Research Strategic Planning Task Force

Final Report

May 21, 2011

Table of Contents

Members:

- Dianne Rush Woods, Task Force Chair (Social Work and Chair, Academic Senate)

- Jed DeVaro (Management and Economics, joined Task Force November, 2010)

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- Diana Wakimoto (Library and Chair, Committee on Research)

- Evaon Wong-Kim (Social Work)

Introduction

The Research Strategic Planning Task Force was commissioned by Provost Houpis and Vice President Shawn Bibb to create a strategic plan to transform CSUEB into a faculty and student-focused research institution. This faculty task force was further charged with creating mission, values, and vision statements as well as providing recommendations to move the university's research agenda forward. Provost Houpis indicated that one of the major goals of CSUEB is to double the award of external research funds within five years. The task force undertook an in-depth analysis of CSUEB's current situation; an exploration of other institutions' research environments, including everything from vision to implementation, in order to identify best practices; and a data collection process to understand fully the perceptions and concerns of the faculty.

Data collected by the Task Force included

- documents related to pre- and post-award grant administration from CSUEB and other institutions;
- interviews with administrators from CSUEB, the CSU Chancellor's Office, and other CSU campuses;
- a confidential survey of CSUEB faculty perceptions of research and grant administration
- focus groups (with a SWOT analysis of the results)

Members began work in late August, gathering and reading background materials. Apart from confidential documents, the list of consulted resources is given at https://sites.google.com/a/csueastbay.edu/rac/resources-consulted.

The Task Force developed the following mission, values, and vision statement at the beginning of the data collection process. This was devised through a series of brainstorming processes based on task force members' reading, in-house interviews, and discussions.

Research Mission

The research mission of California State University, East Bay is to foster an ongoing culture and environment that supports faculty and student research, creative, and scholarly activities that positively impact the local, regional, and global communities.

Research Values

The university defines research as inclusive of research, creative, and interdisciplinary endeavors, and values research that is conducted in an inclusive and ethical academic environment; is faculty-driven and faculty prioritized; is interpreted broadly and equitably to include multiple approaches to the development of knowledge; is part of a process of continuous improvement; emanates from critical and creative thinking; includes student-centered and applied endeavors; engages and serves the needs of the local, regional, and global communities; and is disseminated effectively.

The University expresses its research values by engaging undergraduate and graduate students in research and learning opportunities; providing professional development opportunities for faculty; and supporting students and faculty with the necessary environment, funding opportunities, time, and infrastructure to enable their research and creative endeavors to succeed.

Research Vision

California State University, East Bay strives to be known for the following:

- Affirmation of the importance of integrity in research and creative endeavors
- Faculty-driven and faculty-prioritized engagement in research and creative agendas and continuous advancement of knowledge
- Faculty engagement in multiple areas of research, creative, and interdisciplinary endeavors
- High involvement of students in research and creative endeavors, including curricula that foster student learning and build research throughout their programs
- Effective and sufficient administrative support for research
- University faculty communities that foster the exchange of research ideas
- Engagement and partnerships with local, regional, and global communities

Data Collection

Interviews

The Task Force conducted interviews with the following:

    CSUEB:

- James Houpis,Provost

- Linda Dobb, Interim Associate Provost

- Rhea Williamson, AVP ORSP

- Chris Brown, AVP Enterprise Operations/Foundation

- Mike Tomasillo, Corporate & Foundation Relations Director, University Advancement.

    External:

- Beth Ambos, Assistant Vice Chancellor, Research Initiatives and Partnerships, California State University

- Sue DeRosa, Director of Sponsored Program Administration, California State University

- Tom Scott, Vice President for Research, Graduate and Research Affairs, San Diego State University

- Dave Edwards, ASI Associate Executive Director/Director University Student Union, California State University, Long Beach

- Karen Finley, Director of HR-Foundation, California State University, Chico and President Elect, AOA

- Carol Sager, Director, Office of Research and Sponsored Programs

- Michele G. Goetz, Associate Executive Director, Sponsored Research Services, San Diego State University.

Best Practices Identified during Interviews

Interviewees were most generous in sharing their policies, practices, and challenges. There was general agreement that, in spite of challenges, there were some organizational and innovative approaches that worked effectively to improve the research climate and opportunities for faculty.

These included:

- A Research Foundation that is separate from other foundations and other auxiliaries and whose Vice President is affiliated with and comes from the academic side of the university,

- A fully integrated pre- and post-award structure with the same administrative person handling both pre- and post-award processes and providing a single point of contact and help for faculty,

- Partnerships with other research universities and institutes in the area, including Joint PhD programs,

- Incentives for faculty to participate in research, including faculty grants, communities of practice, showcases for faculty research, participation in CSU programs, such as the Grant-related-Specially-funded Instructional Faculty Classification (http://www.calstate.edu/hradm/pdf2004/HR2004-07.pdf)

- Continuous communication with faculty about research issues, organizational structures, and potential opportunities,

- Release time for faculty,

- An "intentional" university climate that supports faculty research and creative activities through training, events, newsletters, etc., and

- Adequate and appropriate research space, including labs, studios, offices, and a faculty commons

Survey

Task Force members began to identify issues and concerns. At the task force's request, the Academic Senate's Committee on Research reviewed two questionnaires generated by California State University, Long Beach and adapted them to address the CSUEB community. That survey was administered during the 2011 winter quarter. A copy of the survey instrument questions and numerical results can be viewed in Appendix A. For confidentiality reasons and due to the nature of some comments, these are not included in this document. The complete data were analyzed by the Chair of the Committee on Research and are summarized in Appendix B.

