

UNIVERSITY of
NORTHERN COLORADO

Enhancement of Research, Scholarship, Creative Works, and Grant Activity:
2012-2015

UNC Research Plan

Prepared by
the Research Advisory Council
with Input from the Campus Community
April 4, 2012

Introduction

This three-year plan of goals and strategies to enhance research, scholarship, creative works, and grant activity at the University of Northern Colorado is an effort of the Research Advisory Council. The plan is the outcome of two years of deliberations by the group and reflects input from the campus community.

In 2010, Assistant Vice President for Research and Graduate Dean Robbyn Wacker convened a group of accomplished scholars interested in enhancing the research, scholarship, creative works, and grant activity at the University. Participants included faculty members and campus leaders from a variety of disciplines and backgrounds with a shared commitment to fostering scholarship on campus. Founding members included Steven Anderson, Jonathan Bellman, Jayatui Chaudhuri, Susan Keenan, Michael Kimball, Joy Landeira, Robin Macaluso, Stephen Mackessy, Bruce McDaniel, Kristina Phillips, Michele Schwietz, Eugene Sheehan, Thomas Smith, and Robbyn Wacker.

Group membership changed slightly during 2011-2012, with Acting Assistant Vice President for Research Teresa McDevitt convening the group following Dr. Wacker's appointment as Acting Provost and Senior Vice President, Eugene Sheehan completing his service after taking on other campus responsibilities, and Jayati Chaudhuri departing from the University and being replaced by Jay Trask. All other members continued to serve. Goals and strategies were refined this second year, and the draft document was circulated on campus for a 5-week period for the purpose of inviting comment. The Research Advisory Council summarized feedback, made adjustments to the document, prepared a coda of comments (see end of document), and submitted the revised plan to Dr. Wacker, who approved the plan on April 4, 2012.

Heritage of Research, Scholarship, and Creative Works (RSCW) at UNC

The history of the University of Northern Colorado (UNC) and its present character influence its scholarly endeavors. UNC is a public doctoral research university in Greeley, Colorado, with significant outreach programs across the state, region, nation, and world. Originally launched as Colorado's primary institution for the preparation of teachers, the institution quickly solidified its standing in education while expanding its offerings to allow for depth and breadth in the academic disciplines. According to its mission, the University is a comprehensive baccalaureate and specialized graduate research university.

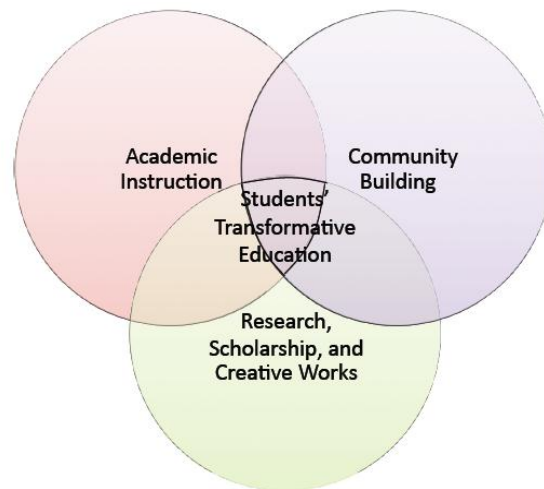
Given the University's strong ties to education, inquiries that benefit society became—and continue to be—a priority in scholarship. Early on, an emphasis on schooling galvanized research on the effectiveness

of the curriculum, the impact of educational policies, the learning needs of children, and other educational matters. As new disciplines were added to the university's collection, faculty began to conduct other kinds of scholarship that reflected a concern for the needs of individuals. This concern was reflected in investigations in the health sciences, mental health services, and business. In a complementary fashion, faculty and students in the arts, music, theater, and the humanities inspired the community with performances, critical analyses, and original compositions. These individuals also broadened public awareness of the varieties of human experience, and they deepened understanding of ideas that animate society. Increasingly, engaged research also advanced the University through systematic inquiry that benefitted both the institution and the community. Other scholars on campus carried out laudable basic research and interdisciplinary investigations, for example with contributions in chemistry, biological sciences, psychological processes, anthropology, and earth sciences; the results of these investigations merge with data in the disciplines and will ultimately address pressing problems in society. Each of these facets of scholarship has been integral to the standing of the University, has definite practical benefits, and strengthens our heritage as an institution for education professionals.

