional \$89,163 was received for the 2007-2008 academic year*

According to the National Science Foundation, which tracks all forms of federal research grant income at universities and colleges, NMU received an average of \$316,600 annually in federal research funds over the past ten years. In comparison, our nine peer institutions average \$658,371 annually, more than double NMU's average.

Faculty Mentorship:

Last year, the University developed a U.S. Department of Education McNair Scholars proposal. In the process of developing this proposal (which was not funded), the Office of Research and Development surveyed 37 faculty members who indicated that they would be willing to mentor an undergraduate student in a summer research project. While these results demonstrate that there is already a strong commitment to undergraduate research on campus, it should be pointed out that the respondents to this survey represent some of the most active faculty on campus and we should, thus, avoid using these numbers to make campus-wide projections.

McNair Mentor Survey - Experience with Undergraduate Students	
• 681 undergraduates mentored throughout career	• 422 undergraduates involved in research throughout career
• 26 faculty serve or have served as mentors in NMU's Freshman Fellows Program	
• 32 faculty have collaborated with an undergraduate student on an article or presentation	

Student Involvement in Scholarship

Undergraduate Students:

Given that there is no University-wide tracking of undergraduate research and scholarship, a comprehensive summary of undergraduate research is not available at this time. However, the following data and information provides a sense of the scope and depth of scholarly activities pursued by undergraduate students at Northern Michigan University.

Courses: The most quantifiable measure of undergraduate research currently available is the number of students participating in 290, 390, and 490 directed studies courses. Roughly half of these classes are centered on some form of scholarly activity. (To get an exact count of courses involving scholarly activity, a departmental survey of the entire campus would be necessary.) Between Fall 2004 and Summer 2007, participation in these courses has averaged 1,704 students per semester and 674 per summer. Further, enrollment in these courses is rising rapidly, from an average of 1,253 students per semester in 2004-05 to 1,506 students per semester in 2005-06 to 1,956 students per semester in 2006-07. This represents a 56% increase in enrollment in these courses over a three year period.

Freshmen Fellows Program: Each year, the Freshmen Fellows Program pairs up to 40 first year students with faculty mentors for the purposes of research and enhanced learning. Recipients of the fellowship earn \$1,000 during their freshmen year and beginning this year, some funds (up to \$500) are also available to defray costs of the fellows (e.g., research supplies, etc.). Provision of this funding had previously been identified as a need for this program to increase mentor participation. Mentors receive no other compensation for participating in the program. Students are encouraged to continue working with their mentors in subsequent years, but no support is provided for this activity.

Honors: Up to 50 freshmen are admitted into the Honors Program annually. Full, Lower, and Upper division honors may be earned and approximately 140 undergraduate students participate in Honors each year. Honors courses are academically rigorous, and in the fourth year, Honors Program students enroll in a Senior Capstone Experience, completing a research project of independent design.

Student Presenters: NMU's Annual Celebration of Student Research and Scholarly Activities began in 1996 with 52 presentations and has expanded to more than 100 student presentations each year. In addition, numerous undergraduate students participate in off-campus presentations and conferences, including the Argonne Symposium for Undergraduates in Science, the Engineering and Mathematics ADM North Central America Regional Programming Contest, and the Michigan Council of Teachers of Mathematics Annual Conference.

Spooner Grants: The Spooner Student Research Fund provides monies to enhance the academic experience and professional growth of students by providing them opportunities to engage in research and creative activities. The maximum award for each project is \$500. Up to \$1,500 in awards is made each semester (fall, winter, and summer). Graduate and undergraduate students compete for the nine possible grants awarded per year.