California State University, East Bay has approximately 699 faculty (this includes tenure/tenure-track, FERP and lecturers; numbers vary slightly based on number of lecturers hired each quarter). 139 faculty members began the survey and 109 completed the survey. The completed survey response rate was 15.6%.

Many of the respondents expressed frustration with the research climate, poor grant administration and infrastructure, and the lack of recognition of the value of faculty work.   In particular, the heavy teaching load was identified as a major obstacle to successful research. Despite these perceptions, the majority of respondents (70.7%) plan on writing a grant in the next three years.

Key suggestions from the faculty and representative comments from the survey included:

- assigned time for writing grants
  - "the university has to determine a way to increase assigned time, again equitably, or on genuinely demonstrated merit"
  - "I very much hope, at some point, we could be rewarded with release time for the extra work we do: administering and building programs, working with graduate students…; grant development…"
  - "create incentives for faculty to write successful grant proposals."
- decreased teaching load
  - "teaching load at CSUEB is absurd"
  - "As long as we are required to teach 9 courses a year, there is no way research activities or productivity will increase"
  - "The biggest barrier is lack of available time! The teaching load makes doing research difficult"
- financial incentives and recognition for faculty research
  - "The climate is horrendous…. This system needs to be revamped to retain faculty"
  - "Merit pay for scholarly research ought to be in place"
  - "On improving the climate: do more to highlight faculty/student academic achievement rather than hide it on the webpage somewhere beneath the page that says we have 'real college athletics'"

Results pertaining to Grants
- 70.7% of faculty plan on writing a grant proposal in the next three (3) years.
- 64% reported that "lack of time" was the main barrier to writing grants.

- 64% reported that they have not had a grant administered by the Foundation in the last three years.
- 3.68 was the mean number of grant proposals written in the last (3) years by faculty
    - 1.85 was the mean number of grant proposals funded
    - 0.66 was the mean number of grant proposals currently pending
- 61.9% of faculty have not applied for an internal grant in the last three (3) years due to lack of time
- 48.1% of faculty would find having access to a grant writer valuable in writing grant/contract applications
- 47.6% would find having "experienced faculty member support" valuable in writing grant/contract applications

Results pertaining to ORSP

- All services provided by ORSP were rated by the majority of respondents as Excellent, Good, or Don't Know
- Positive comments outweighed negative comments with an approximately 2 to 1 ratio
- Representative selected sample of positive and negative results:
    - "Friendly, courteous, limited by lack of funds and personnel"
    - "Professional and supportive, very helpful"
    - "Incredibly helpful, such a pleasure working with ORSP!! They actually take out most of the stress of the proposal preparation. Well, not that I was successful in obtaining any external money in recent years, but with the help of ORSP, I believe I am getting closer. They always encourage to resubmit. I can focus on my proposals, ORSP does all the rest (budget, routing, submission)."

○ "ORSP tries to help but they often have too many grants and can't provide the assistance needed. One time they even forgot to send my grant."

Results pertaining to the Foundation

- All services provided by the Foundation were rated by the majority of respondents as Adequate, Poor, or Don't Know

- Negative comments outweighed positive comments with an approximately 6 to 1 ratio (only 2 responses were positive)

- Selected sample of positive and negative comments
    ○ "Wish we could do with out[sic]"
    ○ "changing of procedures without notification is unconsciousable[sic]"
    ○ "My experiences with the Foundation have been awful. This is the most unfriendly, difficult organization at CSUEB. It is the primary reason I decide NOT to apply for grants."
    ○ "Frustrations with the Foundation are discouraging my colleagues and me from submitting future proposals. It just isn't work[sic] the hassle to work with them."
    ○ "Very responsive to my needs and willing to go extra miles even before being asked. Very different than ORSP, way better customer service."
    ○ "Gives conflicting information. Change process, rates, etc[sic] without notice. Poor communication skills."
    ○ My experience with the CSUEB Foundation has been dreadful. The organization cannot even keep a set of financial records. CSUEB Foundation is not open or forthcoming with their financial statements. I have removed all my research and community interests from the

> auspices of this organization because I do not feel comfortable with their ethical choices."

One of the major barriers noted by the faculty respondents was frustration with unclear policies and procedures regarding post-grant administration at the Foundation. Recommendations to address this and other barriers can be found in the Recommendation section below.