Historically, RSCW at UNC has been distinct in another way. Students have been vital partners in the creation of new discoveries and performances. As part of their academic programs, undergraduate and graduate students alike have had the opportunity to be mentored in the original scholarship of faculty members. Students naturally have had their own original ideas and have been encouraged to take initiative in the design of creative projects. Through customized mentorships with faculty members, students have routinely developed strong skills and dispositions to contribute to their fields of inquiry and to society.

The Future of RSCW at UNC

As the University continues to evolve, research, scholarship, and creative works remain at the forefront of planning efforts. The University's Academic Plan of 2007 formulated relevant goals for building on the strengths of an exemplary faculty dedicated to superior teaching and active scholarship. University-wide planning begun in 2009 identified research as an integral part of University operations and specified that it was especially important in so far as it overlapped with academic programming and community building and culminated in transformative learning experiences for students (see diagram at right).



Countless areas of scholarship at UNC have dynamic exchanges with one or more of these critical functions—delivering academic programs, serving the community, and fostering students' learning. Illustrations of lines of inquiry that overlap with these key functions include but are by no means limited to the following programs:

- *Interventions into the effectiveness of culturally-sensitive educational strategies* in area schools
- *Applied research* into the most effective ways to prepare teachers, counselors, and health providers

- *Creative venues* that provide students with opportunities to perform in music, theater, and dance
- *Accomplishments in the humanities*, for example, in poetry, film analysis, history, foreign languages, and cultural perspectives, that engage community members in self-reflection and skill-building
- *Engaged research* in which partnerships are established with community agencies, and research questions of mutual interest are pursued
- *Translational research* that accelerates the process by which results from scientific experiments influence health practices and community services
- *Disciplinary research* that identifies best practices in the teaching of particular subject areas (e.g., in arts, music, science, and mathematics education)
- *Investigations by UNC instructors* that examine university students' learning in specific courses and programs
- *Policy analyses* of major educational issues that inform public understanding and pending legislation
- *Effective mentorship of students* in applied fields such as education and health services, which prepare our graduates to address pressing societal needs
- *Entrepreneurial challenges that allow business students* to invest in funds, track their portfolios, and write up results for publication
- *Integrative summaries of research* about education and other fields that are written accessibly for the public

In their work on these and other projects, UNC scholars hope to make a difference in students' learning, constructively influence academic programs, maintain beneficial connections with the community, and make significant contributions to the disciplines and to society broadly. In the years ahead, it will be important to support emerging areas of RSCW that reflect efforts at coordination.

Of course, many topics do not intersect as obviously with academic instruction, students' learning, or community life yet nevertheless contribute enormously to disciplinary knowledge and to the profile of the institution. For this reason, a framework that supports the full spectrum of high-quality RSCW conducted by UNC faculty, staff, and students is endorsed in this plan. In searching for possible frameworks, the Research Advisory Council decided that the forms of scholarship articulated by Ernest L. Boyer (1990) represent the full range of RSCW at UNC.¹

Boyer's landmark treatise had been commissioned by the Carnegie Foundation as a way to increase the relevance of scholarship in U.S. universities. Boyer argued for a view of scholarship that transcended traditional modes and amplified connections among research, teaching, and practice. The distinct types of scholarship that Boyer identified are:

- *The scholarship of discovery*—"comes closest to what is meant when academics speak of 'research.' No tenets in the academy are held in higher regard than the commitment to knowledge for its own sake, to freedom of inquiry and to following, in a disciplined fashion, an investigation wherever it may lead" (Boyer, 1990, p. 17). Examples of the scholarship of discovery are articles in peer-reviewed journals and creative performances within an established artistic field.

¹ Boyer's model, now 22 years old, continues to guide discussion about faculty work (e.g., see Buch, 2008; Koliba & Vermont, 2007; Pescosolido, 2008; K. M. Smith & Crookes, 2011; R. A. Smith, 2008; Wirth, Kelly, & Webster, 2010).