Internship Opportunities: Local and regional internship opportunities are available through a variety of businesses and institutions in the region. These internships allow NMU students to participate in research activities related to their academic majors. Regional sites include:

- Argonics (Computer Science, Mathematics and Chemistry)
- Pioneer Surgical Technology (Computer Science and Mathematics)
- Cleveland Cliffs Iron (Chemistry, Geography/Earth Science and Biological Sciences)
- Lasko Development (Computer Science and Mathematics)
- Mead-Westvaco (Chemistry, Geography/Earth Science and Biological Sciences)
- Marquette General Health Systems (Biological Sciences, Chemistry, Psychology)
- Michigan State Park System (Historical research, writing and archival work)

National Survey of Student Engagement Results:

The National Survey of Student Engagement (NSSE) is a survey used to assess student participation in programs and activities that institutions provide for student learning and personal development. The NSSE reports on student activities and behaviors that are linked to valuable learning and personal development outcomes of attending college. NMU has participated in this student survey, which was administered to first-year and senior-year students in 2000, 2004, and 2007, and the raw data have been made available to NMU. Many of the items surveyed by NSSE are consistent with the goals of the Academic Quality Improvement Project “Enhancing the Campus Climate for Scholarship.” Please see Appendix A for a summary of student responses on items directly pertaining to student involvement in scholarship at NMU.

Correlations between scholarship-related items and grade performance: In order to determine if the level of involvement in scholarship-related activities correlated with academic performance, based on self-reported overall letter grade at NMU, a series of Spearman rank-order bivariate correlations were conducted. Statistically significant correlations are listed below.

- For 2007 Seniors, grades were significantly positively correlated (at an α level 0.05) with the following items:
 - “Worked on a research project with a faculty member outside of course or program requirements,” $r_s(433) = 0.107$, $p < 0.05$
 - “Worked with faculty members on activities other than coursework (committees, orientation, student life, activities, etc.),” $r_s(434) = 0.140$, $p < 0.01$
 - “Independent study or self-designed major,” $r_s(432) = 0.113$, $p < 0.05$
 - “Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.),” $r_s(432) = 0.125$, $p < 0.01$
- For 2007 Freshman, grades were significantly positively correlated with “Practicum, internship, field experience, co-op experience, or clinical assignment,” $r_s(392) = 0.102$, $p < 0.05$
- No other statistical significant correlations were found between grades and these items for 2007 Seniors and freshman nor for 2004 seniors and freshman. Data on grades were not reported for the 2000 NSSE survey

NMU student involvement in scholarship according to NSSE results: Based on the results of NSSE survey, students generally do not participate in scholarly work outside of the classroom. Most students report that they did not or do not intend to work with a faculty member on a research project or conduct any other activities with a faculty member outside of the classroom. Similar results were found when students were asked whether they planned to conduct an independent study or engage in a culminating senior experience, such as a senior project. However, most seniors reported participating in a “Practicum, internship, field experience, co-op, experience, or clinical assignment.” There were, however, modest trends from 2000 to 2007 in participation in research faculty and for involvement with faculty on other activities outside of the classroom.

Does student participation in scholarship impact academic performance? After a statistical analysis that assessed if scholarship items on the NSSE correlated with average grades earned at NMU, involvement in scholarship was found to correlate positively with academic performance in 2007 seniors. Thus, NMU students who were involved in scholarship activities appear more likely to do well academically compared to those who were not involved in scholarship activities.

Graduate students:

Currently, NMU supports graduate programs in eleven areas of concentration: Biology, Education, Math, Chemistry, Criminal Justice, English, HPER, Nursing, Public Administration, Psychology, and Individualized Studies. All of the programs will accept theses; however, they are required in three programs (Biology, Exercise Science and Psychology). Several programs report that the thesis option is the norm, though other options are available to students. The Creative Writing MFA also requires a book length final document. Other programs vary in their requirements and may or may not require the generation of original research or creative works for attainment of the degree. In 2006, the total enrollment of graduate students at NMU was 809 students with 231 (29%) enrolled as non-degree graduate students; non-degree graduate students are not currently accepted in a program and may or may not be continuing graduate students. Of the 2006 graduate students, 66 (8%) were enrolled in programs requiring an extensive, independent scholarly project (thesis or book). This is likely a somewhat conservative estimate given that theses may be prepared in other programs as well. For the 2007-2008 academic year, there are a total of 724 graduate students. These numbers have remained fairly steady over the past several years.