Focus Groups and SWOT Analysis

A major charge given to the Task Force was to determine what CSUEB needed to do to double its grant capacity. In order to facilitate discussion by faculty of those issues that impede or encourage their participation in the research process, eight focus groups were conducted on January 18, 19, 20, and 24, 2011 and, in order to assure objectivity, the groups were facilitated by Dr. Maria Ochoa of Ochoa Design and Research. There were 57 participants, distributed across the colleges as follows: College of Business and Economics (12), College of Education and Allied Studies (15), College of Letters, Arts and Social Sciences (17), College of Science (10), and the University Libraries (3).

In the focus groups, participants were asked four open-ended questions:

1. Identify and describe a successful interaction regarding your research/creative work funding experience at CSUEB.
2. Identify and describe something that you would alter, which would improve your research/creative work experience at CSUEB.
3. Describe why research/creative work is personally important.
4. Identify and describe anything that has not yet been touched up on in discussion that you would like to bring forth.

In her report, the focus group facilitator stated that a rigorous SWOT analysis was complicated by the fact that the respondents identified only a few strengths in comparison to weaknesses. She also stated that it was important to note the faculty community pride, and enthusiasm for research, scholarship, and creative work. Appendices C and D present the cover memo and SWOT matrix based on an analysis of the focus group sessions, respectively. Because the SWOT included specific materials related to University personnel, the comments remain confidential.

Issues/Barriers Identified by Survey and Focus Groups
- Pre- and post-award administration is not in agreement on details of policies and procedures and often faculty members are caught in the middle of these units.
- Critical post-award administrative functions have not been integrated with pre-award functions during the recent reorganization.
- Grants administration has been treated as a business activity (profit/loss center) rather than as an activity that supports the primary goals of CSUEB.
- There is inadequate staff support (in terms of numbers) for grant preparation and post-award financial reporting.
- There is a lack of communication on procedures and policies, especially in relation to IDC, Human Resources, and financial reporting.
- There are insufficient incentives for faculty to participate in research.
- Faculty lack the time to participate in research due to their high teaching load.
- There are inadequate facilities to support research and creative activities, for

example, the lack of research laboratories, studios, faculty offices, etc.

Recommendations

A number of themes emerged in the process of data collection and analysis. These relate to grants policies and processes, organizational structure, communication, incentives, time, support, and overall university climate. It is clear that faculty wants to engage in creative endeavors, both intellectually and as a way to engage students; however, the primary focus of these themes is on the barriers faculty encounters. As a result, the Research Strategic Planning Task Force offers the following recommendations:

- Fully integrate pre/post award administration
  - Step 1: Fully integrate pre- and post-award administration and functions into one office by integrating critical post-award functions (e.g., human resources, financial reporting) with pre-award functions. This was not fully achieved in the recent reorganization (see Appendix E for organizational chart).
  - Step 2: Clearly communicate to faculty the changes that have resulted from the recent reorganization. At present, many faculty members do not know which department is responsible for different aspects of research and sponsored programs and express concerns about receiving timely responses to their questions.
  - Step 3: Create a Research Foundation. Enterprise Operations (bookstore, catering, etc.) should be separate from grants administration in its own auxiliary.
- Authorize the emerging Office of Grants and Sponsored Projects to hire more support staff positions for pre- and post-award administration in order to double the amount of grants received by CSUEB.

- Communicate pre- and post-award policies and procedures clearly to faculty and administrators, including policies and procedures related to IDC, human resources, financial requirements, IRB, etc. This communication should be continuous. It is essential that all pre- and post-awards services be integrated to achieve this goal.

- Provide faculty with incentives to encourage and reward research, grantsmanship, and other scholarly activities. These incentives should include reduced teaching load, overload, paid assignments, etc.

- Ask the Academic Senate and Committee on Research to conduct a periodic review of policies related to research, scholarship, and creative activities.

- Improve and expand institutional and infrastructure support for research and scholarly activities, including studios, research laboratories, offices, etc.

- Align college and departmental RTP policies and practices with current Senate policies regarding research and other scholarly activities. The Provost and Deans need to take leadership in establishing a fair and even application of the role of research and other professional activities in the RTP process.

- Establish interdisciplinary institutes and research centers that support faculty and student research and professional activities.

- Enhance the climate and research opportunities by establishing joint Ph.D. programs with other institutions.

- Further enhance the climate and research opportunities by establishing partnerships with other institutes, e.g., Lawrence Livermore Laboratory, the new stem-cell institute in San Francisco, museums, art galleries, social service organizations, non-profit organizations, corporations, etc.

- Establish annual student and faculty research symposia that highlight research activities at CSUEB and encourage interdisciplinary collaboration.

- Hire a staff person to provide grant writing support for faculty. This support includes: collaborating with faculty on grant ideas and proposals, copyediting, checking for compliance, budgeting, etc.

- Establish a Faculty Advisory Committee for Sponsored Projects and Research. It should consist of PIs from each of the Colleges and the University Libraries and the Chair of Committee on Research.