- *The scholarship of integration*—systematic efforts to “give meaning to isolated facts, putting them in perspective. By integration, we mean making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating nonspecialists too” (p. 18). Examples of the scholarship of integration are comprehensive literature reviews and textbooks.
- *The scholarship of application*—inquiry that examines the questions “How can knowledge be responsibly applied to consequential problems?” and “Can social problems *themselves* define an agenda for scholarly investigation?” (p. 21) Examples of the scholarship of application are preparing evaluations of programs for a government agency and policy analyses for a professional organization.
- *The scholarship of teaching*—essentially, instruction that benefits from assessment and documentation and contributes to the knowledge base on teaching and learning in higher education. According to Boyer, “Teaching, at its best, means not only transmitting knowledge, but *transforming* and *extending* it as well” (p. 24). Examples of the scholarship of teaching are publishing an article on a new curriculum and summarizing the results of an academic program assessment for colleagues in the field.

Boyer’s model has relevance to UNC because it explicitly values practical implications of RSCW, recognizes the diversity of talents in faculty, and acknowledges that faculty are over-committed and under-resourced (Boyer, 1990).

Overview of the Plan

This plan calls for investments in RSCW that are *inclusive* (supporting the full range of areas examined by its scholars) and *strategic* (tactically fostering areas that visibly extend the heritage of the institution and overlap with academic instruction, community building, and students’ learning). The commitment to an inclusive philosophy is infused in the majority of goals, which collectively enhance RSCW through such far-reaching initiatives as addressing workload of faculty and clarifying rewards and expectations related to RSCW. The strategic perspective is evident in a goal related to identifying signature areas and supporting centers and institutes.

In the remainder of this document, we address goals, needs, strategies, and participants that can contribute to the enhancement of RSCW. These goals will be actively pursued during the designated three-year period, and strategies will be updated annually based on assessments of progress, challenges, and opportunities. The Assistant Vice President for Research and the Research Advisory Council will fine-tune strategies with input from individuals listed as participants.

Goals, Challenges, Strategies, and Participants

Areas for enhancement are organized according to six major sections: strategically investing in faculty scholars, refining rewards and expectations for accomplishments in RSCW, upgrading the infrastructure for RSCW, fostering the RSCW of students, identifying signature areas of institutional strength, and enhancing activities with sponsored programs. A seventh section addresses priorities, multi-year planning, and connections among initiatives in the separate areas.

Section I. Investment in Faculty Scholars

Area: *Faculty Workload in Research, Scholarship, Creative Works, and Grant Activity*

- Goal 1:** Adjust faculty workload to allow for time to make meaningful progress in scholarly endeavors.
- Need:** UNC faculty members typically teach three three-credit-hour courses each semester (loads are higher in several programs) and regularly have significant advisement, service, and other responsibilities as well; insufficient time remains for serious commitments to RSCW. Similarly, many academic chairs and directors, and a number of staff members, have aspirations in RSCW but limited time to engage in these endeavors.
- Strategy:** Develop a three-year plan for addressing workload such that interested, motivated, and RSCW-productive faculty can move closer to the model of teaching six credit hours each semester and investing two days per week in RSCW. Differentiated workload, as defined in Board Policy, will be a central element of this plan. Another tactic will be to examine prospects for banking credit hours for credit-generating individualized courses (e.g., 422/522, 699, and 799 courses). A third approach is for Academic Affairs to reserve a pool of roll-forward funds for part-time instructor costs that permit the reassignment of faculty selected in their college or Library to take on a concentrated scholarly load. A fourth approach will be to offer summer salary to identified RSCW-productive faculty members who cannot take a reassignment during the academic year due to challenges in finding instructional replacements. Additional approaches that emerge as viable options will also be considered.
- Participants:** Assistant Vice President for Research (AVPR); Research Advisory Council; Deans of the Graduate School, Colleges, and Library; Chairs and Directors; Provost; Faculty
- Target Date:** May 2012 for Year 1 of Three-Year Plan (feedback obtained during the period of open comment will be used to generate this initiative); May 2013 for Years 2 and 3
- Area:** *Early-Career Faculty Support for Research, Scholarship, Creative Works, and Grant Activity*
- Goal 2:** Depending on the specific needs within an academic program, offer early-career faculty members with significant RSCW commitments a reduced instructional load for two semesters sometime over their first three years at UNC to allow them to get their RSCW up and running. For example, a new tenure-track assistant professor might teach a regular load during fall of the first year and two three-credit-hour courses (or an appropriately elevated RSCW load depending on academic unit arrangements) during spring semester, with a similar arrangement during the second year in residence.
- Need:** Early-career faculty members have serious time constraints due to the need to develop courses. Obviously, delivering high-quality instruction is a top priority for these individuals, yet it is also crucial that they develop, from the outset, a coherent and vibrant RSCW program. RSCW accomplishments during this period affect the trajectory of future work, and furthermore, it takes considerable time to produce products for prestigious outlets and venues (accomplishments necessary for tenure and promotion).
- Strategy:** In consultation with chairs, directors, and deans, determine whether adjustments can be made and what barriers exist for implementing a temporarily reduced instructional load for early career faculty members. When departments and schools cannot reduce the instructional load of new faculty, investigate whether a pool of roll-forward funds can be reserved to offer some compensation over the summer for new faculty members to devote extended time on RSCW.
- Participants:** AVPR, Deans, Chairs and Directors, Provost
- Target Date:** December 2015

