SCHOLARSHIP-RESEARCH TASKFORCE RECOMMENDATIONS

EXECUTIVE SUMMARY

TASKFORCE CHARGE

In response to Florida Gulf Coast University's Strategic Plan, which calls for increased emphasis on scholarship-research as part of our continued growth and development, President Martin charged the Scholarship-Research Taskforce to recommend policy and procedural changes that will help to advance FGCU's scholarship-research mission. In developing our recommendations taskforce members relied heavily on evidence from stakeholders – data collected through four survey instruments administered to students (undergraduate and graduate), faculty, department chairs, and college deans.

Survey response rates were as follows: 162 students (135 undergraduates, 26 graduate, 1 unknown), 99 out of 449 (22%) in-unit faculty, 10 out of 28 (36%) department chairs, and 2 out of 17 (12%) college deans, including associate deans. The survey instrument did not ask specifically for a faculty member's department or college. However, based on responses to their primary scholarship-research field, we grouped faculty as closely as possible to disciplines within colleges. The majority (62%) of the faculty responses were received from Arts & Sciences disciplines (with Natural Sciences - 23%; followed by Humanities - 16%; 9% from Social Sciences, 8% from Arts, 4% from Mathematics, and 2% from Integrated). Of the remaining responses 12% were from Business, 9% were from Education, 6% from Health & Human Services, 3% Engineering, 2% from Library, 1% from Advising, and remainder (5%) unknown. Arts & Sciences faculty make up 50% of current in-unit faculty.

Taking into account differences in the number of faculty in each college, we also compared faculty response rates by college. Response rates were as follows: 38% (8 out of 21 faculty) for Education disciplines, 29% for Library, 25% for Arts & Sciences, 19% for Business, 16% for Engineering, 10% for Health & Human Services, and 3% for Advising.

TASKFORCE RECOMMENDATIONS

Recommendations were drawn from survey responses, additional faculty input, and from members of the taskforce in April-May 2018. Some of our recommendations are global and could generally be applied to all disciplines whereas others are discipline-specific. Some could be implemented quickly, whereas others will require more time for implementation. Also, we recognize that some recommendations are more suited to newer or future faculty and others to experienced or senior faculty. Some recommendations may require negotiations with the United Faculty of Florida (UFF) or processing through Faculty Senate as well as those that can be accomplished by administration policy or procedure change.

Recommendations coalesce into several themes that include:
- advancing a scholarship-research culture at FGCU, which will include some decentralization,

- managing assignments in creative ways to structure time for scholarship-research,
- enhancing scholarship-research by creating pathways and incentives for faculty to engage in externally funded activities and the development of intellectual property. (It is noted that not all disciplines can compete for external funding and a system of differential direct costs, in-kind, cost of replacement for teaching and other incentives must be developed),
- reviewing and updating documents that control evaluation, promotion, salary, merit pay, and other performance incentives,
- reviewing terms and conditions of employment that may inadvertently create a permanent class of faculty at the lower ranks by creating support, incentives and differential opportunities,
- investigating ways that university support offices and committees that serve faculty scholarship-research can be more supportive and can provide fewer barriers (from Office of Research and Graduate Studies (ORGS) to Human Resources (HR) to Police to Internal Review Board (IRB) as examples).

Recommendations are grouped into four categories. Those that:

1. **Promote Faculty Scholarship-Research**
2. **Eliminate Institutional Barriers to Scholarship-Research – Reduce Bureaucracy**
3. **Advance Student Scholarship-Research**
4. **Decentralize Support of Scholarship-Research to Colleges, Departments, and Centers**

PROMOTING A SCHOLARSHIP-RESEARCH CULTURE

Promoting a scholarship-research mission at a teaching-intensive university can be challenging. How do we advance a culture of scholarship at FGCU? How do we invigorate scholarship-research without eroding our central teaching mission? Communication and vision will be essential. Scholarly research and creative activities deepen our roles and enhance our effectiveness as educators. A scholarship-research culture embraces a broad definition of scholarship-research to include, for example, the establishment and dissemination of evidence-based practices and not just basic research. It also respects that cultural changes can lead to uncertainty and requires the creation of a collective, well-articulated vision. Further, an academic culture that recognizes scholarship-research commits to bringing stakeholders to that vision once crafted. Advancing a scholarship-research mission and sustaining its efforts long-term will require a broad and inclusive campus-wide discussion that ultimately defines what scholarship means at FGCU. In 5 to 10 years, because of these strategies, FGCU will have a vibrant and productive scholarship-research culture.