- Refer the position of Director of Sponsored Projects and Research to the Academic Senate's Faculty Affairs Committee (FAC) for inclusion on the administrative review calendar.
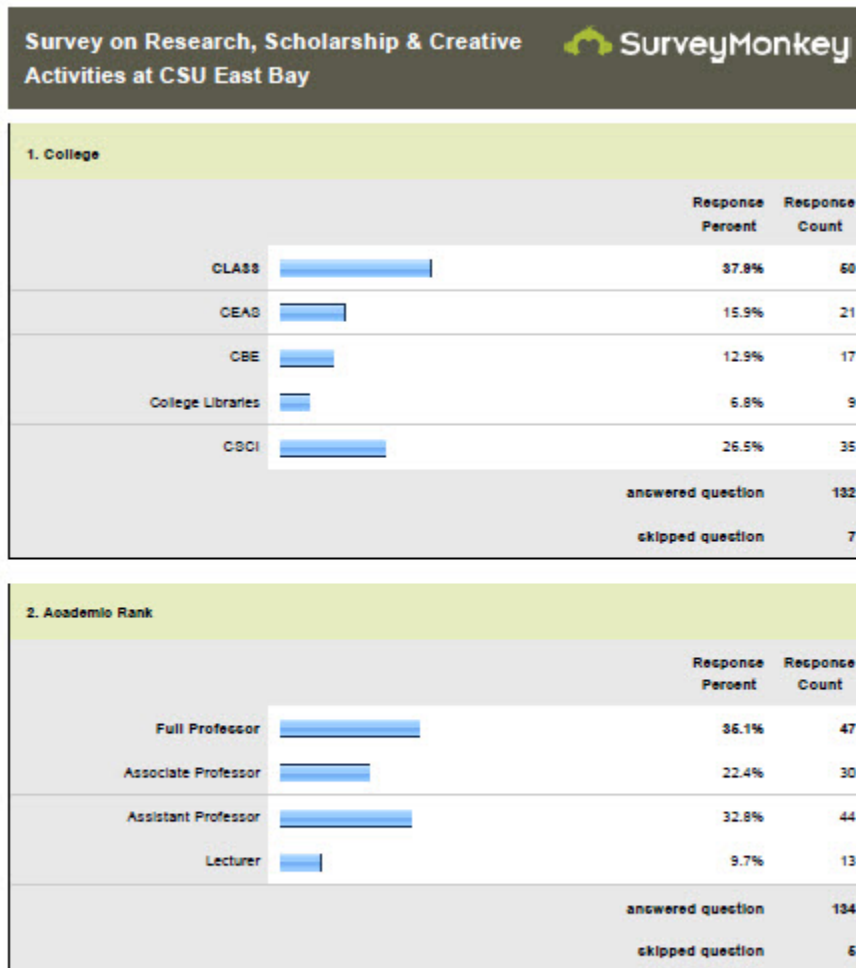
Summary

In considering the information from reading, interviews, the survey, and the focus groups, task force members identified a number of repetitive themes. These themes are:

In considering how best to address these themes, the task force also recognized the level of frustration experienced by faculty as they try to develop their research agendas and scholarly activity, navigate the complicated grants process, and struggle to fit meaningful creative work into the slivers of time they can find among their heavy teaching load, administrative demands, and service contributions to this university.

As a result, the tone that is set now and the approach to disseminating and discussing these recommendations is critical. There is deep distrust among faculty about the current research environment at CSUEB and how it has evolved. In order to overcome this distrust, pre- and post-award functions must be fully integrated, connected to the academic processes in the university, and involve faculty fully. To achieve this, the results of this integration must be clearly communicated to faculty and involve faculty governance as we move into the next phase of research at CSUEB.

Appendix A: Survey on Research, Scholarship & Creative Activities at CSU East Bay: Questions and Numerical Results

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Survey on Research, Scholarship & Creative Activities at CSU East Bay — SurveyMonkey

1. College

	Response Percent	Response Count
CLASS	37.8%	50
CEAS	15.9%	21
CBE	12.9%	17
College Libraries	6.8%	9
CSCI	26.5%	35
answered question		132
skipped question		7

2. Academic Rank

	Response Percent	Response Count
Full Professor	35.1%	47
Associate Professor	22.4%	30
Assistant Professor	32.8%	44
Lecturer	9.7%	13
answered question		134
skipped question		5

3. Years at CSUEB		Response Percent	Response Count
Less than 2 years		3.0%	4
2-5 years		33.3%	45
6-10 years		26.7%	36
More than 10 years		37.0%	50
	answered question		135
	skipped question		4

4. Have you written a grant at CSUEB in the last 3 years?		Response Percent	Response Count
Yes		60.1%	83
No		39.9%	55
	answered question		138
	skipped question		1

6. Notification of Grant/Contract Opportunities

	1 Extremely helpful	2	3 Somewhat helpful	4	6 Not at all helpful	Don't know/did not use	Response Count
Email notices from ORSP	35.5% (27)	15.8% (12)	30.3% (23)	7.9% (6)	6.6% (5)	3.9% (3)	76
ORSP Website	10.8% (8)	24.3% (18)	27.0% (20)	14.9% (11)	5.4% (4)	17.6% (13)	74
Direct mail/email from agencies or professional organizations	25.7% (19)	31.1% (23)	24.3% (18)	5.4% (4)	5.4% (4)	8.1% (6)	74
Professional journals/publications	12.2% (9)	25.7% (19)	27.0% (20)	14.9% (11)	9.5% (7)	10.8% (8)	74
Ad hoc notices from Dean or Chair	10.8% (8)	28.4% (21)	25.7% (19)	18.9% (14)	8.1% (6)	8.1% (6)	74
On-campus colleagues	13.5% (10)	16.2% (12)	32.4% (24)	18.9% (14)	9.5% (7)	9.5% (7)	74
Off-campus Colleagues	25.4% (17)	31.3% (21)	22.4% (15)	10.4% (7)	1.5% (1)	9.0% (6)	67
					Other (please specify)		14
					answered question		78
					skipped question		63