Section II. Clarification of Rewards and Expectations for Accomplishments in RSCW and Grant Activity

Area: *Faculty Evaluation*

Goal 3: Examine the faculty evaluation system for its support of RSCW and grant writing.

Need: The faculty evaluation system is an important review process that affects the efforts of individual faculty members. The system in its various forms—codification, written guidelines at program-area and college/Library levels, and implementation procedures—should be equitable, generally coherent, and deliberate in recognition of and reward for exemplary RSCW and grant activity (including grant writing and leadership in funded projects). The system should also accommodate variations in RSCW load and be inclusive of the range of high-quality RSCW conducted by faculty members across the University.

Strategy: The Research Advisory Council will conduct an analysis of the faculty evaluation system related to RSCW and grant writing. The review might include interviews with deans, chairs, directors, and members of Faculty Senate and an appraisal of written guidelines and procedures for annual review, comprehensive review, and tenure and promotion.

Participants: Research Advisory Council, AVPR, Deans, Chairs and Directors, Faculty

Target Date: May 2014

Section III. Upgrading of the Infrastructure for Research, Scholarship, and Creative Works

Area: *Resources for Support of Research, Scholarship, and Creative Works*

Goal 4: Inventory current programs that support the RSCW of faculty, staff, and students so as to optimize investments.

Need: Greater transparency is needed about the resources that are being invested in RSCW on campus (e.g., in terms of time; space; graduate assistantships; mini-grants; materials, supplies, and equipment; service and maintenance agreements for instrumentation; internal maintenance activities) and their distribution across programs and units. In addition, the effectiveness of programs should be regularly considered with regard to impact, alignment with strategic goals, duplication, limitations, and desirability of revisions.

Strategy: Create a data base of centralized campus resources and funds for the support of RSCW. Conduct an internal analysis of the effectiveness and duplication of programs and allocations. Ask chairs and directors about specific needs regarding RSCW in their units and determine whether any unmet needs can be addressed. Summarize needs that are not well addressed by current expenditures and seek guidance from the Provost on their inclusion in the University's annual budget process.

Participants: AVPR, Research Advisory Council, OSP, Provost

Target Date: December 2014

Area: *Resources for Individual Capacity Building for Externally-Funded Projects*

Goal 5: Support faculty members in developing the professional accomplishments, publication records, and skills necessary for obtaining external funds.

Need: Reductions in state funds for higher education are expected to continue and escalate and will result in a finite resource base for all operations at the University, including RSCW. Other public universities are facing similar financial restrictions, and the review process for grant, fellowship, and contract dollars is exceedingly competitive. Although it is crucial for UNC to augment internal funds for RSCW with external resources, there are many distinct challenges, among them being the needs to invest in faculty and staff over the span of their careers such that they become progressively competitive in external reviews; to design incentives that foster an interest in writing applications for grants, fellowships, and contracts; and to help scholars continue to make incremental progress in their RSCW while also motivating them to take risks in seeking external funds.

Strategy: Determine effectiveness of existing programs and services and needs for intensified support for faculty and staff. Ongoing accomplishments in RSCW are necessary for individuals to be considered competitive in national reviews, therefore flexible initiatives should continue to be implemented that permit faculty and staff members at various stages in their career to conduct RSCW. In addition, incentives need to be offered for faculty and staff members to engage in grant writing. Incentives might include a reassignment from a course, summer salary, matching funds for grant applications, and recognition during the faculty and staff evaluation process. Similarly, faculty and staff members may benefit from specific services while preparing applications for external funds, such as assistance with conceptualization, peer review, access to boilerplate material, grant tips, etc. Finally, the implementation of a formal mentoring system, whereby early-career researchers are paired with successful grant writers, will be considered.