A total of 48.5 graduate assistant stipends were awarded during 2007-2008. While the number of stipends remains fairly consistent, the amount of a graduate assistant stipend was increased from \$7,394 to \$8,898 this year to make NMU more competitive with other universities. Also, approximately six of those stipends were awarded to graduate students who are doing administrative work rather than scholarship. Graduate students can receive further support for scholarly activities by submitting proposals to the Graduate Programs Committee’s Excellence in Education program. Support for this program was increased this past year as well; graduate students now receive \$1,500 (versus \$1,000) for summer research activities. Further, students who receive this award are now able to receive one free graduate credit (a \$305 or \$452 value

depending on residency). In summer of 2007, 26 awards were made and up to 50 awards per summer are possible.

Next Steps Regarding Current Student Scholarly Activities:

1. *Data Collection.* In order to develop a baseline of data that can be used to measure the effectiveness of our efforts to increase undergraduate scholarly activity, we must implement a means of monitoring undergraduate scholarly activity in a comprehensive fashion. Over the next semester, we will determine the specific measures we want to track and identify tracking methods. In addition to looking at institutional means of data tracking, we will also explore avenues (wikis, electronic portfolios, etc.) that will allow students and faculty to post their own information regarding their scholarly activities.
2. *Outcomes Evaluation.* In addition to monitoring participation, we must also implement means of assessing the outcomes of participation in undergraduate scholarly activities. In addition to the development of qualitative assessments it is critical that we develop more comprehensive means of tracking what happens to our students after they graduate from NMU. Like many other universities, NMU does not have a systematic means of tracking graduate school attendance or employment data, although some departments and units do collect this information for their own majors. This kind of outcome data is becoming increasingly important from a state funding perspective.
3. While there are numerous opportunities for students to participate in undergraduate scholarly activities, as well as numerous support structures, there remain several barriers to participation. These barriers include:
 - Most students are apparently unaware of the opportunities and/or are unaware of the benefits of pursuing scholarly activities.
 - The opportunities and support structures do not fit together in a systematic fashion. For example, a freshman may enjoy participating in the Freshman Fellows Program but cannot find a similar opportunity during their sophomore year.
 - NMU currently has a six-credit cap on directed studies. Thus, if a student hits his or her cap during their sophomore or junior year, there is no incentive – or “room” – to pursue research in the latter years of study. Similarly, capstone experiences and internships can only be pursued during the senior year, limiting options for students interested in extensive scholarship experience.

In order to address these issues, we need to look at how we can better promote these opportunities, make the opportunities more easily navigable, develop a larger pool of faculty mentors, and increase the opportunities to pursue scholarly activities across all years of undergraduate study.

Many of the recommendations regarding the tracking and promotion of undergraduate scholarly activities apply to graduate students as well. In addition, we need to:

- Implement means of cataloging scholarly activities performed by NMU graduate students while at NMU but that are not completed or published until after they leave;

- Develop a means of assessing the impact and frequency of undergraduate-graduate student collaborative scholarly activity.

Evaluation of issue of faculty time allocation and remuneration

The issue of how faculty allot time for scholarly activity in the context of their contracts and various assigned responsibilities is a frequently cited issue in all discussion of the enhancement of on-campus scholarship. To this end, the Time subgroup of the working committee has been working through the AAUP Master Agreement (which closely matches the NMUFA agreement in this area) and the Departmental Bylaws for current language dealing with time allocation, particularly for scholarly activity. The AAUP Master Agreement includes language regarding professional responsibilities (see Appendix B). Note that scholarly activities are included as part of faculty responsibilities in 6.1.1. and that support for these activities is required by contract.

The survey of the Departmental Bylaws has revealed substantial inconsistency across departments with respect for reassigned time for scholarly activity. In many cases, no mention is made of reassignment and the bylaws simply refer to the Master Agreement (above). Several departments (notably Chemistry and English) include language that provides for maintenance of moderate class sizes which has links to the allocation of faculty time (larger classes often consuming more time). In addition, several departments include language that gives Department Heads some flexibility, again within the context of the contract, to provide faculty with alternative assigned responsibilities, which may be related to scholarly activity. None of the Bylaws included specific language for reassigned time for scholarly activity with the exception of several that mention the ability of faculty awarded grants to “purchase” release time.

