



Academic
Quality Improvement
Program

ENHANCING THE CAMPUS CLIMATE FOR SCHOLARSHIP ACTION PROJECT

FINAL REPORT



SUBMITTED TO THE PROVOST BY THE AQIP "ENHANCING THE CAMPUS CLIMATE FOR SCHOLARSHIP"
WORKING COMMITTEE (CHAIR: DR. JILL B.K. LEONARD)

EXECUTIVE SUMMARY

During the 2007-08 academic year, Northern Michigan University undertook the AQIP Action Project entitled “Enhancing the campus climate for scholarship.” A working committee was established to study the status of scholarly work and to determine how faculty perceived the climate for scholarship on campus. In particular, the committee was asked to identify real and perceived barriers to scholarship and to make recommendations to alleviate these barriers.

Over the course of the year, the Committee collected data on faculty and student participation in scholarship on campus and attempted to catalogue the types of opportunities that are available for students to take part in scholarly work. The Committee worked with the general campus community, including faculty, bargaining units, staff, administration, and students to gather data. In addition, we used focus groups, surveys, and a forum to collect opinions regarding the campus climate.

Data collected suggested that there is substantial scholarship taking place on campus and that the perception of the quality of these activities is generally very positive. However, the pursuit of scholarly activity is not the norm across campus and there is a perception that support for faculty and students is unevenly available. We identified substantial barriers related to time allocation of faculty as well as infrastructural issues that were limiting scholarly activity.

Students are clearly participating in a variety of scholarly projects and report positive experiences and outcomes. However, there has been poor documentation of these activities. In general, assessment regarding scholarly activities, including participation and compliance of both students and faculty, is insufficient at this time.

The context for addressing the issue at this time is both universal – a movement best articulated by Ernest Boyer – and personal – the balance of scholarship and teaching is deeply rooted in Northern’s culture. It is not surprising then that conversations regarding the role of scholarship at NMU have the potential to create unease. Therefore, it is necessary to be conscientious that any shift in expectations regarding scholarship be clearly conveyed and adequately supported.

Input from the University community over the past twelve months reflects the varying perceptions and attitudes relating to scholarship. The strategy outlined in this report focuses on *supporting, encouraging, valuing, and assessing* scholarship on campus; a total of 22 recommendations are grouped under these four strategy areas. Many of these recommendations relate to faculty time allocation and will require a coordinated effort between administrators and the two faculty unions. Other recommendations are aimed at furthering infrastructural reforms that began this past year. If enacted, these recommendations will improve the quality of our students’ education and will help distinguish Northern Michigan University from our peer institutions.

ENHANCING THE CAMPUS CLIMATE FOR SCHOLARSHIP ACTION PROJECT

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Cover image taken from Christine Flavin's "Vanishing Horizons" project which will serve as the inaugural exhibit of the new Beaumier Heritage Center. Christine uses hand-built panoramic pinhole and large-format, zone plate cameras to capture surreal views of abandoned industrial landscapes throughout the Upper Peninsula.

FORWARD

This AQIP project began in October of 2007 with the goal of enhancing the climate for scholarship and other creative activities on campus. As proposed, the goals of the project were 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 was to increase undergraduate participation in scholarly activities mentored by faculty.

The genesis for this project stems from both positive factors -- an increasing emphasis on research and scholarly activities and the significant record of quality scholarly work emanating from the University -- as well as negative factors -- a sense that the University's expectations regarding scholarship aren't in alignment with the culture and infrastructure needed to perform these activities. There is also a sense that students are not receiving the full advantages of a university active in scholarly activities. In response, this Committee has strived to identify the root issues and preferred solutions in a manner that will allow the University to address the situation in a strategic and quantifiable manner. Through an on-line survey, multiple focus group sessions, and a University symposium on the subject, the AQIP Scholarship Committee gathered input and sifted through many different issues, suggestions, barriers, and requests relating to the improvement of research and scholarly activities. The Committee has compiled this input and placed it under the four different strategy areas of support, encourage, value, and assess.

This report was preceded by an interim report in January 2008. The interim report, as well

as many of the support documents for this final report can be downloaded from NMU's AQIP Web site (<http://webb.nmu.edu/aqip/>).

I. WHAT IS SCHOLARSHIP?

A. A Working Definition.

To conduct this project in a meaningful manner, we have found it necessary to delve into the definition of scholarship. This is a contentious area and one where there are a number of different paradigms, both explicit and implicit. Much of our work has led us to issues regarding faculty time commitment which is explicitly covered by bargaining unit contract language. Bargaining groups have emphasized the necessity of clear language and definitions that can be applied across the University while still retaining discipline specific precision and acceptability. This is a difficult task and one with which we, like other universities, have and will continue to struggle. The definition that follows is therefore our working premise and is meant to serve as a starting point for further discussion.

We advocate using a definition of scholarship that follows from inquiry and leads to the development of a scholarly process with the goal of addressing a problem or issue. We suggest that the initial problem or issue could grow from past experience, the input of a student, an applied problem, a creative mandate, or any other source. The developed conceptual strategy (process) is then used to address the issue and culminates in a result.

The result should not be thought of as a positive or negative, but merely as an outcome of the scholarly endeavor. The result may be an aesthetic or social response to a work,

SUPPORT
ENCOURAGE
VALUE
ASSESS

as is common in the arts, or an outcome such as data or literature. The result is then critiqued and/or assessed by the scholar to determine if the original problem was sufficiently addressed. The two final steps in the scholarship process are intertwined and include the generation of a product and the passing of both the scholarly process and subsequent result on to others (including, although not necessarily exclusively, students). Results of scholarly projects may be presented as a wide variety of products ranging from a publication/report to a presentation to a constructed object. The products serve the primary purpose of allowing others to learn about the scholarship that has taken place and to participate in the critique phase of the process. Without this product, scholarship may not be understood to have occurred because it will not be available to others. Scholarly products may be long-lasting, or short-lived. Students may use these products as a means to learn or they may be more directly informed about the product through discussion or experience. *Thus, the process of scholarship is one of problem solving through conceptual means that leads to an outcome that can be evaluated and presented to others.*

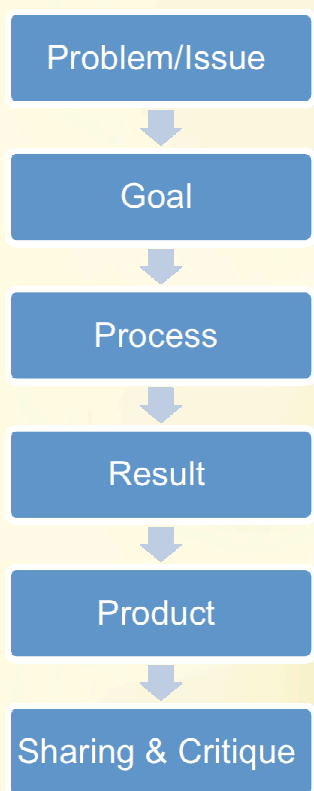
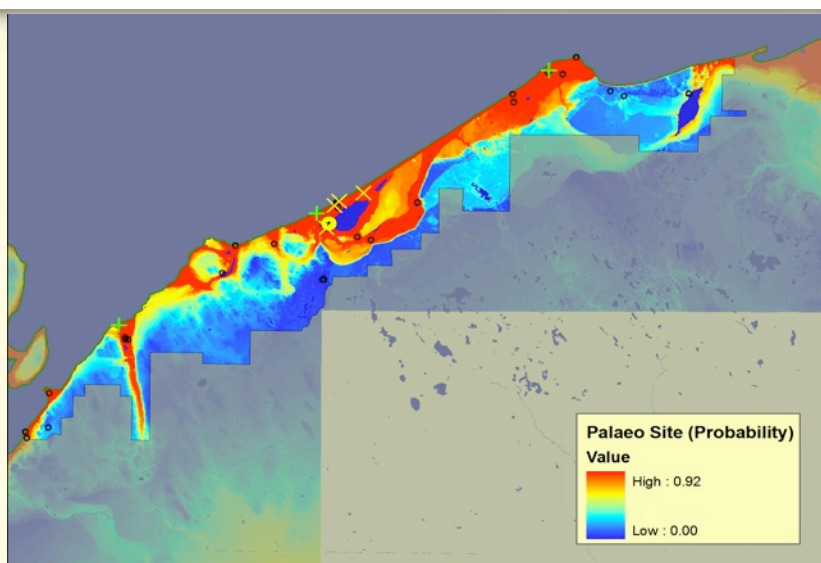


Figure 1 Representation of the general process of scholarship used for this project.



A GIS map of Pictured Rocks National Lakeshore created from modeling work undertaken by Dr. John Anderton.

Knowledge is thus gathered and shared by this process.

Beyond this definition, it is important for departments on campus to develop a clear idea of what scholarship in their discipline entails and to express these disciplinary constructs in the larger framework of the university. *We do not expect that scholarship will be the same across campus, nor even for all forms of scholarship to be equally valued by different areas, rather it is the ability to come to consensus within a disciplinary group and to clearly express this consensus to those outside the group that is critical.* It is important for a department/unit to have a clear understanding of what they accept as scholarship and to be able to present this concept to the larger University clearly.