Participants: AVPR, OSP Director, CETL, Provost, Deans, Faculty

Target Date: December 2014

Area: *Start-up Funds for Faculty*

Goal 6: Inventory start-up funds for new faculty members to permit effective resource allocation.

Need: Early-career faculty members often require significant start-up funds for laboratory equipment, musical instruments, software, graduate assistants, research-related travel, facilities renovations, materials and supplies, etc.

Strategy: Obtain information about sources of funds and procedures for offering tangible support to new faculty (e.g., with regard to laboratory equipment, instruments, supplies).

Participants: AVPR, Deans, Chairs and Directors, OSP Director, Provost

Target Date: Annually in May Beginning 2014

Area: *Visibility of RSCW at UNC*

Goal 7: Disseminate accomplishments of faculty, students, and staff in RSCW.

Need: Faculty, staff, and students are in many cases accomplished scholars but not adequately recognized for their exemplary contributions within the university or externally as part of a tactical campaign for marketing these achievements.

Strategy: Consult with Marketing and the Provost on how to disseminate information about the accomplishments of faculty, staff, and students. Possible media for dissemination include a research magazine, university website, publicity regarding major awards and honors, etc.

Participants: AVPR, Marketing and University Relations, Education Innovation Institute, Provost

Target Date: Annually in May Beginning 2013

Area: *Accomplishments of Faculty, Staff, and Students in RSCW*

Goal 8: Develop an online data collection and formatting system for aggregating the accomplishments of faculty in RSCW.

Need: With the exception of OSP, which accurately monitors grant submissions and awards, the University does not have a well-established, centralized data base for recording faculty scholarly accomplishments (e.g., numbers of articles in peer reviewed journals, national presentations, books, recitals and performances, national awards and honors).

Strategy: Develop a data collection system for monitoring annual accomplishments in RSCW. Annually report on these accomplishments by rank, college, etc. Also include OSP data in annual reports.

Participants: AVPR, OSP Director, Information Management and Technology, University Assessment, Dean of the Library and other Deans, Faculty

Target Date: May 2014

Section IV. Fostering the RSCW of UNC Students

Area: *Support for Research, Scholarship, and Creative Works in Students*

Goal 9: Identify learning goals for students in RSCW, and develop appropriate goals and strategies for supporting the acquisition of skills and dispositions related to RSCW.

Need: Involvement of students in RSCW appears to be an institutional strength at UNC, however, more systematic information is needed to document current initiatives and achievements.

Strategy: Identify available data regarding initiatives and achievements of students in RSCW. Establish learning goals for students in RSCW. Determine appropriate administrative support for RSCW of students, which might include small grants for students or for teams of faculty and students; early identification of undergraduate students with exceptional academic potential and an interest in RSCW; provision of high-quality and competitive assistantships for graduate students; and support for undergraduate and graduate students in making presentations and publishing papers. Analyze faculty workload and rewards for faculty mentors of student RSCW.

Participants: AVPR; Research Advisory Council; Dean of the Graduate School; Dean of University College; Other Deans, Chairs and Directors; Office of Undergraduate Research Faculty Fellow for Undergraduate Research; Director of the Center for Honors, Scholars, and Leadership; Director of the McNair Scholarship Program; CETL; Graduate Council; and Undergraduate Council

Target Date: Annually in May Beginning 2014

Section V. Signature Areas for Investment

Area: *Identification of Institutional Strengths in RSCW and Grant Activity*

Goal 10: Identify signature areas as focused domains of outstanding achievement in RSCW and grant activity.

Need: The University has several areas that could be elevated for prominence. Having visible signature areas based in solid accomplishments in RSCW is a common element of an institution's portfolio.

Strategy: Identify signature areas based on the University's capacity, history, reputation, prospect for external funding, and potential contribution to the community and society. These signature areas need input from faculty and staff with strong disciplinary orientations as well those

with interdisciplinary perspectives. Signature areas should be defined such that they allow the University to achieve recognition as a leader in Colorado, the United States, and the world. During the process of identification, signature areas will be analyzed for appropriate institutional support (e.g., whether these areas should be part of existing or new centers or institutes, draw from multidisciplinary teams of faculty, and result in a new faculty position with a disciplinary or interdisciplinary orientation). The themes of existing centers and institutes with strong RSCW ties may be candidates for identification as signature areas, either as standing units or potentially as blended configurations. However, it's also possible that the investigation will yield new themes that extend the institutional portfolio in novel ways. In addition, the activities of existing centers and institutes should be examined periodically in accordance with Academic Affairs policies, and University standards should be followed when establishing new centers and institutes. Signature areas will need to be integrated into fund-raising efforts.