In addition, we are examining the published literature for possible alternative approaches to faculty time allotment that could be implemented at NMU. Currently, options are falling into several categories (note that the following list implies no recommendation at this time): 1) Faculty-wide reassignment from teaching (e.g., decrease in load); 2) Individualized reassignment from teaching (various sabbaticals, grant-related release, awards, both short and long-term releases, etc); 3) Individualized reassignment from service (decrease in committee loads permanently or temporarily); 4) Recategorization and/or addition of positions that are scholarship focused (e.g., scholar chairs, research-intensive faculty positions); 5) summer support (e.g., for 9-month faculty); and 6) credit for other activities (e.g., student supervision, etc.).

Our strategy is to develop a comprehensive list of the various possibilities regarding faculty time allocation and then poll the faculty and administration so that we develop both a list of pros and cons for each alternative as well as a ranking of faculty preference for the various different options. This does include the potential financial ramifications to the University of these various plans. This information will then be collated and used in the development of recommendations from the committee that will be presented to the unions as well as to the administration for consideration. It should be noted that while many of these options will likely be linked to contract language, some may not, and we plan to distinguish in our

recommendations those that are apparently at the discretion of departments from those at the whole-University level.

Evaluation of the systems and infrastructure supporting scholarly activities

Given the complex set of policies, procedures, and departments that a scholar must navigate to initiate and manage a research project, streamlining the process goes hand-in-hand with the University's commitment to increasing scholarly activity on campus. Several flow charts are provided in the Appendices that illustrate these structures. These charts start out with an overview of the process (Appendix C), and then provide a detailed examination the various components, including Fixed Price Contracts (Appendix D), Departmental Project Initiation Forms (Appendix E), Issues of Compliance (Appendix F), Pre-Award Funding (Appendix G), and Post-Award Funding (Appendix H). Following the assessments of each component, there is a discussion of current initiatives that relate to pre- and post-award funding as well as conclusions regarding this issue.

Assessment of Fixed Price Contracts:

- It is unclear where a faculty member can obtain paper work/forms for initiating a contract;
- No guidance or instructions are available in hard copy or via the Web;
- It is unclear whether other contract options are available.

Assessment of Departmental Project Initiation Forms:

- It is unclear which departments require the use of these forms;
- These forms are not available online;
- No guidance or instructions are available in hard copy or via the Web.

Assessment of Compliance Issues:

- Both the Human Subjects Review process and the IACUC process work smoothly and information is easily accessible;
- The Intellectual Property Policy has been recently revised. Given that few faculty members are pursuing projects that have commercialization potential, it is unclear at this time if there will be any issues with it;
- While many universities have a safety/hygiene officer to oversee safety issues on campus, the various responsibilities relating to safety are dispersed across departments and individuals;
- Departments do not have their safety forms and instructions/guidance available on their Web sites;
- While University policies regarding safety issues are posted online, they are grouped with the rest of NMU policies. Thus, faculty must sift through a variety of policies unrelated to safety to figure out which ones might be applicable to their project.

Assessment of Pre-Award Funding:

- While instructions and forms are provided for faculty seeking information on internal grants, there is no online guidance for those seeking external funding;

- The Office of Research & Sponsored Projects could increase their efforts to make faculty aware of both the external grant opportunities that are available to them as well as the proposal development services available;
- Greater efforts could be made to make internal grants a training ground for seeking external grants. For example, we could implement a policy that stated once a faculty member has received an internal grant, he or she could not receive further internal funding until an external proposal has been submitted.
- There are no online resources to assist faculty in seeking out external grant funding on their own;
- Unlike all other grant proposals (both internal & external), COPS proposals do not have a budgetary review process before grant awards are made, which often necessitates the revision of budgets after an award is made;
- The Office of Research & Sponsored Projects could focus on making grant seeking seem less intimidating (e.g., provide grant writing & project development workshops);
- The Office of Research & Sponsored Projects could do more to highlight new grant awards.

