

UNIVERSITY of NORTHERN COLORADO

Progress in Research, Scholarship, and Creative Works at the University of Northern Colorado for 2012-2013

April 15, 2013

Prepared by

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Purpose. This report informs Provost Robbyn Wacker and faculty, staff, and academic leaders at the University of Northern Colorado of progress in support of research, scholarship, and creative works for the academic year 2012-2013. As established in UNC's Research Plan for 2012-2015, a report of progress toward goals is to be prepared and disseminated annually.

The Research Plan. After a two-year period of analysis, the Research Advisory Council prepared a research plan for the University, which evolved from an initial draft into a final document that addressed suggestions offered during a period of campus review. The plan, http://www.unco.edu/research/pdfs/UNCResearchPlan_2012-15.pdf, was approved by Provost Wacker on April 4, 2012.

Overview of Accomplishments for the Year. Early in the 2012-2013 academic year, the Research Advisory Council established priorities for their work in enhancing the University's capacity for high-quality research, scholarship, and creative works. The Council concentrated on faculty workload and other goals for the first year. Significant progress was made. In the following pages, we describe activities, accomplishments, opportunities, evaluation, and next steps. Comments can be shared with any of the members of the Research Advisory Council or sent to Teresa McDevitt at teresa.mcdevitt@unco.edu. Thanks for your interest!

Area	Goal	Activities and Accomplishments	Progress, Challenges, Opportunities, Evaluation, and Next Steps
Investment in Faculty Scholars	Goal 1. Adjust faculty workload to allow for time to make meaningful progress in scholarly endeavors.	<p>a. Pilot Reassignment Program, http://www.unco.edu/research/pdfs/FacultyReassignmentAwards.pdf. 30 faculty members reassigned from one course to engage in concerted FSCW endeavors.</p> <p>b. Differentiated Workload. Recommendations for implementing differentiated workload have been articulated after an analysis of UNC practices, policies at other institutions, and consideration of feedback from deans, AVPs, chairs and directors, and faculty members, http://www.unco.edu/research/pdfs/DiffdWrklFac_3_27_13.pdf</p>	<p><i>Progress.</i> (1) Increasing support for RSCW time in numerous faculty members through one program (Pilot Reassignment Program) and one document with policy recommendations (for differentiated workload)</p> <p><i>Challenges.</i> (1) Difficulties experienced by Chairs and Directors in finding suitable well-qualified replacement instructors</p> <p><i>Opportunities.</i> (1) Increasing use of differentiated workload; (2) finding other mechanisms for supporting faculty (e.g., perhaps instructional models that include support from graduate students).</p> <p><i>Evaluation.</i> Initial feedback from the first year of the Pilot Reassignment program indicated that the opportunity was well received by faculty but could be improved with greater clarity as to targeted individuals, specificity in outcomes from participation in the reassignment, and guidance with the review process. The revised program for 2013-2014 addresses these issues.</p> <p><i>Next Steps.</i> (1) Monitoring of these two initiatives and considering additional options (e.g., can course schedules and delivery methods be reconsidered in terms of efficiency of faculty time, or can graduate teaching assistants be assigned in recitation sections or in other arrangements that assist faculty? What cost-neutral methods should be explored?)</p>
	Goal 2. 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.	<p>a. Provost and Deans have begun to offer reduced instructional assignments to new faculty in cases for which the arrangement was supported by the college.</p> <p>b. Adjunct replacement dollars for early-career faculty will be part of the faculty start-up packages.</p>	<p><i>Progress.</i> (1) Specific measures in protecting time for RSCW in loads of new faculty by deans, provost, and new faculty start-up packages</p> <p><i>Challenges.</i> (1) Instructional needs are significant in academic units, and Chairs and Directors cannot easily replace new faculty with high-qualified adjunct instructors</p> <p><i>Opportunities.</i> (1) After finalization of new start-up package guidelines, early-career program can be communicated to job applicants</p> <p><i>Evaluation.</i> Data need to be collected on numbers of early-career faculty who have adjustments to teaching load. Effects on productivity that can be tied (at least tentatively) to reassignments need to be</p>