Participants: AVPR, Provost, Research Advisory Council, Deans, Directors of centers and institutes in Academic Affairs, Chairs and Directors of academic programs, OSP, Faculty

Target Date: May 2014

Section VI. Sponsored Research, Scholarship, and Creative Works

Area: *Support and Impediments Related to Seeking Grants, Contracts, and Fellowships and Implementing Externally Funded Projects*

Goal 11: Develop and implement a plan for increasing effective support and for addressing impediments related to seeking and implementing externally funded projects.

Need: Grant, contract, and fellowship funds are increasingly vital to the University because they offset the direct expenses of RSCW projects, elevate the RSCW reputation of the institution, and provide F&A resources for faculty work in the form of internal awards for professional travel and mini-grants.

Strategy: OSP Director will develop and implement a plan for determining factors that facilitate preparation of proposals and administration of externally funded projects and other circumstances that serve as barriers. The review will include a consideration of support and potential challenges in proposal writing and project administration at various levels, including those within academic programs, colleges, and university offices. Information can be gleaned from deans; chairs and directors; and selected faculty and staff. Relevant policies will be communicated and, when necessary, formalized for externally funded endeavors (e.g., incentives for obtaining external funds; criteria for deciding when OSP vs. the UNC Foundation should be contacted regarding support for proposals).

Participants: AVPR, OSP Director, Deans, Chairs and Directors, Faculty and Staff, UNC Foundation

Target Date: December 2013

Area: *Outreach to Faculty and Staff Regarding Grant, Contract, and Fellowship Opportunities*

Goal 12: Augment outreach efforts to faculty and staff members in obtaining grants and fellowships.

Need: OSP regularly distributes information about calls for proposals to individuals and groups with potentially relevant interests, however, for a variety of reasons, including time constraints recognized in other goals herein, targeted faculty and staff do not necessarily attend to these calls. In addition, many faculty and staff members are unaware of how they might collaborate with others in meaningful projects that could be externally funded, and

how they might develop expertise expected by peer reviewers and project managers of grant and fellowship funds.

Strategy: OSP Director will develop and implement an outreach plan. A variety of strategies might be considered, several of which are currently employed. For example, OSP staff might meet with deans and faculty in departments and schools, hold office hours in central locations on campus, advise faculty and staff of grant, contract, and fellowship opportunities, offer tips on ways to increase the likelihood of receiving external funding, and inform new faculty of OSP services (perhaps during new faculty orientations). Also, OSP staff might continue to offer workshops in grant writing and other kinds of applications (e.g., for fellowships), using a range of formats and specific topics. Emphasis will be on follow through after initial contacts are made by or with OSP. In addition, with assistance from the AVPR and the Research Advisory Council, OSP will facilitate the formation of interdisciplinary teams of individuals with interests in initiatives that have good prospects for external funding.

Participants: AVPR, OSP Director, Research Advisory Council, CETL, Faculty and Staff

Target Date: Annually in August

Section VII. Meta-Planning Considerations

Area: *System-Wide Issues*

Goal 13: Evaluate the need for changes in priorities from year to year and assess the implementation of initiatives, including repercussions of changes in one domain for other operations.

Need: Based on annual progress, funding levels, and conditions on campus and in the community, some goals will be more important or achievable than others. Priorities need to be reconsidered periodically to ensure that resources are deployed effectively and are in keeping with UNC's strategic planning efforts. Reverberations across domains also need to be considered. For instance, a shift in workload in favor of an amplified RSCW assignment creates an arrangement that should be represented in an agreed-upon workload plan and evaluated appropriately. In other words, an intensified focus in RSCW should, as with other workloads, be tied to accountability and rewards. Therefore, an analysis of the faculty evaluation process should consider potential revisions to workload and criteria for faculty evaluation. Ripple effects will need to be considered for changes in other areas. Finally, it will be worthwhile to establish a series of desired RSCW outcomes (e.g., perhaps focusing on publications, grant submissions, and success rate on extramural proposals) and to try to tie changes in practices to changes in RSCW outcomes.