Assessment of Post-Award Funding:

- Of all the various steps discussed thus far, navigating Post-Award funding is the most complex. In addition to following all of the University & Departmental policies and procedures, the grantee must also take into account all of policies and procedures set by the external funder as outlined in his or her grant contract;
- While there are a multitude of policies in place that apply to the management of funded projects, these policies are not available online or in hard copy;
- For first-time grantees, the steps outlined in the Post-Award flow chart are a complete mystery. This is partially due to the fact that grantees are never provided with a complete picture of all of the different components and steps;
- Grantees are not provided with a timeline specifying when they can expect each of the steps to be completed, nor does any policy exist. Consequently, this is a common source of upset for grantees who are under pressure to get their projects started but are unsure when they will be able to begin spending;
- For many new grantees, this is the first time they've been responsible for managing a budget, yet there is little training/support available to them;
- Although the University has Cognos to help grantees manage their grant accounts, many faculty are unaware of how to use this program;
- From a University perspective, no department keeps track of whether or not a grantee files their narrative reports, nor are these reports kept on file by anyone other than the grantee;
- There are no policies regarding who is responsible for contacting the funder regarding payment issues. Thus, when a problem arises, funding agencies may hear from the Grants Office, the Controller's Office, and the grantee, thereby creating confusion and a sense of disorganization;

- There is no policy specifying the final repository of grant agreements. Currently, they get mailed to the grantee, the Controller's Office, the Associate Provost's Office, the President's Office, and the Grants Office.

Campus Outreach

Solicitation of input for current process:

In order to gather information from stakeholders regarding perceived issues of scholarship, we have developed a plan to gather input beginning in Winter 2008. First, we will hold a General Forum (scheduled for January 31st at 4:30 p.m.). This will be a means to introduce this AQIP Action Project to the general campus community, including the specific areas of attention outlined above, and solicit comment from attendees. We will also introduce the concept of Focus Groups that will represent the next phase of our input process. Participants for Focus Groups will be sought according to particular sorting paradigms (e.g., faculty rank, grant recipients, student participants in scholarship, etc.) in order to generate peer-groups that will be able to speak freely about shared experiences with the scholarship process at NMU. Focus group interviews will take place in February and March 2008, and results will be used to inform the development of recommendations.

On-campus programs:

We are in the process of developing strategies to increase the visibility of scholarship on-campus including both electronic and hard-copy materials for distribution. We also are designing interdisciplinary forums to increase interaction among faculty across disciplines. This will be an area we will spend more time exploring during the Spring Semester.

V. Conclusion

To date, the AQIP Enhancing the Campus Climate for Scholarship Working Committee has been formed and has met. It has gathered substantial data regarding the current scholarship involvement of faculty and students. We have begun investigating strategies for improvement in the scholarly climate on campus including areas relating to faculty time allocation, student processes, administrative support, and the academic social climate. During the next period, we will finalize data collection, develop specific outcomes, including the formation of a permanent University committee dedicated to support of scholarship and a new student scholar program, and generate a series of recommendations for implementation to increase support for scholarship on campus.