6. If you used a grant writer or had clerical support for the preparation of your own grant application(s), please rate how helpful it was

	1 Extremely helpful	2	3 Somewhat helpful	4	5 Not helpful	Not applicable	Response Count
Grant writer	8.3% (6)	5.6% (4)	2.8% (2)	0.0% (0)	0.0% (0)	83.3% (60)	72
Clerical support	16.4% (12)	13.7% (10)	5.5% (4)	0.0% (0)	1.4% (1)	63.0% (46)	73
						answered question	73
						skipped question	66

7. Which of the following has assisted you in preparing grant proposals in the past 3 years (choose as many as apply)

		Response Percent	Response Count
A colleague		68.1%	47
Department chair		13.0%	9
College staff personnel		10.1%	7
College associate dean or dean		8.7%	6
ORSP staff		84.1%	58
CSUEB Foundation staff		10.1%	7
Corporate and Foundation Relations (University Advancement) Staff		7.2%	5
Agency program Officer		10.1%	7
	Other (please specify)		13
	answered question		69
	skipped question		70

8. In developing the Proposal Budget how helpful was:

	1 Extremely helpful	2	3 Somewhat helpful	4	5 Not at all helpful	Not Applicable	Response Count
A colleague	26.5% (18)	16.2% (11)	20.6% (14)	1.5% (1)	4.4% (3)	30.9% (21)	68
Department chair	7.5% (5)	10.4% (7)	10.4% (7)	6.0% (4)	7.5% (5)	58.2% (39)	67
College staff personnel	3.2% (2)	3.2% (2)	9.5% (6)	3.2% (2)	7.9% (5)	73.0% (46)	63
College associate dean or dean	3.1% (2)	9.4% (6)	6.3% (4)	4.7% (3)	9.4% (6)	67.2% (43)	64
ORSP staff	47.9% (34)	22.5% (16)	15.5% (11)	4.2% (3)	1.4% (1)	8.5% (6)	71
CSUEB Foundation staff	1.6% (1)	6.3% (4)	1.6% (1)	6.3% (4)	28.6% (18)	55.6% (35)	63
Corporate and Foundation Relations (University Advancement) staff	0.0% (0)	4.7% (3)	3.1% (2)	3.1% (2)	31.3% (20)	57.8% (37)	64
Agency program officer	14.1% (9)	12.5% (8)	6.3% (4)	6.3% (4)	3.1% (2)	57.8% (37)	64
						Other (please specify)	6
						answered question	72
						skipped question	67

9. In providing solutions to COST MATCHING, how helpful was:	1 Extremely helpful	2	3 Somewhat helpful	4	5 Not at all helpful	Not Applicable	Response Count
A colleague	12.1% (8)	6.1% (4)	10.6% (7)	6.1% (4)	4.5% (3)	60.6% (40)	66
Department chair	4.6% (3)	4.6% (3)	9.2% (6)	0.0% (0)	9.2% (6)	72.3% (47)	65
College staff personnel	0.0% (0)	3.1% (2)	10.9% (7)	0.0% (0)	7.8% (5)	78.1% (50)	64
College associate dean or dean	6.2% (4)	6.2% (4)	13.8% (9)	1.5% (1)	7.7% (5)	64.6% (42)	65
ORSP staff	19.4% (14)	6.9% (5)	9.7% (7)	9.7% (7)	6.9% (5)	47.2% (34)	72
CSUEB Foundation staff	0.0% (0)	1.5% (1)	7.5% (5)	1.5% (1)	23.9% (16)	65.7% (44)	67
Corporate and Foundation Relations (University Advancement) staff	0.0% (0)	1.6% (1)	0.0% (0)	0.0% (0)	21.9% (14)	76.6% (49)	64
Agency program officer	4.7% (3)	6.3% (4)	6.3% (4)	0.0% (0)	3.1% (2)	79.7% (51)	64
						Other (please specify)	4
						answered question	72
						skipped question	67

10. This set of questions refers to external grant/contracts proposals you have written or helped write in various capacities over the last 3 years. Of those external grants/contract proposals, please indicate:

	Response Average	Response Total	Response Count
How many grant/contract proposals did you write?	3.88	232	63
How many grant/contract proposals are currently pending?	0.66	41	62
How many grants/contracts were funded in total?	1.85	113	61
	answered question		63
	skipped question		78

11. Of those funded, how many were from:

	Response Average	Response Total	Response Count
Private foundations	0.80	32	40
Federal government	1.03	40	39
State government	1.08	40	37
City or County government	0.20	5	25
Other	0.78	21	27
	answered question		61
	skipped question		88

12. Appropriate dollar total for all funded grants/contracts	
	Response Count
	48
answered question	48
skipped question	91

13. Do you have plans to apply for a grant in the next 3 years?		
	Response Percent	Response Count
Yes	70.7%	87
No	29.3%	36
	answered question	123
	skipped question	16
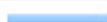
14. If the following support were available to you for proposal writing, how valuable would each of the following be to you for writing grant/contract applications?