We do not find scholarship and professional development to be synonymous. Certainly, we know that scholarship is commonly considered part of NMUs contractual definition of professional development; however, it may also appear in the context of teaching and service. Conversely, not all professional development necessitates scholarship. Simply having knowledge conveyed to one does not imply par-

ticipation in scholarship, even if the presenter has conducted scholarship. *We suggest that the differentiation between scholarship and professional development activities should be clarified by those entities using these terms contractually.*

Many of the concepts used above are tied to the underlying framework from Boyer's Scholarship Reconsidered (see sidebar) and the subsequent Scholarship Assessed. We suggest, however, that the original source is commonly reinterpreted and the four forms of scholarship outlined therein have been taken to represent separate, distinct entities. The original intent of these constructs, however, was that they be completely integrated and that the scholarship of discovery, integration, application and teaching were all parts of a larger whole with substantial overlap, rather than strictly separate options to be selected among. For each of these aspects, Boyer emphasizes the acquisition of knowledge that must then be assessed by the scholar and passed on to other scholars. It is this broad approach leading to the *acquisition of knowledge* that we support regardless of the form of scholarship or mechanism of bookkeeping being promoted by any particular entity.

B. Equitability Across Disciplines

One of the key themes in discussions, both at NMU and nationally, is the relative value given to scholarship conducted by different disciplines. Questions arise about the appropriate type of scholarship and how individuals in different disciplines judge the projects and output of others. Further vexing is that the availability of external funding often differs based on discipline, as do relative costs of doing scholarship in different areas. In one case, most of the cost may be for travel, while in another it may be for chemical reagents. In some cases, costs are overinflated because of off-campus economics (as in the medical research area). In some cases, costs vary according to market issues (e.g., areas where travel is important and thus, impacted by oil prices), while in other cases, costs are fixed but are based on valuation of faculty effort (as perhaps in philosophy or theoretical physics.) Clearly this is a complicated issue and yet, in the end, the goal is for scholars in different disciplines to feel that resources have been equitably provided. This requires both a conscious effort and

Scholarship Reconsidered

--Ernest Boyer

We believe the time has come to move beyond the "teaching versus scholarship" debate and give the familiar and honorable term "scholarship" a broader, more capacious meaning, one that brings legitimacy to the full scope of academic work. Surely, scholarship means engaging in original research. But the work of the scholar also means stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students. Specifically, we conclude that the work of the professoriate might be thought of as having four separate, yet overlapping, functions. These are: the scholarship of *discovery*; the scholarship of *integration*; the scholarship of *application*; and the scholarship of *teaching*...

Here, then, is our conclusion. What we urgently need today is a more inclusive view of what it means to be a scholar – a recognition that knowledge is acquired through research, through synthesis, through practice, and through teaching. We acknowledge that these four categories – the scholarship of discovery, of integration, of application, and of teaching – divide intellectual functions that are tied inseparably to each other. Still, there is value, we believe, in analyzing the various kinds of academic work, while also acknowledging that they dynamically interact, forming an interdependent whole. Such a vision of scholarship, one that recognizes the great diversity of talent within the professoriate, also may prove especially useful to faculty as they reflect on the meaning and direction of their professional lives.

- Ch. 2: Enlarging the Perspective in Scholarship Reconsidered

attention to detail. Perhaps more so, it requires that workers in different disciplines be cognizant of the real differences in doing work in different areas. Failure to deal with this issue successfully leads to a campus divided by disciplines where there is the perception of a tiered system of scholarship, and considerable discontent. Success leads to an active intellectual community where, even under financial restriction, individuals feel that they are getting their appropriate share of the “pie.”



Former Freshman Fellow, Rachel Holman, works with graduate student Paul Kusnierz on a federally funded biology project in Pictured Rocks National Lakeshore.

The goal of this project is to recommend transparent processes based on firm data that make it clearer to all workers how resources are being allocated as well as to suggest options for making resources available in a way that allows people in different fields to be *supported on a comparable scholarly level*.

II. WHY SCHOLARSHIP?

Scholarship is at the heart of a university's mission. The role of these activities, though a long tradition in higher education, has recently become a focal point for regional universities under the stress of increasing competition from community colleges for limited state resources and students. At NMU, scholarly activities are explicitly included in NMU's mission statement as follows (emphasis added): “Challenging them-

selves 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.” Like other universities, NMU is trying to find unique ways to realize their mission. For instance, the NMU document “Northern's Future: The Roadmap to 2015” explicitly outlines an Academic Master Plan that seeks to support and build areas of strength while looking to expand NMU's academic niche and outcompete other institutions. Within that document are many explicit links to the support of scholarship. Indeed, one of the niche's available to NMU is that of an affordable university that provides a truly interactive educational experience where students are part of a community of lifelong learners (scholars). We suggest that this is a goal within the potential grasp of NMU based on its resources, both human and monetary, but that for us to be successful we need to develop quantitative goals in this area. Developing an explicit and integrated plan for scholarship will better allow the University to nurture learning and its core values.

There is often a conception that teaching and scholarly activities (sometimes termed research in this context) are independent and separate endeavors. However, this need not be the case. The concept of the teaching scholar shows the linkage between a teaching professor and a professor who engages in scholarship. It is possible, at least in some fields, to be strictly dedicated to scholarship (or more likely research) as can be seen in think tanks and research institutes worldwide. It is also possible to be strictly dedicated to teaching content to students, as is commonly seen in secondary education and in some community colleges. A university is designed to be different from both of these models and is based on the idea of the transmission of up-to-

date knowledge from a practitioner (i.e., a professional in their field) to students. This model requires both that the professor be a scholar and a teacher of students. In addition, the value of basing one's institution on teaching-scholars is that they are able to do more than convey information; they can convey practice, show interconnections, and model how to learn and how to think critically. On the other end of the equation, students can see and engage in the scholarly activity of their discipline and see the connections among their discipline and other disciplines.

Improving the campus environment and infrastructure for all types of scholarship has clear benefits in improving the University's ability to attract and retain faculty, recruit students, and obtain outside funding. Faculty wish to continue their creative work once they arrive on campus, and their level of satisfaction with their work environment is directly linked to their professional involvement. There is also an increasing presence of scholarship requirements during the hiring process for NMU faculty; faculty report that scholarship is a requirement for their job application to be initially successful and, in some cases, maintenance of a successful scholarship program is explicitly stated in their NMU Letter of Appointment. Thus, an expectation of scholarly activity is clearly placed upon new faculty. Furthermore, an improved climate for scholarship on campus directly impacts our core teaching mission. Faculty scholars bring innovation to the classroom to enhance teaching. Scholarship helps foster links between different disciplines on campus and with outside entities which enrich the University environment. Active faculty also tend to include students in their work outside the formal classroom. In several recent studies, a variety of benefits to students have been identified as resulting from participation in undergraduate research and other scholarly activities.

We also emphasize the difference between scholarship itself (as described above) and the

maintenance of an intellectually stimulating, scholarly climate. Certainly scholarship is likely to flourish in a scholarly climate where scholarship is valued and intellectual discourse is common; we seek to create this type of environment precisely for this reason. A scholarly climate helps to generate questions and ideas, fosters collaboration, builds intellectual community, and supports the general notion that scholarship has value. However, a scholarly climate is in itself not a success unless it results in scholarship being conducted.

III. METHODOLOGY

A. AQIP Scholarship Committee Members List.

Jill Leonard (chair; Biology), Brian Cherry (Political Science), John Ejnik (Chemistry), Mollie Freier (AIS/Library), Patti Hogan (HPER), Susie Piziali (Biology), Peter Pless (Art & Design), Adam Prus (Psychology), Jim Schiffer (English), Andrew Smentkowski (Grants & Research Office), Will Tireman (Physics).

B. Participation and Meetings.

The Working Committee met on the following dates: 10-23-07, 10-31-07, 11-13-07, 12-5-07, 1-17-08, 2-7-08, 2-28-08, 3-13-08, 4-3-08, 4-19-08, and 7-9-08. Minutes from these meetings are available on the NMU AQIP Web site.