Appendix A
Summary of NSSE Scholarship Data

<u>NSSE Question</u>	<u>2000</u>	<u>2004</u>	<u>2007</u>
<u>*Which of the following have you done or do you plan to do before you graduate from your institution? Work on a research project with a faculty member outside of course or program requirements</u> Choices: 1=Have not decided, 2=Do not plan to do, 3=Plan to do, or 4=Done	Mean (First year)** = 1.33, Mode = Never Mean (Senior year)** = 1.49, Mode = Never	Mean (First year) = 1.96, Mode = Have not decided Mean (Senior year) = 2.25, Mode = Do not plan to do	Mean (First year) = 1.88, Mode (First year) = Have not decided Mean (Senior year) = 2.28, Mode = Do not plan to do
<u>In your experience at your institution during the current school year, about how often have you done each of the following? Worked with faculty members on activities other than coursework</u> Choices: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often	Mean (First year) = 1.38, Mode = Never Mean (Senior year) = 1.58, Mode = Never	Mean (First year) = 1.55, Mode = Never Mean (Senior year) = 1.75, Mode = Never	Mean (First year) = 1.51, Mode (First year) = Never Mean (Senior year) = 1.87, Mode = Never
<u>Which of the following have you done or do you plan to do before you graduate from your institution?***</u> <u>Practicum, internship, field experience, co-op, experience, or clinical assignment</u> Choices: 1 = Have not decided, 2 = Do not plan to do, 3 = Plan to do, 4 = Done	Mean (First year)**** = 2.46, Mode = Yes Mean (Senior year)**** = 2.57, Mode = Yes	Mean (First year) = 2.54, Mode = Plan to do Mean (Senior year) = 3.03, Mode = Done	Mean (First year) = 2.60, Mode (First year) = Plan to do Mean (Senior year) = 3.12, Mode = Done
<u>Which of the following have you done or do you plan to do before you graduate from your institution?***</u> <u>Independent study or self-designed major</u> Choices: 1 = Have not decided, 2 = Do not plan to do, 3 = Plan to do, 4 = Done	Mean (First year)**** = 1.73, Mode = No Mean (Senior year)**** = 2.18, Mode = No	Mean (First year) = 1.75, Mode = Do not plan to do Mean (Senior year) = 2.43, Mode = Do not plan to do	Mean (First year) = 1.80, Mode (First year) = Do not plan to do Mean (Senior year) = 2.19, Mode = Do not plan to do
<u>Which of the following have you done or do you plan to do before you graduate from your institution?***</u> <u>Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)</u> Choices: 1 = Have not decided, 2 = Do not plan to do, 3 = Plan to do, 4 = Done	Mean (First year)**** = 1.73, Mode = No Mean (Senior year)**** = 2.27, Mode = No	Mean (First year) = 1.75, Mode = Have not decided Mean (Senior year) = 2.48, Mode = Do not plan to do	Mean (First year) = 1.84, Mode (First year) = Have not decided Mean (Senior year) = 2.47, Mode = Do not plan to do

*In 2000, the survey question was "In your overall experience at this institution so far, about how often have you done each of the following?" and the item was "Worked with a faculty member on a research project". **In 2000, the response choices were "1 = Never, 2 = Occasionally, 3 = Often, or 4 = Very Often". ***In 2000, the question was "In thinking about your undergraduate program as a whole (including your major or expected major), which of the following have you done or plan to do before you graduate from this institution?" ****In 2000, the response choices were 1 = Undecided, 2 = No, or 3 = Yes. 2007: First year students: N = 465, 34% responding, Seniors: N = 510, 31% responding; 2004: First year students: N = 700, 33%, Seniors: N = 697, 28%; 2000: First year students: N = 125, Seniors: N = 294 (% responding not available).

APPENDIX B

Excerpts from the 2006-2009 AAUP Master Agreement concerned with scholarship and load assignment.

6.1 Professional Responsibilities

6.1.1 The Board and the Association agree that the primary professional responsibility of faculty members is teaching, professional library work, or professional counseling, depending on the position. They agree that research, scholarship, and creative activities; professionally-related service; and professional development are also faculty responsibilities. It is the responsibility of the Board and the Association to foster an atmosphere of intellectual inquiry and growth. It is the responsibility of the Board to provide support to fulfill these responsibilities.

6.1.1.1 Full-time instructional faculty members shall normally be assigned to a twenty-four (24) credit-hour teaching load (or its equivalent) during the regular academic year (fall and winter semesters). In most instances, twelve (12) hours is the normal credit-hour load for each regular semester. It is recognized that it may not be possible to establish the same credit-hour production for each faculty member. Department heads, after consultation with departmental faculty, are responsible for structuring assignments to take into account large sections in single courses, laboratory supervision and planning, supervision of special learning activities, supervision of field activities, clinical experience, or administrative duties.