TASKFORCE MEMBERS

Kevin Aho, Ph.D., Professor of Philosophy and Chair, Department of Communication and Philosophy, College of Arts & Sciences

James Brock, Ph.D., Professor, Department of Language and Literature, College of Arts & Sciences

Derek Buzasi, Ph.D., Whitaker Eminent Scholar, Department of Chemistry and Physics, College of Arts & Sciences

Win Everham, Ph.D., Professor and Program Leader of Environmental Studies, Department of Marine and Ecological Sciences, College of Arts & Sciences

Sharon Isern, Ph.D., Professor, Department of Biological Sciences, College of Arts & Sciences (Chair)

Lisa Jones, Associate General Counsel, Office of the General Counsel

Tanya Kunberger, Ph.D., Associate Professor, Department of Environmental and Civil Engineering, U.A. Whitaker College of Engineering

Arsalan Mirjafari, Ph.D., Associate Professor of Chemistry, Department of Chemistry and Physics, College of Arts & Sciences

Bill Mitsch, Ph.D., Eminent Scholar and Director, Everglades Wetland Research Park, Kapnick Center, Naples, Department of Marine and Ecological Sciences, College of Arts & Sciences

Tom Roberts, Ed.D., Associate Professor, Educational Leadership, Department of Leadership, Technology, and Research, College of Education

Tunde Szecsi, Ph.D., Professor, Department of Teacher Education, College of Education

Greg Tolley, Ph.D., Professor of Marine Science and Chair, Department of Marine and Ecological Sciences, College of Arts & Sciences

Madelyn Isaacs, Ph.D., Professor, Associate Dean and Chair, Department of Counseling, Marieb College of Health & Human Services

Lois Knox, Regional Director, Florida SBDC at Florida Gulf Coast University, Lutgert College of Business

Respectfully submitted to President Mike Martin on May 31, 2018.

1   Promote Faculty Scholarship-Research

The two major deterrents to faculty scholarship-research productivity at a teaching-intensive institution are a heavy teaching load and lack of resources. Most FGCU faculty have 75% teaching and 25% scholarship/service contracts. Without a tenure system and with a secure 3-year rolling contract system, promotion in rank is not always a sufficient incentive to stimulate faculty scholarship-research productivity. FGCU should take creative and practical steps to further advance its scholarship-research mission.

In addition, some of our recommendations focus on enhancing scholarship-research by creating pathways and incentives for faculty to engage in externally funded activities. External funding and creation of intellectual property can significantly enhance scholarship-research activities while at the same time grow the revenue of an institution. With this in mind, we recognize that different disciplines have the ability to compete for different types of external awards. Some external awards solely support a specific activity (direct costs). Others have associated indirect costs or pass-through costs, which can provide additional revenue to the university beyond supporting the specific activity. Other types of external awards require in-kind cost sharing at a cost to the university. Additionally, initial investments in intellectual property could yield valuable return on investment in the long-run. In order to enhance the scholarly culture at FGCU, all efforts to pursue external resources should be encouraged, valued and supported equally.

1.1   Update college and university promotion documents to better articulate scholarship expectations in academic units. What does it mean to be a productive scholar in your unit? At FGCU? Faculty need clear criteria for scholarship-research expectations. Ensure buy in from all stakeholders, including faculty and administrators. Any required changes to the Collective Bargaining Agreement (CBA) should be negotiated through the collective barganing process.

1.2   Provide a percentage of indirect cost return (F&A) generated by external awards back to the faculty member who received the award. Also, distribute F&A to departments and colleges. Be transparent in the process.

1.3   Encourage, value and support faculty efforts to acquire external funding whether awards have associated F&A (overhead) or not, whether they are large or small.