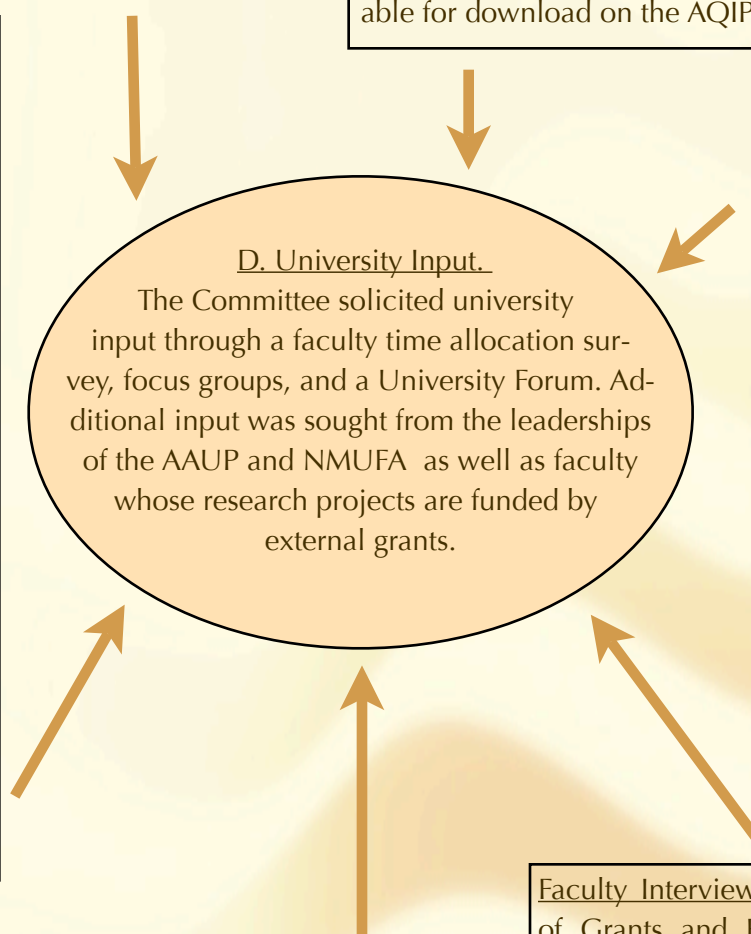
C. Subcommittees Formed.

The Working Committee also formed subgroups centered on the following topics: **Participation** (data collection on current involvement), **Outreach** (faculty input and linkages, interdisciplinary programs, training), **Time** (faculty time allocation), **Systems** (infrastructure and administrative support), **Students** (student scholarly involvement). These groups met frequently and reported back to the Working Committee.

Faculty Time Allocation Survey. An electronic survey instrument was developed and administered to all Faculty (including Department Heads) and Administrators. The survey was available for two weeks (April 1-April 15, 2008) and participants received the initial web link and a reminder electronically as well as a flyer in their mailboxes requesting participation. A total of 135 individuals completed the survey. The majority of these were professors and approximately 41.5% of professors (of various ranks including instructors) completed the survey.

Focus Groups. During March 2008, five focus groups were scheduled to gather information on the campus climate for scholarship as part of the work of the AQIP Committee on Enhancing the Campus Climate for Scholarship. Invitations to the focus groups were issued to all of the faculty (both AAUP and NMUFA), all undergraduates, all graduate students, and all department heads. Assistant professors, associate professors, full professors, department heads, and undergraduates were interviewed in separate groups. Further details are available for download on the AQIP Web site.

University Forum. The forum was held on Thursday, January 31, 2008. Approximately 60 faculty, administrators, staff, and students attended; it was a lively discussion, and participants made well over 50 separate comments. Dean Cindy Prosen welcomed everyone to the forum and introduced President Wong, Provost and Vice President Koch, and AQIP Scholarship Committee Chair Jill Leonard. Additional detail about Forum is available for download on the NMU AQIP Web site.



Additional Data.
The Committee worked with the Office of Institutional Research as well as the Grants and Research Office to access previously compiled data.

Union Leadership. Through our work, this Committee has repeatedly found ourselves drawn into areas where union-negotiated matters are involved. Thus, on February 21, 2008, we met with the unions to seek their input and suggestions. Minutes from this meeting are available from the Associate Provost/Dean of Graduate Studies & Research upon request.

Faculty Interviews. The Office of Grants and Research interviewed faculty members who are currently managing externally funded research projects to seek their perspectives regarding the grant management infrastructure on campus.

IV. FINDINGS

A. Participation

1. Faculty Participation.

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. All 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. (Data are those available from the NMU Office of Institutional Research web site.)

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. This is a slightly different data set from that above which focused only on 2007. 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, this committee negotiated with the faculty unions and the administration to collect information from annual faculty evaluations. We were unable to reach an agreement with the unions to gather this data, but we believe that it is important to continue to work toward an agreeable data collection mechanism. Data should be gathered in such a way that it allows the University 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 inconsistent means that have been employed to track the number and amount of grants received. The following table compiles two different methods of tracking grants received.

Fiscal Year	Proposals Submitted	Grants Received
2003-2004	37	\$1,364,434
2004-2005	35	\$2,618,462
2005-2006	49	\$5,689,212
2006-2007	67	\$6,110,783

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

According to the National Science Foundation, which tracks all forms of federal research grant income at universities, 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. In 2006, NMU submitted a U.S. Department of Education McNair Scholars proposal. In the process of developing this proposal (which was not funded), the Grants and Research Office surveyed 37 faculty mentors. While these results (see table) 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

2. Student Participation

a. 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 NMU undergraduates.

Courses. The most quantifiable measure of undergraduate research currently available is the number of students participating in 290+, 390+, and 490+ courses. This series of courses includes directed studies, research, internship, apprenticeships, special topics, clinics, etc. Roughly half of these classes are likely centered on some form of scholarly activity, although this is not well documented; 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. It seems unlikely that this increase is entirely attributable to students seeking to remedy missing courses or a few credits needed for graduation; this is likely reflective of increased student scholarship participation.

Freshmen Fellows Program. Each year, the Freshmen Fellows Program pairs approximately 30 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, up to \$500 was made available for consumables and other expenses. 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 currently 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 may enroll in a Senior Capstone Experience, sometimes completing a research project of independent design under the mentorship of a faculty member.

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, Psychol-



Individual research poster session for Biology 310.

ogy); National Park Service (Biology & Geology); and Michigan State Park System (Historical research, writing and archival work).

There is no one office that systematically gathers information on internships for students. Many of these internships are developed by individual students or faculty and are known only to those in specific disciplines. Transfer of this information to the student body is not well documented, but we suspect that it is not effective.

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 this AQIP project.

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 statistical analyses (Spearman's correlations with significance at the $p < 0.05$ level) were conducted. For 2007 seniors, grades were positively related to working on a research project with a faculty member outside of course or program requirements, working with faculty members on activities other than coursework, independent study/self-designed majors, and culminating senior experiences. For 2007 freshmen, grades were positively related to participation in practicum/internships/field or co-op experience/clinical assignment.

Based on the results of the NSSE survey, it is evident that NMU students generally do not partici-

pate 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. They also do not plan 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 trends from 2000 to 2007 that show modestly increasing participation in research with faculty and involvement with faculty on other activities outside of the classroom.

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, though self-selection of those represented in this data set may have biased the results.

b. Graduate Students.

Again, there is no systematic mechanism in place for collection of data relating to graduate student scholarship. The information given below provides a broad overview of graduate study at NMU.

Currently, NMU supports graduate programs in eleven areas of concentration: Biology, Education, Math, Criminal Justice, English, HPER, Nursing, Public Administration, Psychology, and Individualized Studies. All of the programs will accept theses, however, they are only 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 graduate enrollment 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 were a total of 724 graduate students. These numbers have remained fairly steady over the past several years.

During 2007-08, 90-100 graduate assistant stipends were awarded. 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. 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. In addition, some students receive support from extramural grants to their mentors but data on these students is currently collected.

B. Issues

The campus community provided input regarding scholarship at NMU through the University forum, the focus groups, and the survey. Overall, the same themes arose in each group. Essentially, faculty (including Department Heads) were vociferous about a lack of support for scholarship

on campus. They generally attributed the perceived low level of scholarly output to a lack of time available and, to some extent, other monetary support. Other infrastructural support was also negatively commented upon including library resources, grant management issues, and other facilities, including available space and equipment. There was also substantial comment on the general low value placed on scholarship at NMU, by faculty, students and administration. Despite this there was a pervasive desire to conduct scholarship on campus, by both faculty/staff and students. There were numerous instances given of highly successful projects, most of which included students, and these were commonly held up as the desired goal. There was also repeated reinforcement that the quality of scholarly work being done at NMU is first class; the problematic issue is the quantity and ease with which work can be conducted, rather than the types or quality of work currently ongoing.

1. Faculty Time Allocation

While the issue of time allocation was brought up in both the focus groups and the University forum, the Faculty Time Allocation Survey provides the most extensive feedback on this subject. This electronic survey instrument was developed and administered to all Faculty (including Department Heads) and Administrators. The tables on the following pages provide an overview of the results.

All different levels of faculty participated in the survey (Figure 2 on the following page). Interestingly, we are aware that at least some department heads completed the survey, but they have identified themselves by faculty level. The majority of respondents were Professors. The majority of respondents were at the level where they were likely to have attained tenure (if applicable).