			<p>assessed.</p> <p><i>Next Steps.</i> (1) Finalize parameters for start-up packages for new faculty.</p>
Clarification of Rewards and Expectations for Accomplishments in RSCW and Grant Activity	Goal 3. Examine the faculty evaluation system for its support of RSCW and grant writing.	a. Research Advisory Council's conducted a preliminary analysis of college criteria for faculty evaluation. The group had initial impressions but decided to wait for more systematic work due to Faculty Senate's concurrent analysis of the faculty evaluation system.	<p><i>Progress.</i> (1) Initial review of criteria for faculty evaluation by Research Advisory Council</p> <p><i>Challenges.</i> (1) Difficulty in determining how the evaluation system is carried out in actual practice. Individual experiences of Research Advisory Council suggest three concerns: (a) quality of outlets for publication and performance are not routinely considered in performance reviews (e.g., a letter to newspaper is judged as of equivalent worth to a peer-reviewed publication or performance); (b) traditional criteria of quality are imposed on applied scholarship (e.g., engaged research); and (c) lack of criteria for writing grant proposals, obtaining external funds, and implementing externally funded projects.</p> <p><i>Opportunities.</i> (1) Improving the faculty evaluation system such that it is clear and transparent, adequately represents the diversity of RSCW conducted at UNC, articulates high yet reasonable expectations for UNC faculty members, and can be implemented in a time-efficient, sensible, and practical manner. (2) Including rewards and incentives for grant endeavors: grant writing, grant awards, and grant administration.</p> <p><i>Evaluation.</i> Evaluation needs will emerge as strategies for action are identified.</p> <p><i>Next Steps.</i> To be determined.</p>
Upgrading of the Infrastructure for Research, Scholarship, and Creative Works	Goal 4. Inventory current programs that support the RSCW of faculty, staff, and students so as to optimize investments.	a. Preliminary analysis and recommendations from Research Advisory Council on existing programs of support for RSCW indicated that the array was appropriate but would benefit from adding support to directors and publication fees.	<p><i>Progress.</i> (1) Aggregation of information related to RSCW support programs. Preliminary analysis of this information indicated that the collection was appropriate but could benefit from adding support to directors and publication fees for scholars generally.</p> <p><i>Challenges.</i> Establishing priorities for supporting faculty and staff in various disciplines, career stages, etc.</p> <p><i>Opportunities.</i> (1) Formalizing a strategic plan for supporting RSCW in faculty, chairs and directors, and staff.</p> <p><i>Evaluation.</i> Faculty members (and in some cases staff and directors) have a few options (Provost professional development funds; Annual Scholarly</p>

			<p>Activity Travel grants) contingent on basic standards (e.g., submitting an acceptance for a presentation or performance). Other programs are competitive (Summer Support Initiative; Pilot Program for Reassignment; Research, Dissemination, and Faculty Development Awards; Faculty and Research Publications Board New Project Awards; Provost Awards for Travel). Directors and staff have few resources for support of RSCW.</p> <p><i>Next Steps.</i> (1) Put existing practice, procedures and default policies regarding grants in writing. (2) Make progress with written documents for technology transfer and commercialization; (3) To be determined.</p>
	Goal 5. Support faculty members in developing the professional accomplishments, publication records, and skills necessary for obtaining external funds.	<p>a. Discussion by Research Advisory Council on developmental needs of grant writers (e.g., initially articulating a commitment to writing grants and proceeding to acquiring grant writing skills, studying successful grant proposals, preparing a proposal, and revising the draft based on informed feedback, etc.; see also Goal 12).</p> <p>b. Consideration of distinct needs of faculty members based on their career stages and needs (early career reduced instructional support; other open programs for faculty and in some cases staff and directors; see Goals 2 and 3).</p> <p>c. Identification of need for an elaborated infrastructure for technology transfer and commercialization</p>	<p><i>Progress.</i> (1) Relevant accomplishments related to Goals 2, 3, and 12.</p> <p><i>Challenges.</i> (1) Lack of data on faculty RSCW achievements or career trends, (2) Absence of institutional data base for faculty achievements, (3) UNC's capacity for technology transfer and commercialization is rudimentary and insufficient given the talents and desired initiatives of UNC faculty members.</p> <p><i>Opportunities.</i> (1) Creating meaningful professional development opportunities for faculty and staff; (2) building an effective foundation for technology transfer and commercialization.</p> <p><i>Evaluation.</i> We need to prepare a report that accounts for existing and emerging information about faculty RSCW, achievements, discoveries, inventions, patents, etc.</p> <p><i>Next Steps.</i> (1) See relevant steps for Goals 2, 3, and 12; (2) Monitoring available data on UNC RSCW; (3) Progress on technology transfer and commercialization.</p>
	Goal 6. Inventory start-	a. Identification of central funds that can	<i>Progress.</i> (1) Inclusion of start-up funds in Strategic Investments in Research, Scholarship, and Creative