1.4   Identify other sources of funds to incentivize faculty scholarship (F&A can only go so far).

1.5   Make promotion in rank more attractive. Improve the percentage salary increase for promotion to 12% (to associate professor) and 15% (to professor).

1.6   Institute scholarship-research incentives for senior faculty (for example, develop a process for percentage salary raises for faculty who are already full professors.

1.7   Consider strong scholars-researchers for influential leadership roles.

1.8 Create rewards and/or other recognition for publications and other scholarly products. Provide awards for successful collaborations and student involvement. Publicly highlight such efforts.

1.9 Institute a mechanism for merit pay to reward outstanding scholarship-research performance.

1.10 Create multiple annual award opportunities for scholarship success that do not require a major time investment to prepare an application and streamline the application process.

1.11 Modify policies and rates for course release costs. The current policies and rates penalize productive scholars and discourage faculty from applying for promotion in rank.

1.12 Develop a transparent process for faculty to obtain a course release to pursue scholarship opportunities. Allow for flexibility in this process as the timing for scholarship-research opportunities cannot always be planned in advance.

1.13 Offer opportunities for support for scholarship-research over the summer months. For many faculty, summer is the time when they can be most productive as scholars.

1.14 Explore opportunities for research and teaching overloads, if the funding agency allows.

1.15 Develop ways, such as course releases, to enhance scholarship for 12-month faculty who lack the ability to use summer months for scholarship-research activities.

1.16 Encourage faculty to work with their chairs to customize their assignments. For example, consider using a flexible sliding scale to designate a faculty member's workload.

1.17 Establish joint appointments (for example, Courtesy Faculty) with outside organizations or individuals who can be research partners and provide access to community data. These appointments can facilitate evidence based, clinical research and dissemination that fosters partnerships.

1.18 Publicize faculty scholarship success (e.g. FGCU does not routinely send out press releases upon publication of faculty books or papers).

1.19 Develop a mentoring program to support faculty wanting to engage/reengage in scholarship activities.

1.20 Consider course release for new faculty to jump-start their scholarship. Ensure that they have a defined plan for their scholarship-research activities and outcomes. Provide mentorship and oversight and outline expectations.

1.21 Provide bridge funding for productive faculty to support their scholarship-research short-term while they secure additional funding. Continuity is critical to maintain scholarship programs that are competitive for external funding.

1.22 Facilitate external fellowship in residency programs to enhance faculty scholarship and provide opportunities for student research. Many of these programs stipulate that the recipient is not permitted to teach. Additionally, the length of the residency requirement can be longer than the summer months. Faculty are disinclined to apply for these grants since, if awarded, they are also expected to meet their FGCU teaching responsibilities while in residency at another institution. Facilitate and support fellowship in residency programs by linking these awards to in-kind course releases or other similar mechanism.

1.23 Ensure that new faculty are provided adequate startup funding so that they can begin a winning scholarship-research program. This will be a key factor in recruiting high-caliber scholars.

1.24 Establish scholarship-research accounts for faculty at startup and use the account to add funds for professional development and materials thereafter, as needed.

1.25 Invest in scholarship-research infrastructure, which can have a major impact on the quality of scholarship-research and teaching at FGCU. It will modernize our infrastructure, attract and retain high-caliber talent, increase our competitive edge in acquiring external funding, and increase student retention. FGCU should prioritize investment in multi-user instruments that can be used across departments and colleges. For example, a single-crystal X-ray diffraction instrument and an Illumina MiSeq system could be used for drug discovery and for biodiversity/human health, respectively.

1.26 Provide support for equipment maintenance, repairs and service contracts. These costs are recurring whether a grant is active or not.

1.27 Provide office space for externally funded faculty and staff near their research laboratories.

1.28 Compensate and give credit to faculty for mentoring graduate and undergraduate student research. UFF has bargained that language be added to the CBA requiring academic units to define how faculty will be compensated for these activities. Policies should be implemented as soon as they are developed.

1.29 Decentralize grades for undergraduate and/or graduate student thesis, independent study, senior research, and related courses to faculty mentors.