Strategy: The Research Advisory Council will establish priorities annually that are informed by UNC's strategic planning and consider the implications of pending changes in one area for other relevant domains of activity. The group will also determine outcomes and monitor progress.

Participants: AVPR, Research Advisory Council, others as appropriate

Target Date: Annually in May Beginning 2013

Monitoring of Progress Toward Goals

As new strategies are developed, they will be communicated to faculty, chairs, directors, deans, and others. The implementation of these activities will also be evaluated.

With assistance from the Research Advisory Council, the AVPR will prepare an annual report of progress toward goals in this plan. The report shall summarize activities taken in pursuit of goals, evidence related to achievement of goals including circumstances in which inadequate progress was made, strategies that appeared effective, challenges and obstacles to progress, and new opportunities and constraints related to RSCW at the University. In addition, the AVPR and Research Advisory Council will revise existing goals if necessary and update strategies for the coming year. The report shall be filed annually with the Provost by April 30th, with the first report due in 2013. The report shall be disseminated to the campus from a university-wide website (e.g., from an AVPR, Academic Affairs, or Graduate School website) and through an open forum attended by the Research Advisory Council. At the end of the three-year period, progress across the three-year period will be systematically examined and a process of defining new goals and strategies will be instituted.

Responsibilities of the Research Advisory Council

The Research Advisory Council advises the Assistant Vice President for Research and the Provost on the promotion of research, scholarship, creative works, and grant activity at the University of Northern Colorado. The Council also assumes specific responsibilities as agreed upon in the three-year plan. Council members are active scholars who represent a variety of disciplines, meet approximately monthly during the academic year, and are appointed by the AVPR.

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Coda of Comments

on the January Draft of
Enhancement of Research, Scholarship, Creative Works, and Grant Activity:
2012-2015

Prepared by
the Research Advisory Council

Between January 20th and February 28th, 2012, a draft of the research plan was circulated on campus for the purpose of inviting feedback. Numerous written comments were sent to the AAVPR, Teresa McDevitt. Additional suggestions were communicated orally to Teresa and to other members of the Research Advisory Council (RAC). Responders broadly endorsed the need to develop a research plan and expressed particular enthusiasm for goals related to protecting time for faculty scholarship.

All comments were seriously considered by the RAC. In cases for which consensus was achieved about a revision, corrections were made to the plan. The following notes represent a summary of revisions to the document and interpretations of comments that did not lead to specific revisions.

Major Recommendations That Were Addressed in the Document

Distinguishing strategic and inclusive approaches to RSCW at UNC. Several individuals indicated that the initial draft of the plan missed an opportunity to elevate engaged research as a model type of scholarship at UNC. This suggestion led to an analysis of activities that overlapped with scholarship (and their various forms, which included engaged research but also several other types, for example, applied research and translational research; see pp. 2-4). In addition, the discussion provoked the RAC to explicitly articulate an inclusive perspective on scholarship (see the discussion on Boyer's framework on pp. 3-4) and to cast the goals in both strategic and inclusive perspectives (p. 4).

Clarifying the status of non-permanent funds for workload. The source of funds for workload adjustments for faculty in Year 1 is not permanent revenues that might have supported the university's compensation model (Goal 1). Instead, temporary, roll-forward funds are used.

Adding options to faculty workload adjustments. Due to the concern that some program areas would not be able to reassign a faculty member from an academic-year class due to challenges in finding a sufficiently skilled adjunct faculty member, summer salary was added as an option for addressing workload. In addition, the time frame for early-career faculty teaching reductions was changed from the first year to the first three years. This change allows for more flexibility in addressing instructional needs in the academic unit. (Goals 1 and 2).

Recognizing the RSCW of academic chairs and directors. The aspirations of academic chairs and directors and staff members have been acknowledged (Goal 1).

Recognizing that service is an integral part of the RSCW of many new faculty members. Discouraging service by new faculty members has been deleted (Goal 2). For some individuals, especially those conducting engaged research, service is intertwined with scholarship.

Acknowledging unique needs of individual academic units. Comments about inequity in resources and variations in needs related to RSCW in different units have been addressed (Goal 4).

Striving for equity and transparency in distribution of resources to units. A concern about equitable distribution of resources to different programs has been addressed in the context of transparency of allocations (Goal 4).

Considering mentoring for early-career grant writers. Examining prospects for a new mentoring system has been added (Goal 5).