	up funds for new faculty members to permit effective resource allocation.	<p>be applied to start-up costs</p> <p>b. Initial attempt to define start-up costs for new faculty during 2012-2013</p>	<p>Works 2012-2015 budget request</p> <p><i>Challenges.</i> (1) Apparent lack of consensus on, or awareness of, parameters for use of start-up funds (being addressed in April and May, 2013)</p> <p><i>Opportunities.</i> (1) Developing clear and transparent parameters for funds available for supporting start-up costs of new faculty</p> <p><i>Evaluation.</i> Collect and aggregate 2012-2013 start-up costs</p> <p><i>Next Steps.</i> (1) Confirming budget allocation, process for requesting start-up funds, identification of parameters for permissible start-up funds</p>
	Goal 7. Disseminate accomplishments of faculty, students, and staff in RSCW.	<p>a. Provost's decision to include marketing plan in center and institute charters; guidance from Vice President Chuck Leonhardt</p> <p>b. Preparation of research profiles from six undergraduate students (finalizing and editing stages) for posting on University research website http://www.unco.edu/research/ and other outlets</p> <p>c. Initiation of profiles from six graduate students (beginning stages)</p> <p>d. UNC research advertisement in Colorado researcher with link to UNC research site and pdf of research sampler magazine, http://www.unco.edu/research/researchbook/researchbook.pdf</p> <p>e. Cornerstone, federal representation firm contracted by UNC, has included elevation of the University's reputation and advocacy for its research programs as</p>	<p><i>Progress.</i> (1) Recognition of significance of marketing and dissemination; (2) initial steps to develop marketing plans in chartered centers; (3) extension of research profiles to include students; (4) series of advertisements in Colorado research publications; (5) coherent use of "public doctoral research institution" in portrayals of University; (6) inclusion of research agenda in charge to federal representation firm, Cornerstone; (7) continued news releases and stories of sponsored research awards through OSP coordination with media relations; (8) AVPR meeting with VP Chuck Leonhardt regarding infusion of RSCW into marketing initiatives of University; (9) requests for additional copies of UNC Discoveries sampler magazine</p> <p><i>Challenges.</i> (1) Lack of aggregated information about the RSCW of faculty, staff, and students; (2) Lack of recognition in region that UNC does research</p> <p><i>Opportunities.</i> (1) Growing efforts by University Relations in promoting RSCW; (2) Depth of strong RSCW to be featured</p> <p><i>Evaluation.</i> It would be helpful to track consumption of UNC RSCW through visits to websites, readership and participation in UNC RSCW, etc.</p> <p><i>Next Steps.</i> (1) Completion of research profiles; (2) formulation of points of pride and impact statements in RSCW for Chuck Leonhardt</p>