1.30 Allocate research space and resources in a transparent fashion to encourage collaboration and collegiality within colleges, departments, and centers.

1.31 Pursue resources agressively to build new academic and research buildings. FGCU is in critical need of new classroom and laboratory spaces in order to meet our students' needs, especially in STEM fields and in the Arts.

1.32 Implement consistent, transparent, and inclusive processes during the planning of academic buildings to foster a collaborative scholarship-research culture. A shared

governance process should be used in the programming of all new academic buildings. For example, FGCU should take another look at Academic Building 9 to ensure that classroom, office and research spaces will benefit the greatest number of students and faculty while advancing FGCU's scholarship-research mission.

1.33 Continue to establish collaborations with other universities (in and out of state) as we have now with the University of South Florida and Bangor University in Bangor, Wales to use their Ph.D. programs for students we advise at FGCU in return for financial resources, courtesy appointments, and access to specialized equipment and facilities.

1.34 Restore faculty travel funds to the original level of $1,500 or more to support travel to present their scholarship-research at professional conferences and networking. Revisit the amount on a regular basis to ensure that it remains fit for its purpose.

1.35 Align course contact hours with faculty assignments (for example, for faculty whose course obligations require significant time in labs, clinics, or external sites).

1.36 Support faculty scholarship to satisfy accreditation requirements. If departments are not properly staffed and/or cannot find credentialed part-time faculty to teach necessary course sections, faculty in these departments are overloaded and do not have sufficient time to pursue scholarship. Establish appropriate assignments for those faculty and ensure that those departments are properly staffed to meet accreditation needs.

1.37 Invest in the library. The role of the library is to provide access to materials needed for faculty and students to be productive scholars. Our library does not have sufficient space for books nor adequate access to critical electronic publications. Invest in space-saving, high-density mobile shelving. Purchase ebooks with unrestricted download and printing (for example, JSTOR or Springer, Project Muse).

1.38 Advocate at the state level to move towards the Virginia model, which offers every institution in the state the same electronic access to ebooks and databases.

2 Eliminate Institutional Barriers to Scholarship-Research – Reduce Bureaucracy

<u>University Support Offices</u>
There is a disconnect between FGCU's administrative infrastructure and its ability to support faculty scholarship-research. These offices do not seek faculty input when detemining best practices for the support needs of a particular scholarship-research activity. Faculty scholars often encounter substantial additional work mandated by these offices, that may not understand the burden their policies and procedures place on the scholar-researcher's workload. The additional work required by faculty in complying with policies and procedures developed without regard for the impact on faculty workload is a significant deterrent to

scholarship-research at FGCU. In general, university support offices unnecessarily adopt and apply the most restrictive policies across the board without regard to fit.

2.1 University support offices that provide service that impact faculty and student scholarship efforts should periodically review and revise their policies, guidelines and procedures to remove unnecessary work requirements on faculty scholarship. It would be useful for such support offices to communicate with and seek out the input of faculty who require their services, as well as to examine and, where appropriate, adopt best practices from other universities in the State University System.

2.2 University support offices that provide services that impact faculty and student scholarship efforts should include a section in their mission statements similar to the following: "We will serve as advocates for faculty to fulfill their scholarship responsibilities by meeting all applicable national, state and local requirements, and be held accountable to that mission".

2.3 Research staff hired on externally funded grants to conduct research should not be expected to perform additional tasks required by these support offices. If the university support offices decide that additional work is required to meet their guidelines, then this work should be done by other university staff and/or supported through non-grant funded mechanisms.

2.4 All policies, guidelines and procedures impacting faculty terms and conditions of employment must comply with existing requirements of the CBA and be subject to the existing informal resolution and grievances process.

2.5 All decisions and assessment should be data-driven and evidenced-based. Goals should be defined with accountability for outcomes at all levels.

Specific examples:

Office of Research and Graduate Studies (ORGS)

2.6 ORGS is the central office that handles externally funded scholarship efforts. The head of this office needs to be an experienced advocate for faculty scholarship-research with accountability for promoting faculty success.