	1 Extremely valuable	2	3 Somewhat valuable	4	5 Not at all valuable	Don't know	Response Count
Grant writer	48.1% (39)	16.0% (13)	14.8% (12)	4.9% (4)	7.4% (6)	8.6% (7)	81
Clerical support (proofreading, etc.)	39.0% (32)	28.0% (23)	19.5% (16)	7.3% (6)	2.4% (2)	3.7% (3)	82
Experienced faculty member support	47.6% (40)	26.2% (22)	16.7% (14)	3.6% (3)	1.2% (1)	4.8% (4)	84
External reviewer	39.8% (33)	22.9% (19)	20.5% (17)	7.2% (6)	1.2% (1)	8.4% (7)	83
Travel money to attend off-campus regional grant-writing workshops	39.3% (33)	16.7% (14)	25.0% (21)	8.3% (7)	6.0% (5)	4.8% (4)	84
					Other (please specify)		13
					answered question		86
					skipped question		64

16. What do you consider the main barrier(s) to your writing a contract/grant proposal?

	Response Percent	Response Count
Lack of time	64.0%	73
Teaching load	58.8%	67
Limited availability of grants in my discipline	27.2%	31
Lack of institutional support	43.0%	49
Other (please specify)		25
answered question		114
skipped question		26

18. Please rate each of the following with respect to providing updated information about University procedures for submission of grant/contract proposals(s) in a useful and timely way:

	1 Excellent	2	3 Adequate	4	5 Not Adequate	Dont' know/Not sure	Response Count
Office of Research & Sponsored Programs	35.6% (42)	21.2% (25)	20.3% (24)	2.5% (3)	6.8% (8)	13.6% (16)	118
CSUEB Foundation	0.9% (1)	2.6% (3)	10.3% (12)	8.6% (10)	31.9% (37)	45.7% (53)	116
Corporate and Foundation Relations (University Advancement)	0.9% (1)	2.6% (3)	6.0% (7)	6.0% (7)	21.4% (25)	63.2% (74)	117
Other (please specify)							10
answered question							118
skipped question							21

17. How important are students to the productivity of your research, scholarship, and creative activities?

	Response Count
	109
answered question	109
skipped question	30

18. Do you need assigned space or major field equipment for your scholarly and creative activities other than a faculty office?

		Response Percent	Response Count
Yes		33.6%	39
No		66.4%	77
	answered question		116
	skipped question		23

19. If your scholarly and creative activity requires laboratory space, a survey center, studio space, or major field equipment (e.g. boats, vehicles), is it adequate for your needs?

		Response Percent	Response Count
Yes		15.0%	17
No		24.8%	28
Not Applicable		60.2%	68
Other (please specify)			16
	answered question		113
	skipped question		26

20. If you answered "no", what would make it adequate (e.g., remodeling, more space, etc.)	
	Response Count
	4
answered question	4
skipped question	136

21. Please rate the quality of services that ORSP provides.

	1 Excellent	2	3 Adequate	4	6 Poor	Don't Know	Response Count
Description of offered services.	24.1% (26)	27.8% (30)	20.4% (22)	2.8% (3)	5.6% (6)	19.4% (21)	108
Budget preparation	32.1% (35)	14.7% (16)	15.6% (17)	6.4% (7)	2.8% (3)	28.4% (31)	109
Regular trainings on beginning grantsmanship/proposal writing	18.3% (20)	15.6% (17)	14.7% (16)	9.2% (10)	3.7% (4)	38.5% (42)	109
Regular trainings on advanced grantsmanship/proposal writing	13.9% (15)	6.5% (7)	13.9% (15)	8.3% (9)	8.3% (9)	49.1% (53)	108
Assistance with timely and accurate submission of budget	34.0% (36)	20.8% (22)	7.5% (8)	5.7% (6)	4.7% (5)	27.4% (29)	106
Finding funding opportunities	22.0% (24)	22.0% (24)	16.5% (18)	13.8% (15)	8.3% (9)	17.4% (19)	109
Workshops by NSF, NIH, or others sponsors	10.3% (11)	7.5% (8)	11.2% (12)	5.6% (6)	7.5% (8)	57.9% (62)	107
Assistance with grant proposal writing	17.4% (19)	14.7% (16)	18.3% (20)	3.7% (4)	11.0% (12)	34.8% (38)	109
Assisting with the Proposal Routing form process	33.3% (36)	14.8% (16)	16.7% (18)	3.7% (4)	4.6% (5)	26.9% (29)	108
Follow through via clear and useful feedback and information in response to queries.	29.6% (32)	20.4% (22)	8.3% (9)	4.6% (5)	8.3% (9)	28.7% (31)	108
Website information	12.8% (14)	12.8% (14)	21.1% (23)	8.3% (9)	11.0% (12)	33.9% (37)	109