		part of its charge	
	Goal 8. Develop an online data collection and formatting system for aggregating the accomplishments of faculty in RSCW.	a. UNC's Information, Management and Technology has investigated programs used at other universities for documenting faculty achievements in RSCW. Dr. Ann Bentz is now exploring options.	<p><i>Progress.</i> (1) Review of options by IM&T and acceptance of charge by Ann Bentz to secure appropriate vendors.</p> <p><i>Challenges.</i> (1) Finding programs well suited to a wide range of disciplinary achievements in RSCW; (2) Depending on program, time to be spent in entering fields.</p> <p><i>Opportunities.</i> (1) Aggregating information about accomplishments of UNC faculty in RSCW.</p> <p><i>Evaluation.</i> Pending but could include analysis of impact factors, rejection rates, readership of journals with UNC articles and performances; comparisons of faculty productivity across ranks; longitudinal analyses over time.</p> <p><i>Next Steps.</i> Pending the University's investment in a relevant program for data base of RSCW.</p>
Fostering the RSCW of UNC 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.	a. This goal has not yet been addressed.	<p><i>Progress.</i> Not yet addressed</p> <p><i>Challenges.</i> (1) Specific learning goals in RWCW for students have not yet been established. However, relevant learning goals are outlined in the University's Values, Purposes, and Goals (in Mission Statement, http://www.unco.edu/pres/mission.html). An explicit goal in advancing RSCW is present in expectations for graduate students but not for undergraduate students.</p> <p><i>The University of Northern Colorado is committed to the following purposes and goals.</i></p> <p><i>To prepare undergraduate students</i></p> <ol style="list-style-type: none"> 1. Students will acquire a solid foundation of general knowledge in the liberal arts and sciences. 2. Students will develop a variety of competencies in critical thinking, communication, problem-solving and current technology. 3. Students will develop an appreciation for diversity, citizenship, artistic expression, and a positive, healthy lifestyle through educational, cultural, social, and recreational programs. 4. Students will develop a life-long commitment to scholarship and service. 5. Students will acquire depth of knowledge in a specialized scholarly discipline. 6. Students will acquire the knowledge and skills that prepare them for careers and/or advanced scholarly work. 7. Students will master methods of inquiry to acquire deeper understanding of their discipline.

			<p>8. <i>Students will demonstrate knowledge of professional standards and practice.</i></p> <p><i>To prepare graduate students in specialized fields of study.</i></p> <ol style="list-style-type: none"> 1. <i>Students will acquire an appreciation for and ability to work in an increasingly diverse population.</i> 2. <i><u>Students will engage in scholarly activity, research, and creative endeavors to advance the knowledge and practices of the discipline.</u></i> 3. <i>Students will acquire advanced knowledge and skills consistent with the professional preparation and standards of the discipline.</i> 4. <i>Students will develop a commitment to scholarship and life-long learning.</i> 5. <i>Students will develop those competencies essential to assuming leadership positions in their professional fields.</i> <p><i>Opportunities.</i> (1) Establishing RWCS learning goals that can guide assessment; (2) efforts by Office of Undergraduate Research in strengthening undergraduate RSCW on campus</p> <p><i>Evaluation.</i> To be determined</p> <p><i>Next Steps.</i> To be determined</p>
Signature Areas for Investment	Goal 10. Identity signature areas as focused domains of outstanding achievement in RSCW and grant activity.	<ol style="list-style-type: none"> a. While supporting the full range of high-quality RSCW conducted by UNC faculty, staff, and students, the Research Advisory Council portrayed variants of applied scholarship (e.g., creative performances in the community involving students, engaged and translational research, policy analyses, culturally sensitive educational interventions) as a distinctive strength of the University's portfolio (see pp. 2-3 of the Plan). b. Two centers with distinguished records of external support, the Mathematics and Science and Teaching Institute and the Rocky Mountain Cancer Rehabilitation Institute, have 	<p><i>Progress.</i> (1) Two centers with external funding potential are in the process of undergoing re-chartering and identifying unmet staffing and resource needs; (2) Procedures for chartering and evaluating centers and institutes are currently under review; and (3) Community and civic engagement have been identified as an important theme in University work.</p> <p><i>Challenges.</i> (1) Extensive administrative time for AVPR, directors of centers and institutes, and faculty reviewers is required for charting and follow-up assessments; (2) Funds are limited for support of centers and institutes, as is the case for all academic and professional units on campus.</p> <p><i>Opportunities.</i> (1) Strengthening the University's capacity for external funding and visibility; (2) expanding RSCW opportunities for UNC faculty, staff, and students; potential to strengthen existing centers and institutes, http://www.unco.edu/research/CentersAndInstitutes.html; and (3) investing in new areas with historical significance and future promise; (4) President's Executive Staff has identified four areas recognized by prospective students and other external constituents as institutional programmatic strengths and fund-raising priorities: education, performing and visual arts, business, and health sciences</p>