Generally, overall responses suggested that respondents felt that the current level of scholarship on campus was good (Figure 3). They suggested

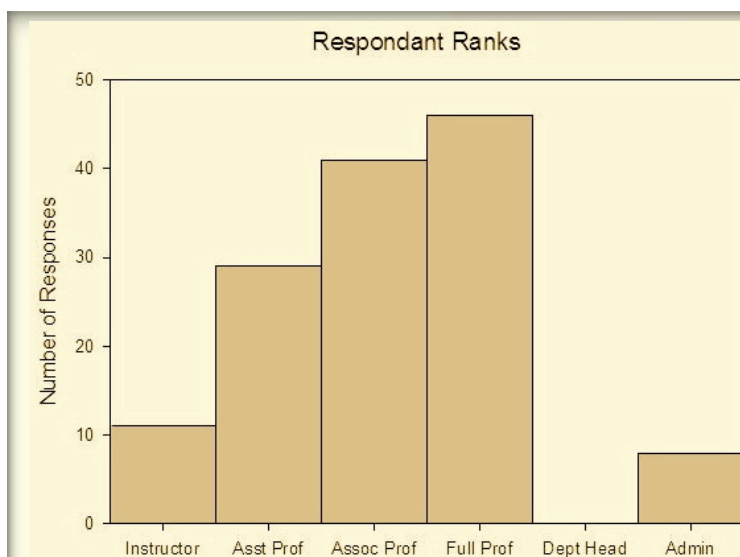


Figure 2 Distribution of ranks of individuals responding to the Faculty Time Allocation Survey. Total N = 135.

that the time available for scholarship was inadequate. Responses also clearly showed that most respondents feel that their scholarship strongly impacts their level of job satisfaction. They felt that products should be produced from scholarship conducted. They, in general, disagreed that scholarship was a separate endeavor from teach-

ing. The trend was to support options that allow increases in number and types of sabbaticals, increases in reassignment of time to scholarly activity, and the provision of assistance in the form of project personnel.

The survey included several questions related to the grant activity of respondents; 33% of respondents had not applied for a grant in the past five years while 67% had. Internal grants were more likely to be sought than external and were more frequently funded. The survey respondents were asked to select their highest priority items (3) for action. Figure 5 shows their

responses. Those options presented that received the highest priority were provision of reassigned time for a project, followed by increases in the number of sabbaticals and provision for half-load sabbaticals. The next highest priorities involved provision of assistance for scholarly work, course scheduling flexibility and summer support, and receipt of load credit in response to the receipt of a funded grant.

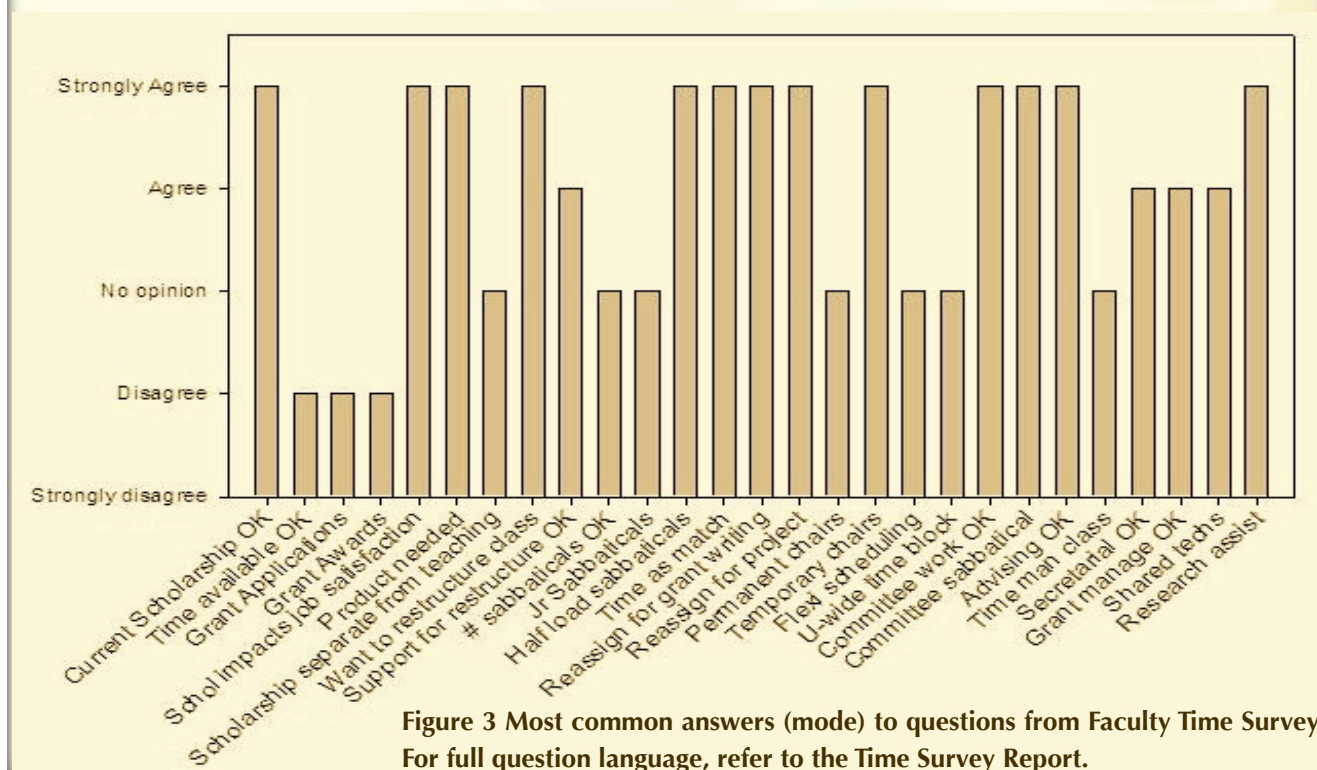


Figure 3 Most common answers (mode) to questions from Faculty Time Survey. For full question language, refer to the Time Survey Report.

Similar responses were heard during the focus group sessions and in the Faculty Time Survey comments. One associate professor summed up

the problem succinctly: faculty do not have enough time or resources to produce large amounts of research and scholarship. The teaching

load was mentioned in all of the faculty groups as an impediment. People in all groups remarked on the comparison of NMU's course load to that of other colleges and universities, noting that research production tends to be higher at institutions where the course load is lighter. The assistant and associate professors also commented on class sizes and their impact on workload.

2. Financial Support

Lack of financial support for scholarship was mentioned in particular in relation to sabbaticals, graduate students to assist with lab work, and funding in general. However, the is-

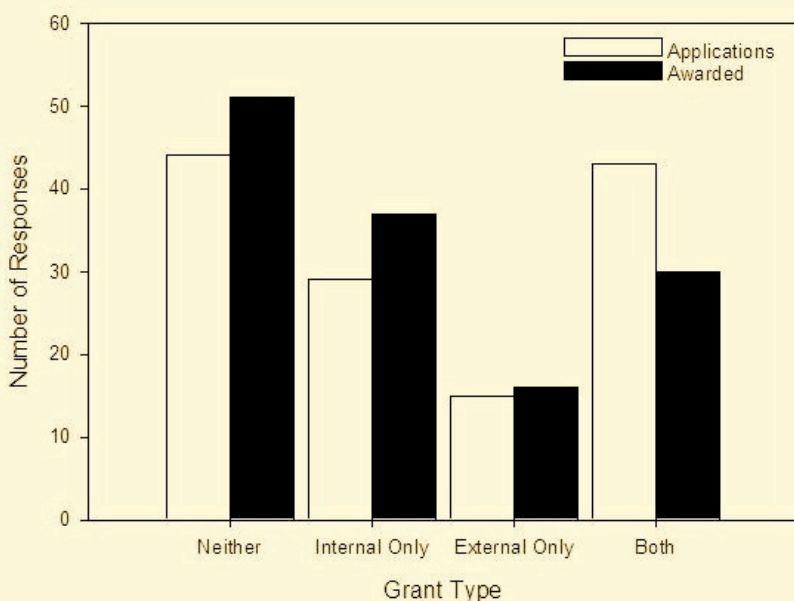


Figure 4 Answers to survey questions regarding the application and receipt of internal and external grants