Defining learning goals for students in RSCW. It is necessary for purposes of regional accreditation to establish learning goals for students in research, and this objective has been articulated (Goal 9).

Examining workload of faculty mentors of students engaged in RSCW. Faculty workload and rewards for mentorship have been addressed.

Including fund-raising efforts. Signature areas as the substantive basis of fund-raising efforts have been addressed (Goal 10).

Adding fellowships to descriptions of grants to make descriptions of external funds more relevant to faculty in the humanities. Fellowships have been included (Goals 11 and 12).

Clarifying policies for grant writing. The need to clarify policies related to grants has been addressed. (Goal 11)

Anticipating dynamic ripples throughout the system. Repercussions of changes in one goal area for other domains of activity have been addressed in a new goal focusing on system-wide issues (Goal 13).

Setting priorities and monitoring progress. The need to set priorities each year has been addressed in the new goal focusing on system-wide issues. In addition, the desirability of defining desired outcomes and monitoring progress toward their attainment has been acknowledged. (Goal 13).

Refining certain phrases. Numerous nuances in meaning were clarified using comments from reviewers. For example, the beneficial outcomes of scholarship in the arts and humanities have been elaborated on p. 2.

Examples of Comments That Were Not Addressed in the Document

Several individuals offered observations of circumstances that hindered their personal scholarship or the research of others who shared their professional responsibilities. These problems were recognized as being important by the Research Advisory Council but not solved in the current planning cycle for one or more reasons:

- *The RAC but did not come to consensus on an appropriate strategies for addressing the issue.*

- Highlighting engaged research as the primary focus of RSCW for the institution was preferred by some individuals but not by the entire RAC. Engaged research is included as an important type of scholarship that exemplifies intersections among academic instruction, research, community building, and students' learning (see pp. 2-3).
- *The RAC believed that a tactic different than the one recommended might reasonably address a problem.*
 - It was suggested that it is not fair that new faculty might receive reassignment time whereas faculty who were hired in earlier years did not. The RAC observed that experienced faculty could be eligible for other support, especially for workload adjustments in Goal 1.
 - Start-up funds are mentioned for early-career faculty but not for experienced faculty. The FAC hopes that the inventory of resources (Goal 4) might address this concern to some degree.
 - One individual wanted to see more specific examples of objectives and strategies. It was the response of the RAC that all aspects of the plan will need to be better refined and elaborated prior to implementation. However, UNC does not currently have a research plan, and the general goals and strategies set forth in this inaugural year will provide a foundation upon which later more differentiated schemes can build.
- *The RAC concluded that an issue is intertwined with several long-standing policies, is exacerbated by the University's financial situation, and is sufficiently intractable that a major initiative on campus is necessary to address it. The RAC hopes that such concerns will be pursued by faculty, chairs, directors, deans, staff, and others.*
 - Structural issues in graduate and undergraduate education were identified as creating inequitable work assignments.
 - One individual expressed concerns about the unique demands of working within a doctoral program. Faculty members in these programs spend considerable time in supervising students' research (much of which is not credit generating), helping them write reviews of books and put together presentations, and the like. These mentoring activities do not typically yield publications for the faculty members.
 - Another individual observed that he found it short-sighted for the institution to give the same basic instructional assignment across the board, regardless of whether faculty are advising doctoral students.
 - It was the decision of the RAC that it needed to make as much progress in RSCW workload for faculty across the board as was possible. However, workload related to mentoring of students was included as a topic for analysis in Goal 9.
 - Several comments were raised about workload being different across units. For example, programs with field experiences, individualized instruction, and clinical placements require intensive supervision on the part of the faculty. Likewise, programs with large numbers of students have significant advising responsibilities. Similarly, one three-hour course is not necessarily equivalent to another. These are important concerns that need to be raised with campus leaders, for example, with chairs, directors, and deans.

- Several staff members would like to participate in RSCW and may need to write grants in order to keep programs afloat and to invigorate operations on campus. The RAC acknowledged in the context of Goal 1 that a number of staff have aspirations in RSCW but little allocated time. The RAC decided that at least initially, it needed to focus on the workload needs of faculty. However, it will be valuable in the future to address incentives and resources for staff in RSCW and grant writing, and it is the hope of the RAC that staff members with aspirations in RSCW and grant writing will be able to negotiate support for these endeavors with their supervisors.