2.7 How is the sponsored research trust fund being utilized? Provide transparency in all financial matters pertaining to ORGS. Ensure that the sponsored research trust fund is used appropriately.

2.8 The ability to acquire external funding in many disciplines is limited by inflexible indirect cost return models. Sometimes the rules for indirect cost return are "bent" but not in a transparent and consistent manner. To promote student and faculty scholarship, FGCU should develop flexible and transparent mechanisms to support external funding in a

variety of disciplines that may have different direct costs, indirect costs, and cost-sharing models.

2.9   Teaching release rates are often cost prohibitive – currently, at the full salary of the faculty member for senior faculty. This rate should be reduced and applied flexibly and transparently on a case-by-case basis.

2.10   Provide a percentage of indirect cost return (F&A) generated by external awards back to faculty member who received the award, to the department, and college.

2.11   The combination of Graduate Studies and Grants and Contracts is not warranted. Consider separating Grants and Contracts from Graduate Studies to focus more closely on external funding, IP, licensing, and compliance.

2.12   Currently, there does not appear to be enough indirect cost return to support grants and contracts staff and return incentives to faculty and units supporting external funding. Another matching source of funds should be identified to provide incentives in the meantime. A mechanism to distribute these funds to the investigator, the department and the college should be created. This situation will change as external support grows, but "priming the pump" is needed to get to a tipping point where external support is sufficient to support itself.

2.13   FGCU should develop better intellectual property (IP), licensing and marketing abilities to make use of new inventions. Empower ORGS to support IP development, licensing and marketing as an incentive/service for faculty, and provide necessary expertise. Integration of entrepreneurship from the Lutgert College of Business and scholarship/research from other colleges should assist this effort. Staffing in the General Counsel's office should reflect this need. Perhaps hiring an IP professional would assist with licensing and other IP development initiatives.

2.14   Ensure that F&A and pass-through from external funding opportunities that are supported by university resources are also shared to support units that do not have opportunities for strong external funding (for example, science funding helps support humanities, etc.).

2.15   Rewrite the intellectual property section of CBA so that both FGCU and the inventor are equally responsible for positive outcomes.

2.16   The period of performance of grant-funded projects does not necessarily follow FGCU's fiscal year calendar. Research activities and expenditures continue during the summer when the university "freezes" accounts and P-cards for accounting purposes. Allow for flexibility on spending for external grants. Furthermore, some private or contract funds do have time limits on spending, but accounts are established with an artificial fiscal year end date and are swept back to colleges. Create 'forever' accounts for those types of awards that allow for spending beyond the fiscal year-end date.

2.17 Dates for internal grants should align with projected timelines of completion.

2.18 Clarify how external support is run through ORGS or the Foundation to avoid confusion or competition. Establish a strong working relationship between ORGS and the Foundation.

2.19 Examine criteria for graduate students applying for out-of-state tuition waivers. Provide transparency with out-of-state tuition waivers for graduate students. Faculty need to know if they can count on these waivers when recruiting graduate students.

2.20 Not all grant awards have the same contracting stipulations (for example, some allow overload pay while others do not, etc.). Grants from different sources should be handled according to individual guidelines in as flexible manner as possible for each contract. The most restrictive guidelines should not be applied to all grants unnecessarily.

2.21 Budget transfer limitations hamper the ability to spend externally funded grants. Budget transfers should follow contractual guidelines for each grant and otherwise be as flexible as possible.

2.22 Negotiate competitive indirect cost rates with funding agencies where possible.

Human Resources (HR)

2.23 HR should develop flexible and transparent procedures for hiring grant-funded positions that take into account the short time frame and temporary nature of externally funded positions. HR should provide experienced staff support to assist with grant-funded hires (e.g. facilitate the hiring of undergraduates).

2.24 Raises for grant-funded positions should be decided by the grant PI.

2.25 Establish an inclusive and transparent process for policy development, in particular for those policies/procedures that impact scholarship-research activities.

Environmental Health & Safety (EH&S)

2.26 Understanding that EH&S staff are not subject matter experts on all current and future scholarship-research activities, they should actively seek advice from outside experts and faculty who have knowledge of such activities when making policies that impact faculty workload.