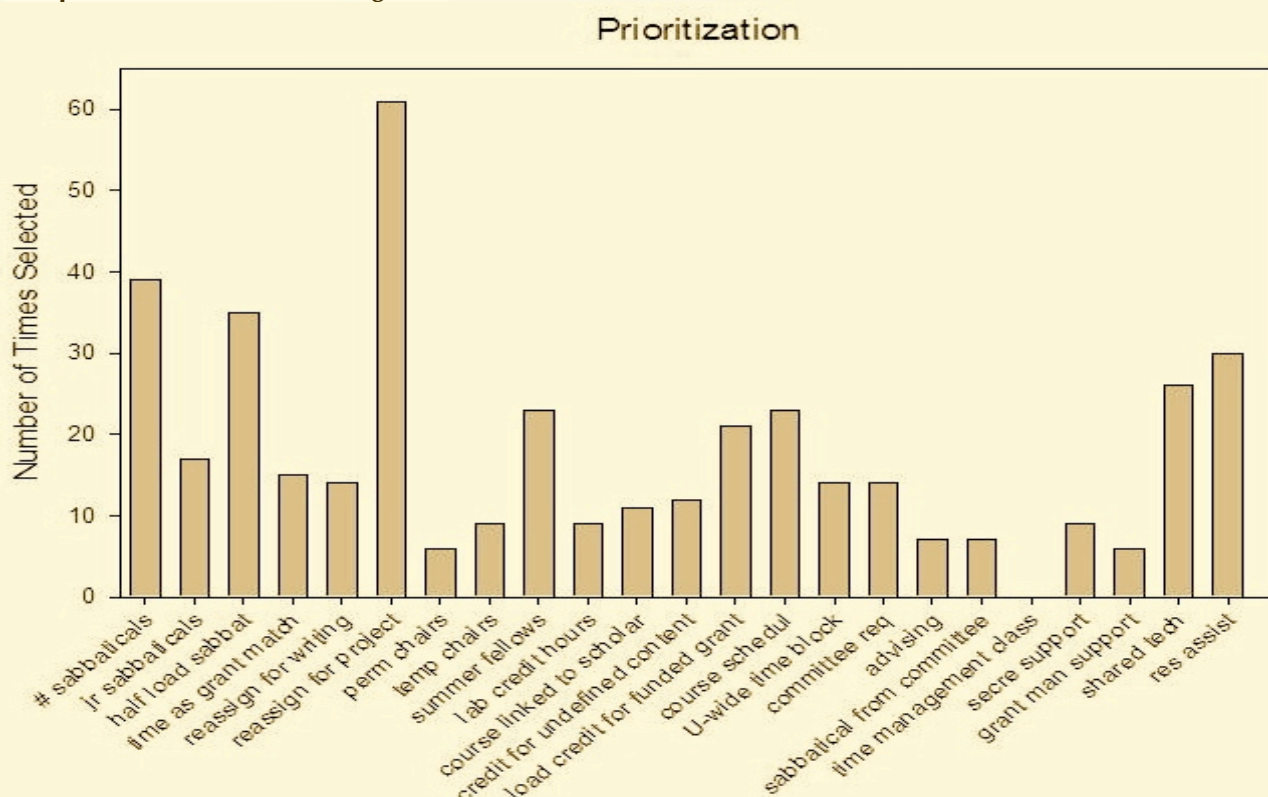


Figure 5 Prioritization of time allocation options presented in the Faculty Time Allocation Options. Respondents were asked to select three, equally weighted options as priorities. Figure represents the number of respondents who chose each option.

sue of financial support -- or lack thereof -- was brought up most frequently in relation to Undefined Courses. As is clear from our research, substantial numbers of students and faculty are engaged together in scholarly projects through the auspices of the Undefined Course system. These courses are covered by a variety of titles depending on department, but often include Directed Studies, Research, Practicum, and others. Students enrolled in these courses report very positive experiences and in some cases, these course enrollments have led to significant scholarly productivity. There are several difficulties, however, that stem from the low enrollment (typically one student) and variable nature of these courses. Faculty generally do not receive credit for teaching students enrolled in these courses, unless they are required for graduation or take place in the summer. Further, the experience in these courses is apparently highly variable with in-depth scholarly projects being indiscriminate from course replacement/makeup. We have also found no data to suggest that there are dedicated funds available to support student projects being done in these courses. In some departments there are prohibitions on the class status of students able to enroll in undefined content courses; this limits the possibility for involvement of students. Finally, most of these courses are limited in their applicability to major requirements with students that are highly involved finding that they are unable to apply all their scholarship-related credits to their degree.

3. Campus Climate

All the faculty groups and the department heads who participated in the forum and focus groups expressed concern about the atmosphere in which they were expected to do scholarship. Several problems were mentioned, including the lack of appreciation for research and the perceived isolation of people who were pursuing scholarship.

While faculty said that they didn't feel dissuaded from doing their scholarship, they didn't feel that they were supported either. They commented on a lack of appreciation for their scholarly efforts, and, while some appreciated the independence facilitated by a lack of support, others would prefer more support or at least encouragement. They expressed concern for people trying to work in new disciplines or trying to advance their research areas.

All groups expressed concern about the sense of isolation that they felt from other faculty conducting research or doing other forms of scholarship. The professors pointed out that it is difficult for research to thrive in a vacuum and the experiences of the other faculty groups seemed to bear this out. The assistant professors felt especially isolated, pointing out that there wasn't even another university close by whose faculty they could work with or interact with. They also expressed a need to be assessed and reassured by higher-ranking faculty in terms of their research. The department heads agreed that there needed to be cross-disciplinary interactions among faculty to promote a culture of research.

4. Infrastructure

a. Grant Funded Research Projects.

The AQIP Scholarship Committee – in conjunction with the Grants and Research Office – assessed how research projects are initiated, executed, and managed. Many of these infrastructure issues were outlined in the Committee's Interim report, with a special focus on research activities sponsored by grants. When these assessments were combined with the faculty survey and focus group sessions, several common themes emerged: 1.) Faculty expressed frustration regarding the lack of written policies or instructions relating to research and grants; 2.) Faculty expressed frustration in trying to locate existing policies and instruction relating to research and grants; 3.) Faculty want more information

regarding ongoing research on campus and upcoming grant opportunities; 4.) Faculty expressed frustration regarding the lack of time and resources to effectively manage their grants; and 5.) Faculty find it difficult to identify the office and/or individual responsible for assisting them with the various aspects of their research projects.

In general, the comments that we received regarding grant management from those who had received grant funding in the past were negative. This is a fairly small group, but comments and data suggest that there have been significant difficulties in this area from the perspective of the grant recipients. Some of the comments derived from issues regarding receipt of match that was not forthcoming once a grant was received. Some recipients also had difficulty in completing necessary paperwork, in some cases not knowing that it was necessary, while others had significant difficulties in receiving their funding in a timely manner. Some of these issues may have been derived from the funding agency, but others were apparently internal. By far the largest number of issues were related to the handling of funds and budgeting issues. Some comments clearly stemmed from personnel issues that appear to have been resolved, but a number apparently derived from a lack of clear understanding of whom in the Controller's Office was responsible for their grant. Further, there appear to be issues of communication among the grant recipient, the Controller's Office, and the Grants & Research Office. A number of grant recipients commented on the Cognos System and on the Concur System. Some complained about Concur while others found it quite useful to be able to complete purchases with their credit card and balance their account electronically. Most faculty did not seem to be well aware of the Cognos system and some commented that they relied on others to give them account information. One area that arose repeatedly was that when a project or grant demanded a new administrative mechanism, it was

difficult to accomplish this in a timely manner suggesting that there are some issues regarding the meeting of grant requirements. Several faculty suggested that they either do not seek funds at all or preferentially submit their grant applications through other institutions rather than deal with our grant management system. In addition, there are some difficulties in safety and compliance in some departments. For some fields there are significant safety issues involved with the conduct of scholarly activity. In many cases, these disciplines are currently working on safety protocols, but they may not be fully in place for all areas of work. Further, there are often compliance issues that may be related to permits or other types of permissions required for work. These are most likely being met by individual scholars but they are poorly documented within the University and little assistance is given to scholars in meeting the reporting requirements of compliance procedures.

While the Grants and Research Office was aware of many of these issues and had already made a request for additional personnel, this AQIP process and the Interim Report helped clarify their priorities. In March 2008, they were able to hire a new staff member for the position of Grants Coordinator. This new position was created to assist with proposal development (50%) and grant management (50%). Additionally, as of July 1, 2008, the sponsored projects aspect of the Continuing Education and Sponsored Projects Office was split off from Continuing Education and given a new name, "The Grants and Research Office." While the development of this Office is a crucial first step in the creation of a one-stop shop for grants and research activities at NMU, there are additional tasks that need to be completed. For instance, the coordination of internal grants, IACUC, and Human Subject Reviews remains in the Continuing Education Office and should be transferred over to the Grants and Research Office. However, this cannot be

accomplished without either a transfer of staff or the addition of a staff member to Grants and Research Office.

There were several activities and initiatives associated with the Grants and Research Office that could have been made into AQIP Scholarship Committee Recommendations. However, many of these projects are already underway and will be completed soon, as outlined in the following table.

Grants and Research Office 2008-2009 Activities
<ul style="list-style-type: none"> • Work with the Controller's Office and Human Resources to identify and document grant seeking & management procedures and policies (Fall 2008) • Develop & launch a Grants and Research Office Web site (Fall 2008); • Develop a grants management manual and publish online (Fall 2008); • Purchase and implement the Coeus grant submission and management software system (Spring 2009); • Develop and offer two workshops: one on grant seeking and one on grant management (Spring 2009).

b. Library Resources.

The Lydia M. Olson Library's support for scholarship was mentioned as a weakness during the focus groups, with participants noting that the collections do not support scholarship and that InterLibrary Loan requests do not arrive in a timely manner. The Olson Library's stated mission is to support the curriculum of NMU by providing collections that support the major courses of study offered by the University and focusing on teaching students how to use the library effectively through library instruction and providing them with the materials that they need to do course-related research. The library supplements its collection through InterLibrary Loan.