Community of Science (COS) grants database use and access	15.7% (17)	14.8% (16)	9.3% (10)	2.8% (3)	5.6% (6)	51.9% (56)	108
Information about new services that are relevant to my research	12.0% (13)	9.3% (10)	15.7% (17)	5.6% (6)	14.8% (16)	42.6% (46)	108
					Comments:	14
					answered question	109
					skipped question	30

22. How often do you use these services provided by ORSP?

	Never	Occasionally	Regularly	Response Count
Grants Assistance	27.1% (29)	48.6% (52)	24.3% (26)	107
Contracts Assistance	74.5% (79)	16.0% (17)	9.4% (10)	106
Animal Ethics Clearance	80.4% (84)	5.8% (6)	3.8% (4)	104
Human Ethics Clearance	49.5% (53)	41.1% (44)	9.3% (10)	107
Research Information Data and Systems Assistance	69.8% (74)	22.6% (24)	7.5% (8)	106
COS database	57.1% (56)	31.6% (31)	11.2% (11)	98
			Other (please specify)	8
			answered question	107
			skipped question	32

23. General Comments re: ORSP services	
	Response Count
	42
answered question	42
skipped question	97

24. Have you had a grant funded in the last 3 years that was administered by CSUEB Foundation?		
	Response Percent	Response Count
Yes	36.0%	41
No	64.0%	73
answered question		114
skipped question		25

26. Please rate the quality of services that the CSUEB Foundation provides in the administration of your contract/grant at each of the following stages:

	1 Excellent	2	3 Adequate	4	5 Poor	Don't Know	Response Count
Award set-up/notification	5.7% (2)	8.6% (3)	31.4% (11)	14.3% (5)	28.6% (10)	11.4% (4)	35
Day-to-day administration of your grant/contract	2.9% (1)	11.4% (4)	20.0% (7)	17.1% (6)	34.3% (12)	14.3% (5)	35
Usefulness of online PI Manual	2.9% (1)	2.9% (1)	20.0% (7)	8.6% (3)	34.3% (12)	31.4% (11)	35
Provision of financial information (timely and accurate)	2.9% (1)	11.4% (4)	14.3% (5)	8.6% (3)	54.3% (19)	8.6% (3)	35
Advanced notification of deliverable/program report due dates	8.6% (3)	5.7% (2)	25.7% (9)	5.7% (2)	25.7% (9)	28.6% (10)	35
Provision of timely invoices or financial reports to granting agency or contractor	8.6% (3)	8.6% (3)	17.1% (6)	14.3% (5)	31.4% (11)	20.0% (7)	35
Recruitment process for grant/contract personnel (e.g. student assistants, technicians, project support personnel)	5.7% (2)	0.0% (0)	8.6% (3)	20.0% (7)	34.3% (12)	31.4% (11)	35
Hiring process for grant/contract personnel	5.7% (2)	2.9% (1)	5.7% (2)	14.3% (5)	42.9% (15)	28.6% (10)	35
Processing of invoices, reimbursement requests, stipends, travel claims, etc.	14.7% (5)	8.8% (3)	11.8% (4)	20.6% (7)	29.4% (10)	14.7% (5)	34
Processing of purchase orders in a timely manner	8.6% (3)	0.0% (0)	28.6% (10)	14.3% (5)	28.6% (10)	20.0% (7)	35
Contract/subcontract negotiations	2.9% (1)	11.4% (4)	17.1% (6)	14.3% (5)	31.4% (11)	22.9% (8)	35
Provision of timely notification of the end of grant year	6.1% (2)	9.1% (3)	21.2% (7)	12.1% (4)	27.3% (9)	24.2% (8)	33
Informing you about prior approval (no-cost extensions; re-budget, etc) policies from your funding agency	2.9% (1)	5.7% (2)	11.4% (4)	11.4% (4)	42.9% (15)	25.7% (9)	35

Facilitation of a prior approval request to your funding agency	5.7% (2)	5.7% (2)	5.7% (2)	8.6% (3)	34.3% (12)	40.0% (14)	35
Grant/contract close-out process	0.0% (0)	14.3% (5)	11.4% (4)	8.6% (3)	37.1% (13)	28.6% (10)	35
Allocation of IDC	2.9% (1)	0.0% (0)	5.9% (2)	5.9% (2)	47.1% (16)	38.2% (13)	34
Follow-through via clear and useful feedback and information in response to queries	11.4% (4)	2.9% (1)	22.9% (8)	11.4% (4)	34.3% (12)	17.1% (6)	35
					Other (please specify)		6
					answered question		35
					skipped question		104

26. General Comments re: Foundation Services

	Response Count
	21
answered question	21
skipped question	118

27. Have you had any grants funded in the last 3 years that were not administered by the CSUEB Foundation

	Response Percent	Response Count
Yes	31.3%	35
No	68.8%	77
answered question		112
skipped question		27

28. If yes, how many grants	
	Response Count
	31
answered question	31
skipped question	108
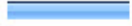
29. If yes, who administered the grants?	
	Response Count
	29
answered question	29
skipped question	110

30. Please list the dollar amounts and total IDC for each of the grants administered by an organization other than CSUEB	
	Response Count
	26
answered question	26
skipped question	113

31. Have you applied for any type of internal grant/award (mini-grant, summer stipend, assigned time) in the past three years?