		<p>undergone new chartering procedures to clarify goals and ensure adequate funding.</p> <p>c. The document establishing procedures for charting centers and institutes, http://www.unco.edu/osp/doc/policy/centers.pdf, is currently circulating among Deans, AVPs, and directors of existing UNC centers and institutes to obtain feedback on needed revisions before the procedures are implemented.</p> <p>d. Community and civic engagement has been identified as a core them of University work; a plan has been issued and funds allocated through Provost office</p>	<p><i>Evaluation.</i> Procedures for evaluating centers and institutes are included in the relevant procedures.</p> <p><i>Next Steps.</i> (1) Revising centers and institutes procedures based on feedback and analysis; (2) implementing centers and institutes procedures systematically; (3) Developing strategies for identifying signature areas.</p>
Sponsored Research, Scholarship, and Creative Works	Goal 11. Develop and implement a plan for increasing effective support and for addressing impediments related to seeking and implementing externally funded projects.	<p>a. Preliminary review was undertaken of relevant issues in Research Advisory Council</p>	<p><i>Progress.</i> (1) Initial identification of impediments</p> <p><i>Challenges.</i> (1) Several impediments have been identified, including applicants not yet having an established research record to be competitive in national review panels, faculty not having sufficient time to write high-quality proposals, a weak culture for grant writing and a lack of recognition for the rigor and scholarship involved in preparing fundable on campus, a faculty evaluation system that does not acknowledge or reward grant writing, lack of clear roles at various administrative levels for supporting grant writing and externally funded projects, and a lack of administrative support for funded project directors to help them manage the financial and business management of their awards.</p> <p><i>Opportunities.</i> (1) A faculty corps with strong talents and potential; (2) OSP staff keenly interested in elevating grant writing and grant administration; (3) campus leaders wishing to support these endeavors; and (4) emphasis on an improved administrative structure that will support funded projects directors</p>

			<p>in the management of their grants thus reducing post-award fatigue and frustration by faculty.</p> <p><i>Evaluation.</i> Over time, increase in number of grant applications can be anticipated. Interim indicators include accomplishment of procedures that address impediments.</p> <p><i>Next Steps.</i> (1) Address impediments.</p>
	Goal 12. Augment outreach efforts to faculty and staff members in obtaining grants and fellowships.	<p>a. Analysis by Research Advisory council elicited the following recommendations: (1) posting of schedule of outreach activities at the beginning of each semester; (2) continuation with existing efforts, such as dissemination of funding opportunities; tailored searches for grant opportunities; and outreach programs such as webinars, workshops led by nationally recognized experts, and programs featuring on-campus expertise; (3) creation of new initiatives including office hours by OSP staff, and increased visits by OSP staff to meetings of interested departments, schools, and colleges; (4) development of a grant writing fellows program, inclusive of specific objectives and benchmarks</p>	<p><i>Progress.</i> (1) Tentative plan developed by OSP with input from Research Advisory Council</p> <p><i>Challenges.</i> (1) Small staff in OSP with numerous demands on time</p> <p><i>Opportunities.</i> (1) Enhanced communication among faculty and other potential grant writers with OSP staff members; (2) National experts that can be tapped for professional development.</p> <p><i>Evaluation.</i> Information can be collected as to the number and experiences of participants in professional development opportunities, progress of grant writing fellows, etc.</p> <p><i>Next Steps.</i> (1) Refinement and implementation of outreach plan</p>
Systems-Wide Issues	Goal 13. Evaluate the needs for changes in priorities from year to year, and assess the implementation of initiatives,	<p>a. Several initiatives address workload with adjunct replacements. This practice needs to be monitored for effects on instruction and any unwanted effects.</p> <p>b. The Reassignment</p>	<p><i>Progress.</i> (1) Faculty workload was a priority for the first year in the Research Plan's implementation.</p> <p><i>Challenges.</i> (1) Tracking financial investments on RSCW and their impact is a challenge that must be addressed; (2) Financial restrictions in the University.</p> <p><i>Opportunities.</i> (1) Finding leverage points for</p>

	including repercussions of changes in one domain for other operations.	Pilot Program and Differentiated Workload have implications for an individual’s evaluation. The degree to which affected individuals and their academic programs successfully integrate assignments into the faculty evaluation process needs to be considered.	enhancing RSCW in other activities—faculty evaluation, hiring, curriculum, instruction, work with students, etc.; (2) Taking advantage of strong support from Provost for RSCW. <i>Evaluation.</i> (1) We need to continue to listen to faculty, staff, and campus leaders for concerns and hopes for the future. <i>Next Steps.</i> (1) Determine priorities for coming year next Fall.
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