Since the date of the focus groups, there have been changes to address the perception of lack of support. The slow ILL delivery times were addressed earlier this summer by the Michigan Library Consortium and their primary delivery contractor: the subcontractor for the Upper Peninsula was replaced, with good results. The library has also joined MeLCat, the joint catalog for over 250 libraries, both public and academic, in the state of Michigan. MeLCat will enable students, faculty, and staff to request books from other MeLCat libraries and have them delivered to the Olson library. The library has also purchased a concurrent license for the bibliographic management package, EndNote, which is now available to faculty. In recent years, the Olson Library has augmented its journal subscriptions with electronic journal collections such as JSTOR, and taking advantage of the consortial purchase of databases from the Michigan Electronic Library (MeL). They have been able to add a great deal of access to scholarly journal and popular magazine collections at significant savings over the price of the print subscriptions. Programs like Serials Solutions (best known to patrons as the "Find It" button that will take them to full text of an article if it's available) and Ares (a recently-purchased eReserves program) will make it more efficient for patrons to use library materials.

The Library budget, like those of many academic libraries, has not kept pace with inflation. The most recent figures from the National Center for Education Statistics show that the Olson Library spends \$250.60 per person enrolled on campus based on our FTE compared to the average of \$316.31 spent by other public institutions in our Carnegie Classification with enrollments similar to ours or the average figure for those in the State of Michigan, which is \$327.70 (for full comparison statistics www.nces.gov). Library personnel are concerned that the development of Ph.D. programs may stress the budget further, not only because they may require an increase in spend-

ing for resources for the Ph.D.-granting departments, but because becoming a doctoral institution may put NMU into a different bracket for database pricing, since electronic resources and support programs are often priced by university size and degree-granting status.

c. Physical Facilities.

The physical facilities on campus were only occasionally mentioned as issues, but they were critical to some workers. In some cases, insufficient space was available for research needs. It was more common, however, for space to be insufficiently designed for its use. Typically space is allocated for a particular faculty member prior to or immediately after their hiring, but the space may not contain the requirements necessary for conduct of the scholarly program of this person. With the exception of when large new buildings were constructed, there was no mention of occasions when facilities were renovated to suit a particular research program.

A number of faculty expressed significant discontent with the NMU policy regarding equipment maintenance. We found examples where administrative funds had been dedicated to the purchase of new equipment (largely in the sciences and art/design), how-

ever these same units expressed dissatisfaction that there was no readily, consistently available fund to allow maintenance of these same pieces of equipment. In some cases, equipment was repaired on campus, through Capital Equipment Replacement funds, through one time allocations or using departmental base budget or summer school funds. However, this approach is perceived to be inconsistent and unreliable. There is also the perception that funds are allocated based upon the number of students in formal classes who will benefit from the repair, not based on needs of scholarly projects that, while they may include students, will typically not impact large numbers of students directly. Much of this discontent also stems from the difficulty in obtaining external funding for equipment; funding may be available for purchase, but rarely for upkeep which can be considerable.

An additional minor issue surrounds the University Center facilities. Most faculty were highly

The Digital Temple

Parallel View of Williams MS. Jones B62 (#w), Bod. MS. Tanner 307 (#b), and the 1633 *Temple* (#p)

Powered by **#altair** has 3 versions
VM4.0 New Version • Line Numbers: ☒ • Popup notes ☐ • Index of texts

Witness 1: w	Witness 2: b
<p>The Altar. ^{note}</p> <p>1 A broken Altar lord thy servant reares</p> <p>2 Made of a Hart and cimented wth teares.</p> <p>3 Whose parts are as thy hand did frame</p> <p>4 No workmans toole hath touch'd y^e same</p> <p>5 A Hart alone</p> <p>6 Is such a stone</p> <p>7 As nothing but</p> <p>8 Thy powre doth cutt.</p> <p>9 Wherefore each part</p> <p>10 Of my hard hart</p> <p>11 Meets in this frame</p> <p>12 To praise thy name</p> <p>13 That if I chance to hold my peace</p> <p>14 These stones to praise thee may not cease</p> <p>15 O lett thy only ^{blessed} sacrifice bee mine,</p> <p>16 And sanctifie this Altar to bee thine.</p>	<p>The Altar. ^{note}</p> <p>1 A broken Altar, Lord, thy servant reares</p> <p>2 Made of a heart, & cimented with teares.</p> <p>3 Whose parts are, as thy hand did frame;</p> <p>4 No workemans toole hath touch'd y^e same.</p> <p>5 A heart alone</p> <p>6 Is such a stone,</p> <p>7 As nothing but</p> <p>8 Thy power doth cut.</p> <p>9 Wherefor each part</p> <p>10 Of my hard heart</p> <p>11 Meets in this frame,</p> <p>12 To praise thy Name.</p> <p>13 That, if I chance to hold my peace,</p> <p>14 These stones to praise thee may not cease.</p> <p>15 O lett thy blessed sacrifice be mine,</p> <p>16 And sanctify this Altar to be thine.</p>

Excerpt taken from 2007-08 Peter White Scholar Robert Whalen's Digital Temple Web site.

complementary of the Conference and Catering office and their services. However, in some cases the UC does not physically have the capability to host conferences due to its size, usage or equipment available. Should these facilities be improved, hosting conferences would be a relatively simple way to increase the traffic of outside scholars to NMU, thus increasing the opportunities for scholarly interactions.

d. Informational Technology

The model for academic computing support used at NMU does not take into account the differences in needs that faculty scholars have versus students in courses. The faculty is, for the most part, lumped into the same program with the students in terms of the laptop distribution and software support on campus. In particular, faculty often use non-standard software or peripheral hardware which they must maintain themselves. Faculty may also need desktop computers with support that must then come to their laboratory or workspace. Additional personnel dedicated to scholarly projects may need additional computers (laptops or desktops) and it has proven to be difficult to obtain a laptop computer for research assistants who are hired to help with a project.

Several faculty mentioned the difficulty they face when requesting hardware repair from Micro Repair and software support from the Help Desk. There is a perception that the Help Desk chooses to simply reimagine a computer after a few minutes of attempting to recover the system when a more experienced staff mem-

ber could possibly avoid this situation and negate difficult system restoration. There also appears to be poor communication between computing hardware, software, web, and network support on campus.

5. Faculty Mentored Student Research

Several people who spoke at the University Forum mentioned the excellent collaborative work between faculty and students (undergraduate and graduate) already being done at NMU, but it is not easy to quantify all these activities. Faculty in the sciences said working with students on research was very rewarding for them and for their students (in terms of grad school and future careers), but also enormously time consuming and that NMU needs to be more flexible about how it thinks of teaching loads. There was some sugges-

tion of insufficient numbers of mentors available for interested students. Attendees noted that NMU's student-focused mission should encourage more student-faculty collaboration: we could really excel at promoting student research in the future. There was general agreement that ideally, scholarship and teaching are mutually enriching activities. However, some expressed concern that NMU not lose its traditional emphasis on teaching.

6. Role of Unions

The collective bargaining units on campus that represent the faculty (AAUP and NMUFA; henceforth "the unions") are critically important to the support for scholarly activity on campus. It is through these organizations that faculty interests are represented and they are responsible for making sure that inequities do not arise in treatment of the members. As previously dis-



Physics professor Will Tireman in the lab with student Torrey Dupras.

cussed, support for scholarship is an area where it is common for the perception of inequity to arise and thus, is an area where unions can have real concerns. Similarly, when a university has limited resources, the unions provide a critical check to ensure the faculty interest.

Through our work, this Committee repeatedly found itself drawn into areas where union-negotiated matters are involved and we have sought the input and suggestions of the unions to aid our work. Much of our focus has come to be that there needs to be a clearer understanding of the role of the conduct of scholarship in the position of faculty members. It is apparent to us that most professors who gave the Committee input believe that scholarly activity is part of their job but that it is poorly supported both by the administration and, to some extent, by the unions. Much of this belief centers around time allocation but also includes other areas such as the valuation of various scholarly activities by review committees, other assigned duties (such as service, committee work, and advising), and the risk to job promotion when position requirements shift. These are valid concerns and ones that must -- and should be -- dealt with during negotiations between the unions and the administration. Our goal is to provide information to the relevant parties, point out areas where issues exist, and give suggestions for potential starting points. In short, we wish to bring attention to the role of the unions in support of scholarship so that it may benefit all, most importantly faculty and their students, concerned.

7. Assessment

A common barrier for this AQIP Committee was the lack of quantitative data regarding scholarship at NMU. Currently, the University maintains no data sets regarding faculty scholarship or student scholarship. Yet, in order to assess the effectiveness of this Committee's recommendations, this data is absolutely essential. We proposed to

collect scholarship data from the NMU faculty by counting information from the anonymous narratives from faculty annual evaluations for the last three years. However, after substantial discussions with the NMU AAUP and the NMUFA, a satisfactory method of obtaining these data from faculty evaluations could not be agreed upon. It is critical that this situation be overcome immediately.

V. RECOMMENDATIONS

Given the particular issues at NMU with regards to scholarship, we recommend that the University adopt a four-prong approach to improving the campus climate for scholarship that focuses on Supporting, Encouraging, Valuing, and Assessing. Combined, this Committee is making 22 recommendations.

A. Support. *This is a broad area encompassing issues of time, pay, infrastructure, and environment. The thrust of this area is to ensure that University expectations regarding scholarship are backed up with an appropriate level of support for scholarship. There are 11 recommendations under this category.*

A.1 RECOMMENDATION: During the next contract cycle, the administration and faculty representatives should develop a mechanism that allows reassigned time for faculty scholarly activity that can be more rapidly obtained than a traditional sabbatical, similar to that currently available to 12-month faculty, that is available at any career stage. A similar program should be developed for administrators and staff. The level of reassigned time for 12-month faculty should also be evaluated.