Further,

6.1.1.3 In the case of faculty members who are assigned combined instructional and noninstructional responsibilities, an appropriate proration shall be made consistent with Sections 6.1.1.1 and 6.1.1.2.

6.1.1.4 All faculty shall have departmental, college, and/or University-wide committee responsibilities and shall participate in at least one (1) commencement exercise each academic year.

Further,

6.1.1.6 Released-Time Credit

In order to provide released time for faculty research, professional development, curriculum development, and to supplement sabbatical time and pay combinations, tenured faculty and faculty with Tenure Earning or Continuing positions may earn and accumulate released time credit as described in Sections 6.1.1.6.1.1 through 6.1.1.6.5. This program for earning and accumulating released time is intended to qualify as a compensatory time plan within the meaning of Section 547(E)(11)(A)(I) of the Internal Revenue Code but shall not be interpreted as a reference to compensatory time as used in the Fair Labor Standards Act.

6.1.1.6.1 Released-time credits may only be earned for teaching overload classes (defined in Section 6.1.1.6.2) for which no monetary compensation is received according to the following system:

- a. One (1) released-time credit shall be earned for each credit hour for on- or off-campus credit.
- b. Released-time credit may be earned for graduate thesis direction as provided in Section 9.1.4.4.
- c. One-quarter (0.25) released-time credit shall be earned for each three- (3) or four- (4) credit course taught as a directed study.
- d. A faculty member may not accrue more than twelve (12) credits of released time during the life of the Agreement.
- e. In order to teach any course for released-time credit, a faculty member must sign a statement on the form for released-time credit indicating that the released time earned will be used for research, professional development, curriculum development, or to supplement sabbatical time and pay

combinations. (See Appendix C for form.) A faculty member must submit and have approved a specific plan describing how the released time will be used for research, professional development, curriculum development, or to supplement sabbatical time and pay combinations prior to commencement of the course for which released-time credit is requested. If an approved plan for the use of released-time credit cannot be fulfilled, the faculty member and the Provost and Vice President for Academic Affairs will seek to find a mutually agreed upon substitute plan to utilize released time prior to the faculty member's retirement.

- f. Released time is subject to one hundred percent (100%) forfeiture if not used as provided above, except it will be paid upon the faculty member's total disability after approval for benefits by the University's long-term disability carrier, or upon the employee's death while in active University service (i.e., prior to effective date of retirement or other termination). Upon death, the released-time credit will be paid to the individual designated by the faculty member on the NMU Employee Authorization to Disburse Earnings and Allowances Form on file in the Human Resources Department. Released time paid at disability or death will be paid at the rate earned.
 - g. A faculty member cannot accept an overload or additional assignment while utilizing accrued released time.
- 6.1.1.6.2 If faculty members wish to use released-time credits which have been or will have been earned before the beginning date of the sabbatical, the faculty member must apply for the half-pay (1/2) or three-quarter- (3/4) pay option and indicate on the sabbatical application the amount of released time to be used as a supplement.
 - 6.1.1.6.3 A faculty member intending to use four (4) hours or less of released time must seek the approval of the department head six (6) months in advance and have a plan for the use of the released-time credit on file (Section 6.1.1.6.1.e). Approval of the plan shall be discretionary with the department head.
 - 6.1.1.6.4 The faculty member's plan for the use of more than four (4) hours of released time, other than as a sabbatical supplement, must be approved by the Provost and Vice President for Academic Affairs six (6) months in advance and have a plan for use of the released-time credit on file (6.1.1.6.1.e). Approval of the plan shall be discretionary with the Provost and Vice President. For example, approval by the Provost and Vice President must be obtained to combine eight (8) hours of accrued released time with a four- (4) hour teaching assignment in order to fulfill the normal twelve- (12) hour teaching assignment for a semester. The decision of the Vice President for Academic Affairs is nongrievable.