2.27 EH&S should develop improved procedures for safety training, lab inspections, and disposal of wastes and equipment that minimizes extra effort required by faculty.

FGCU Police

2.28 University Police should monitor and patrol buildings and sites where scholarship-research activities occur, especially during off hours, including remote campuses such as

Kapnick and Vester. The possibility of an accident or crime occurring at a time and place not monitored by the University is a major liability for faculty and administration.

Work Management Center

2.29 Make every effort to minimize and communicate power disruptions to academic buildings that house delicate research equipment (for example, ultra-low temperature freezers) and/or have ongoing and costly experiments that require continuous power. Work with faculty scholars in those buildings to determine times that minimize disruptions.

2.30 Ensure that card key access to laboratories and academic buildings for faculty, staff, and students engaged in scholarship-research activities is not terminated at the end of each semester unless otherwise indicated by the faculty mentor. Card key access should be determined by scholarship/research needs and not the academic calendar. This is especially important for remote labs like the Kapnick Center where building access is often prevented for some researchers after hours and on weekends.

2.31 Make every effort to minimize disruptions to active laboratories during floor cleaning/waxing activities. Some laboratories are active at night and on weekends. Expecting a laboratory to shut down during evening and/or on weekends without significant lead-time is problematic.

University Committees
Faculty scholars often encounter substantial additional work mandated by university committees that may not understand the burden of their policies on the researchers' workload.

2.32 University committees that provide oversight for faculty scholarship-research activities should minimize the additional work required by faculty. This includes but is not limited to Research Safety, Institutional Animal Care and Use Committee (IACUC) and Institutional Review Board (IRB). Each committee should be tasked with outreach to the faculty they serve for suggestions to reduce the additional workload. All reasonable suggestions should be implemented, including changing the frequency of meetings to respond to faculty and student needs. For example, IACUC and IRB review processes have become so overregulated internally that faculty are limiting the number of protocols submitted just to avoid these processes and undergraduate research has been negatively impacted.

2.33 University committees that provide oversight for faculty scholarship activities should include a section in their mission statements similar to the following: "We will serve as advocates for faculty to fulfill their scholarship responsibilities by meeting all applicable national, state and local requirements, and be held accountable to that mission."

2.34 IRB has expanded its role of human subjects and data protection to include research design commentary or critiques. Assistance and guidance should be provided to faculty and students with design, measurement, and reporting.

2.35   IRB must develop a turn-around time that allows students to submit a proposal and receive approval within a semester.

3   Advance Student Scholarship-Research

The majority of students surveyed (89%) wanted to pursue scholarship-research activities, but reported that there were insufficient opportunities on campus. They did not know how to find the available opportunities and felt that there was a lack of transparency in "hiring" for those opportunities. Some were also limited by time constraints (e.g., working students). They also commented on the lack of compensated mentors and insufficient funding for research and travel to conferences. Some also preferred that their scholarly research start earlier in their college careers. Several large degree programs require a research experience; however, FGCU does not have sufficient engaged faculty to meet student interests.

3.1   Create links between student success efforts and faculty scholarship-research efforts to prioritize high impact experiences for students.

3.2   Create one or more central webpage(s) (and/or other social media site(s)) with a continually updated list of faculty mentored undergraduate scholarship-research opportunities. Assign an office to maintain this site and assess regularly (for example, Office of Undergraduate Studies, ORGS, Colleges). Include a student comment link that is monitored by whomever is responsible for the site with feedback to stakeholders. Link the site to student grant opportunities (internal and external).

3.3   Publicize these resources to students during orientation and advising, and regularly using social media.

3.4   Publicize resulting student scholarship.

3.5   Market and promote scholarship excellence to prospective and current students. FGCU's new website is lacking in this regard.

3.6   Reward faculty who mentor student scholarship (a requirement to develop guidelines for faculty compensation for student mentorship is currently being added to the CBA).