Process: Through negotiation process (completed by Aug. 2009) with implementation in fall 2009.

Assessment: Successful development and implementation of mechanism. Number of faculty using this option and cost to university will be evaluated. Number of scholarly products generated by faculty will be counted. Of the projects funded, 90% are expected to result in a scholarly product.

A.2 RECOMMENDATION: During the next contract negotiation cycle, the sabbatical system should be reassessed with regard to the following by administration and faculty representatives: maintain or increase the funding for sabbaticals to support individuals in a manner that will lead to successful scholarly projects, develop varied sabbatical types, and address the accumulation of “banked” time which is used to fund sabbaticals (banked time is counterproductive to productivity during the non-sabbatical period). There are also various individuals that are not eligible for sabbaticals or where special circumstances are involved (NMUFA, administrators) and we recommend that policies be implemented to support the scholarship of these workers.

Process: Contract negotiation

Assessment: Successful evaluation of the sabbatical system as evidenced in the approved contract. Increase in number of sabbaticals awarded. Decrease in number of faculty using banked time to support sabbaticals. Increase in number of scholarly products reported as products from sabbaticals (2% per year over next five years).

A.3 RECOMMENDATION: Develop a coherent strategy for increasing available scholarly project

personnel including technicians, secretarial support, student workers.

Process: Development of plan by RSAC (see *Recommendation B.1*) in conjunction with the Grants & Research Office.

Assessment: Production of a plan by May 2010. Implementation of plan by August 2010. Count number of dedicated personnel per project with anticipated increase of 2% within two years of implementation of strategy.

A.4 RECOMMENDATION: NMU should develop a mechanism to provide summer salary support for scholarly activities. We envision that this would be available strictly to provide support for time. Funds should be available to all faculty.

Process: Faculty Grants Committee should develop a strategy for award of these funds as well as application guidelines.

Assessment: Development of a summer salary award program. Program is implemented by December 2009. Numbers of faculty using the program will be tallied.

A.5 RECOMMENDATION: We recommend that the current

interim, part-time position of Director of Freshman Fellows and Honors, be transformed into a permanent, full-time position of Director of Student Research and Scholarly Programs that incorporates the University Scholars program (see *Recommendation B.3*). This position would also be tasked with facilitating and highlighting student scholarship across campus as well as gather-



ing data related to student involvement in scholarly activities.

Process: Administrative restructuring headed by the Associate Provost

Assessment: Position is created and filled by August 2009. Baseline data will be collected by August 2010 and indices for progress in student involvement will be developed by Dec. 2010.

A.6 RECOMMENDATION: We recommend that a position of Compliance Officer be developed and hired. This person would be tasked with ensuring compliance for scholarship projects including permissions/permits, safety compliance, IACUC, HSSRC, copyrights, and conformation of projects to NMU policies and procedures, including advisement of administration of projects. This person would work with Departments to develop feasible means to ensure this compliance with procedures and focus on helping scholars achieve compliance.

Process: Position developed from the Provost's Office in association with other relevant units.

Assessment: Hiring of position by January 2009. Accessible records of compliance documents. Development of a plan for assisting scholars with compliance logistics.

A.7 RECOMMENDATION: We recommend that the Grants & Research Office, in collaboration with the NMU Foundation, actively increase foundation and corporate grant seeking for scholarly projects. These non-traditional fund sources are an area where faculty from disciplines with highly competitive grant processes through state/federal funds may be highly successful. In addition, these offices should coordinate a process to collect data on both scholarship-related foundation funds sought and received.

Process: A working group should be developed between Grants & Research and the Foundation to develop a plan.

Assessment: Development of a plan for increased foundation/corporate scholarship-related grant seeking. Data should be collected on current level of solicitation/success. The goal should be a 5% increase in awarded grants from these types of fund sources within 3 years.

A.8 RECOMMENDATION: We recommend that the Grants & Research Office completes their current initiatives (clarifying policies, launching Web site, publish grant manual, implement Coeus, and develop/offer workshops) with the overall goal of becoming a one-stop shop for grants and research activities.

Process: Coordinated efforts between the Dean of Research, Grants & Research staff, Human Resources staff, Controller's Office staff, and Administrative Technology Services staff.

Assessment: Current initiatives completed by June 2009. Qualitative feedback gathered from the RSAC.

A.9 RECOMMENDATION: We recommend that the Dean of Graduate Studies & Research, in association with the Provost, Vice President for Financial Affairs, Controller's Office, Research & Scholarship Advisory Committee, and other relevant units, develop a transparent and readily accessible policy regarding match and indirect costs. This should include both personnel time as well as NMU property rates (e.g., materials, equipment, space, etc.) Scholars should be trained in these policies and have materials needed for implementing these policies in their projects readily available to them through the Grants & Research Office Web site.

Process: Through workgroup appointed by Dean of Graduate Studies & Research.

Assessment: Development and publication of policy to the university at large via Web site.

A.10 RECOMMENDATION: We recommend that the library examine its mission with respect to support for scholarship of both faculty and

students. This might include explicit solicitations of resources needed for scholarly programs.

Process: Working group from within Academic Information Services Advisory Committee in association with the Dean of Academic Information Services.

Assessment: Report on this examination process with rationale for inclusion or exclusion of scholarship related language in library mission.

A.11 RECOMMENDATION: We propose the revision of a current AIS staff position to include liaison duties to faculty for scholarship-related needs, including coordination among computer-related units, basic support, assistance with non-standard software and hardware needs, etc.

Process: AIS will develop a strategy during Fall 2008 with implementation by July 1, 2009. Position personnel will develop outreach strategies to the faculty and implement these strategies by December 2009. Personnel will collect data on the effectiveness of this program.

Assessment: Successful revision and filling of position. Development of a Plan submitted to AIS. Collection of baseline information on implementation accompanied by developed assessment goals.

B. Encourage. As the distinctions between researcher and teacher continue to blur, it's important that the University encourages faculty to pursue their own scholarship and to integrate research and scholarly activities into the curriculum. There are five recommendations under this category.

B.1 RECOMMENDATION: We recommend the formation of a permanent University committee to serve as a focal point for the continued work toward enhancing campus scholarship and a scholarly climate.

Committee Name, Rationale and Mission. We recommend the permanent University committee be called the "Research & Scholarship Advisory Council." The Research & Scholarship Advisory Council (RSAC) would continue the work started with this AQIP project and serve as a clearing-house for scholarship related issues. At this time, we have no administrative entity that serves as a central locale for integrating the diverse aspects of the University that are linked to scholarly activity. These functions are currently dispersed throughout the University. We recommend this approach because it is not logistically feasible to draw all these issues into the same administrative office. Rather, this committee is designed to have representation from different units that have jurisdiction over different elements, as diverse as building support, animal care, and student grants, so that good communication can be fostered. The committee will also help adhere to the principles of shared governance that are held across campus. We also envision this committee as serving as a clearing house for concerns from faculty, students or other individuals or entities with respect to scholarly activities. The committee would work with the Provost and Associate Provosts to facilitate the recommendations contained in this report and any other scholarship related activities, at the Provost's behest.

Mission. To facilitate research and scholarship for NMU staff, students, and faculty.

Placement in university structure. We envision this committee to be a University level committee that reports to and receives instruction from the Provost. It should be comprised of representatives from faculty, staff, and administration and should include representatives from committees that deal directly with scholarship issues (see below). We feel it is not appropriate for it to be an Academic Senate committee because it deals with issues from across campus and also should ideally have members drawn from outside the faculty.

Membership. We recommend that the voting membership of this committee should be as follows:

- 4 Faculty appointed by AAUP
- 1 Faculty appointed by NMUFA
- 1 Staff member appointed by CTs
- 1 Staff member appointed by APs
- 1 Representative from IACUC
- 1 Representative from HSSRC
- 1 Staff appointed by Public Safety and/or Facilities
- 1 member appointed by ASNMU (Undergraduate student)
- 1 member appointed by GSU (Graduate Student Union)
- 1 Department Head

In addition, the Dean of Research and Graduate Studies, the Director of Student Research and Scholarly Programs, and a member of the Grants and Research Office should serve as Ad Hoc members.

The Chair of the committee should be elected from the committee membership. Members should serve three year terms and ~1/3 of the committee should rotate off per year with the exception of the two student members who should be appointed for a one year term and the Dean of Research and Graduate Studies who would be permanently appointed. Members should be eligible for reappointment to a second term.

Process for Implementation: RSAC should be constituted under the guidance of the Provost who should make initial appointments to this committee.

Assessment: Committee should be formed and begin meeting by January 2009. Documentation of meeting minutes, including goals and activities, should be collected in an annual report to the Provost that is also available to the university community. Initial report should include goals for the immediate future that include assessment criteria.

B.2 RECOMMENDATION: We recommend that Academic Departments evaluate their curriculum for processes that lead to the development of discipline specific scholarship skills and mechanisms that are available for students to include scholarly work in their major (for credit). This process should include courses of defined and undefined content. This process should also evaluate the ability of students to incorporate scholarship into their programs at different stages in their academic careers. Note that this recommendation is designed to assist students in gaining credit for scholarly activities, not to force departments to alter their educational goals.

Process: Through the Deans of the Colleges, Departments should be asked to specifically evaluate their curriculum for its current and desired goals with respect to inclusion of student scholarship in the curriculum during the 2008-09 academic year.

Assessment: Departments should submit a report to their College Dean outlining their current and desired goals and strategies for fostering student scholarship within the confines of the majors by August 2009. If Departments determine that there are alterations to their curriculum that would be appropriate, positive outcomes would include evidence of movement toward those goals.

B.3 RECOMMENDATION: We recommend the creation of a new undergraduate student program that would be similar to, but independent of, the Freshman Fellow Program so that students in all academic classes could participate in mentored research. We suggest that this program might be called the "University Scholars Program."

Goals of program. The goal is to support students interested in and capable of extended scholarly projects. Students would receive some monetary support for their work and recognition. Their primary benefit would be the ability to work in

an active, formalized scholarship program with a faculty mentor.

Benefits of the University Scholars Program. NMU data on Freshman Fellows (FF) suggest that this is a highly marketable program that results in both high recruitment (of eligible students) and high retention of Fellows. Expansion of the FF program to the entire student body will allow for increased retention of students with an aptitude for scholarly activity and an increase in students with direct contact with faculty (which has also been shown to increase retention). It is likely to result in high quality scholarly products which will be of benefit to students in their future careers and also will increase the reputation of NMU nationwide. It would also provide a mechanism for students to work closely with faculty members for an extended period of time so that they could be trained in specific techniques which might then aid in the scholarly program of the faculty member.

Program Structure. A limited number of students (approximately 50, contingent on available funding) should be selected from across disciplines by an application process which includes the requirements of a specific proposed project (year long) and a letter of support from a potential project mentor. Students need not have been Freshman Fellows nor must they continue the program for three years. Selection of students should be by a board of at least three faculty drawn from across the disciplines. Students should be paid a modest stipend (similar to Freshman Fellows) and some funds for the conduct of the project. Mentors would not be paid, but students would be required to enroll in a related course (e.g., undefined content course related to project) thereby giving the mentor load credit. Students that successfully complete their projects should receive recognition (e.g., transcripts, graduation). The University Scholars program should be administered by the Director of Student Research & Scholarly Programs.

Process: The Associate Provost/Dean of Research and Graduate Studies would form a working group to develop this program, including funding, during 2008-09.

Assessment: A Program overview would be developed and approved by March 2009 with the first applicants to the program being accepted to start work in August 2009.

B.4 RECOMMENDATION: We recommend that a Campus-wide Convocation Series, hosted by upper administration, be developed to serve as a common scholarly venue for the University. Though topics would vary, they would uniformly be multidisciplinary and have broad cross-campus appeal. We suggest that a time be blocked into the academic calendar (perhaps once or twice per semester) for this series to allow for maximum participation by faculty, staff and students.

Process: The Research & Scholarship Advisory Council could serve as a coordinating committee for this series in association with the hosting administrator. This series could be developed during the next academic year with implementation taking place in academic year 2009-10.

Assessment: Success of this program would be evidenced both by the occurrence of the series as well as by attendance. A survey might be conducted after the second year of the program (2011) to evaluate its role in the scholarly atmosphere on campus.

B.5 RECOMMENDATION: We recommend that a regular program of exhibits of products of scholarship be developed on campus. This should include the existing exhibits (e.g., those in the library and other venues) as well as the Celebration for Student Research and Scholarly Activity. This program should include an evaluation and expansion of these venues as well as the development of other mechanisms of display.

Process: This project should be coordinated through the office of the Dean of Research &

Graduate Studies in association with other on-campus entities. An overview of the current opportunities should be produced by August 2009 that is accompanied by a plan for maintaining and enhancing the display of scholarly works.

Assessment: Successful completion of a review and plan. Implementation of at least three items from the plan by May 2010.

C. Value. While the issues of value and support overlap with regards to funding, valuing scholarship also encompasses non-financial issues like acknowledgement and appreciation of scholarship activities by the University administration and unions. There are two recommendations under this category.

C.1 RECOMMENDATION: Administration and the faculty representatives need to designate and value courses of undefined content related to scholarship. Currently many students are enrolled in courses of undefined content where they undertake significant scholarly projects, requiring substantial time on the part of their mentors, but faculty do not receive any type of credit for these experiences (unless required for graduation or in the summer). Further, departments are recommended to develop courses that specifically are tailored for undergraduates and graduate students actively engaged in scholarship projects (distinct from “make up” courses). Whatever method is agreed upon among relevant groups should also include a clear mechanism of record keeping for these courses since the present system is highly variable and not generally perceived as effective.

Process: Negotiations as part of next contract cycle and departmen-

tal curricular review.

Assessment: Development of a clear system of designation and record keeping with appropriate faculty credit assigned for individualized student courses devoted to scholarship. The ultimate goal is to increase student and faculty participation, but because there is no strong data available, reasonable assessment goals cannot be developed at this time.

C.2 RECOMMENDATION: We recommend that all students engaged in scholarly projects sponsored by NMU should be enrolled in a course (undefined or defined) related to their work. This will assist in record keeping, faculty load issues, and will also benefit the safety and security of students in some programs.

Process: Academic Affairs should develop a policy regarding student scholarly activity with respect to course credit.

Assessment: Departments should submit data concerning student activities and, through faculty



During 2007-2008, the DeVos Art Museum welcomed ten visiting artists and scholars in conjunction with exhibitions.

input, be able to demonstrate enrollment of students associated with all scholarly activities sponsored by NMU.

D. Assess. It is critical that the University administration and the faculty unions negotiate a way to systematically document faculty scholarship. In addition, this information should be combined with assessment of student scholarship and published in annual report. There are four recommendations under this category.

D.1 RECOMMENDATION: During the next faculty contract negotiations, administration and faculty representatives should develop a systematic mechanism to collect information on faculty scholarship productivity. In addition, we recommend that administration develop a parallel mechanism for documentation of scholarly activity (same timeframe) for administrators and staff that are not members of a bargaining unit.

Process: Negotiation/development during next contract cycle (summer 2008-2009)

Assessment: Successful development of a feasible plan by August 2009 with implementation in January 2010.

D.2 RECOMMENDATION: We recommend that there be an annual report of student enrollment in courses designated as being scholarship-linked (definition of these courses may well evolve in response to other areas of this report).

Process: Departments develop report for scholarship-related courses including number of students involved, number of faculty involved, number of credits per student, products produced from these experiences.

Assessment: Receipt of reports from departments. Reports should include goals for increased involvement in scholarship and plans to achieve those goals.

D.3 RECOMMENDATION: Currently most of the internal granting opportunities offered by NMU are administered by the Faculty Grants Committee. We recommend that this committee generate a report on the application rates of each program and the disciplinary representation of both applications and awards. Development of this data set would facilitate future discussion of equal representation of disciplines in these programs as well as assist evaluation of the effectiveness of the various programs.

Process: Report to be developed by Faculty Grants Committee to cover grants over the past three years.

Assessment: Production of a report, submitted as part of the annual committee report to the Academic Senate, by July 2009.

D.4 RECOMMENDATION: We recommend that the Director of Student Research and Scholarly Programs conduct a review of each program that evaluates the representation of disciplines, availability of mentors and resources to student scholars, the effectiveness of program procedures and approaches, and the effect of the programs on recruitment and retention.

Process:

- Director of Student Research and Scholarly Programs, in collaboration with the Office of Institutional Research, develop comparative set of students not in programs for comparison of GPA and third-semester retention;
- Review based on current year and past three years (where data is available).
- Count of number of hours spent with mentor.

Assessment:

- Review should be submitted to the Provost by August 2009 and should include a plan for future data collection for these programs.
- GPA of students enrolled in programs compared to similar pool of students not participating is 10% higher;

- Retention is higher (10%) within next five years;
- Increased total amount of time spent by students with faculty mentors (3% per year over next five years).

VI. CONCLUSION

We want to emphasize again that there is a significant amount of high-quality scholarship taking place on the NMU campus and we want to applaud the University for placing an increased emphasis on scholarship during the faculty hiring process. Our challenge now is to ensure that: 1.) faculty are supported in their pursuit of scholarly activities; 2.) the University continues to encourage scholarship among faculty and students as well as the integration of scholarship into the curriculum; 3.) the time and effort that faculty dedicate to scholarship is valued and recognized; and 4.) proper assessment mechanisms are put in place so that we have an accurate picture of the quantity and quality of scholarship taking place on campus. The list of recommendations to achieve these outcomes is extensive and ambitious. We recognize that many of these items require financial support, however, many do not. Further, we believe that the topic of scholarship will play a central role in conversations regarding NMU's future since many of our recommendations overlap with all four of the [Road Map to 2015](#) initiatives (Innovation, Meaningful lives, Campus attributes, and Community engagement).