3.7   Support faculty development of course-based scholarship experiences, especially early in the curriculum.

3.8   Cultivate and support faculty-student scholarship-research partnerships.

3.9   Provide scholarships for undergraduate students engaged in scholarship-research activities with a faculty mentor.

3.10   Acquire funds to support student travel for attendance and presentation at professional conferences.

3.11 There is a natural synergy between undergraduate and graduate scholarship-research. Promote and support collaborations between offices that support undergraduate and graduate scholarship activities.

3.12 Consider whether undergraduate student scholarship-research should be funded through the Office of Undergraduate Studies or support should be decentralized to colleges.

3.13 Provide additional support for graduate students in the form of tuition waivers and assistantships.

3.14 Consider providing a tuition waiver (pro-rated) for all graduate students supported by an assistantship.

3.15 Decentralize the awarding of out-of-state tuition waivers with criteria established based on program assessment.

3.16 Continue to investigate ways to advance student scholarship-research.

4   Decentralize Support of Scholarship-Research to Colleges, Departments, and Centers

Deans, chairs, and directors play a pivotal role in promoting a scholarship-research mission especially at a teaching-intensive university. In an environment where academic units struggle to meet their students' needs, faculty scholarship-research activities can be perceived as distractions from teaching. Giving faculty time to pursue their scholarship-research activities is time taken away from meeting course scheduling needs. Additionally, many departments and colleges do not have funds for faculty travel or teaching releases for faculty who want to actively engage in scholarship-research activities. Understandably, administrators do not have many incentives to promote faculty scholarship in their departments, colleges, or centers. Colleges, departments, and centers should be given more autonomy and flexibility (for example, with assignments) and also held accountable for scholarship-research productivity in their units.

4.1 Ensure that college deans, chairs, center directors, and other senior administrators are strong advocates of scholarship and dedicate time and effort to identifying resources and disseminating outcomes. Create accountability guidelines and reward success.

4.2 Ensure that administrators regularly communicate their advocacy for scholarship to other university units (HR, Police, Purchasing, IT, Foundation, Physical Plant, Board of Trustees, ORGS (IACUC, IRB, Research Safety), Faculty Senate, Staff Advisory Council, etc.)

4.3 Provide teaching release for scholarship-research activities. Create a sustainable faculty release rate that does not generate a profit for the unit (use adjunct or overload replacement rate).

4.4 Give supervisors flexibility to award additional teaching releases to take advantage of exceptional scholarship opportunities.

4.5 Explore language in the CBA to promote flexibility in faculty assignments.

4.6 Identify and provide funding and resources for infrastructure and equipment for scholarship. Provide for upkeep and maintenance. Assign responsibility/accountability to a unit.

4.7 Provide training for chairs and directors to understand and value scholarship. Make supervisors accountable for faculty scholarly success. Reward good management with monetary/space awards to the unit.

4.8 Build into every department the ability to scale scholarship-research releases into their faculty size and load expectations (for example, out of x courses expected per year - x% can be designated for extra scholarship-research assignments).

4.9 Consider using a flexible sliding scale to designate a faculty member's workload. An example from another institution designates – 40% teaching, 20% scholarship, 20% service with the remaining 20% allocated as a block by the faculty member. Another example could be – 50% teaching, 25% scholarship/service, with the remaining 25% negotiated with the chair based on faculty members strengths and needs.

4.10 Create a teaching assignment process where productive scholars get first choice of teaching assignments and are not given multiple different preps.

4.11 In distributing percent effort, schedule faculty teaching on an annual basis not a term basis. Consider differences between 9 and 12-month faculty (who cannot reserve the summer to catch up on scholarship).

4.12 Provide strong college, department, and center administrative support for scholarship-research (for example, with purchasing, budgets, hiring grant-funded personnel, payroll, faculty appointment forms, travel, etc.).

4.13 Identify faculty with professional doctorates who have no research training for differential assignments and performance evaluation/expectations.

4.14 Empower chairs and center directors to transparently offer flexible teaching loads to encourage scholarship as long as teaching needs of a unit are met and equitably maintained.

4.15 Allow departments to share in salary savings resulting from vacancies, sabbaticals, fellowships, etc. to provide additional funding for scholarship-research.