	Response Percent	Response Count
Yes	60.6%	63
No	49.5%	52
Comments (please specify)		24
answered question		105
skipped question		34

32. If you have not applied for any type of internal grant (mini-grant, summer stipend, assigned time) in the past 3 years, please select the reason(s).

	Response Percent	Response Count
lack of time	61.9%	26
teaching load too heavy	45.2%	19
lack of support	21.4%	9
unaware of internal funding opportunities	38.1%	16
Other (please specify)		25
answered question		42
skipped question		97

33. In the past three years, to what extent have you been restricted from doing some aspect of your scholarly or creative activity at CSUEB because you lacked:

	1 Seriously restricted	2	3 Somewhat restricted	4	5 Not at all restricted	Response Count
Having on-campus colleagues with common research interests	10.5% (10)	7.4% (7)	31.6% (30)	11.6% (11)	38.9% (37)	95
Having off-campus colleagues with common research interests	2.2% (2)	1.1% (1)	10.8% (10)	9.7% (9)	76.3% (71)	93
Access to on-campus research methodology specialist/data analysis specialist	13.7% (13)	5.3% (5)	21.1% (20)	17.9% (17)	42.1% (40)	95
Specialized equipment (besides computers)	15.2% (14)	5.4% (5)	15.2% (14)	8.7% (8)	55.4% (51)	92
Facilities (labs, et.)	7.7% (7)	8.8% (8)	14.3% (13)	7.7% (7)	61.5% (56)	91
Computer hardware	9.0% (8)	9.0% (8)	10.1% (9)	20.2% (18)	51.7% (46)	89
Computer software	10.0% (9)	6.7% (6)	24.4% (22)	14.4% (13)	44.4% (40)	90
Research assistant support	28.3% (26)	15.8% (15)	21.1% (20)	13.7% (13)	23.2% (22)	95
Reasonable teaching load	55.9% (52)	14.0% (13)	17.2% (16)	8.6% (8)	4.3% (4)	93
Reasonable teaching schedule	28.1% (27)	11.5% (11)	29.2% (28)	13.5% (13)	17.7% (17)	96
Access to library resources	4.3% (4)	10.9% (10)	21.7% (20)	19.6% (18)	43.5% (40)	92
Travel funds/support of attending conferences/seminars to keep you up to date in your field	42.7% (41)	20.8% (20)	15.6% (15)	11.5% (11)	9.4% (9)	96
Access to graphic media artist/illustrator	6.7% (6)	3.3% (3)	10.0% (9)	7.8% (7)	72.2% (65)	90
					answered question	98
					skipped question	41

34. How much do you feel that you have been held back by not having access to the above resources

	Response Percent	Response Count
1 Seriously held back	30.6%	30
2	19.4%	19
3 Moderately held back	30.6%	30
4	12.2%	12
5 Not held back at all	4.1%	4
6 N/A	3.1%	3
Other/Comment (please specify)		20
answered question		98
skipped question		41

35. In your view, to what extent does the university value each of the following activities? Please assign a numerical rating to each, making sure the 4 numbers you assign are between 0 and 100 and that all of them add up to 100. Note that the higher the rating you assign to a given activity, the more you believe the university values that activity.

	Response Average	Response Total	Response Count
Teaching	66.48	6,422	96
Research	21.32	2,025	95
University Service	16.46	1,564	95
Community Service	6.20	589	95
answered question			98
skipped question			43

38. In your view, to what extent SHOULD the university value each of the following activities? Please assign a numerical rating to each, making sure the 4 numbers you assign are between 0 and 100 and that all of them add up to 100. Note that the higher the rating you assign to a given activity, the more you believe the university should value that activity

	Response Average	Response Total	Response Count
Teaching	48.14	4,870	97
Research	28.66	2,780	97
University Service	13.41	1,301	97
Community Service	9.89	949	96
	answered question		97
	skipped question		42

Appendix B: Summary of Results from Online Survey of CSUEB Faculty

Basic Information about Faculty and Response Rates

California State University, East Bay has approximately 699 faculty (this includes tenure/tenure-track, FERP and lecturers; numbers vary slightly based on number of lecturers hired each quarter). 139 faculty members began the survey and 109 completed the survey. The completed survey response rate was 15.6%. 132 faculty members gave their college affiliation on the survey. The number of respondents and percentage response for each college based on number of faculty in each college is given in Table 1. Graph 1 shows the percentage of total survey respondents came from each college.

College	# of respondents	% Response
CBE	17	23.3%
CEAS	21	14.1%
CLASS	50	18.1%
CoS	35	18.8%
Libraries	9	64.3%

Table 1. Number of respondents based on college affiliation and percentage response.
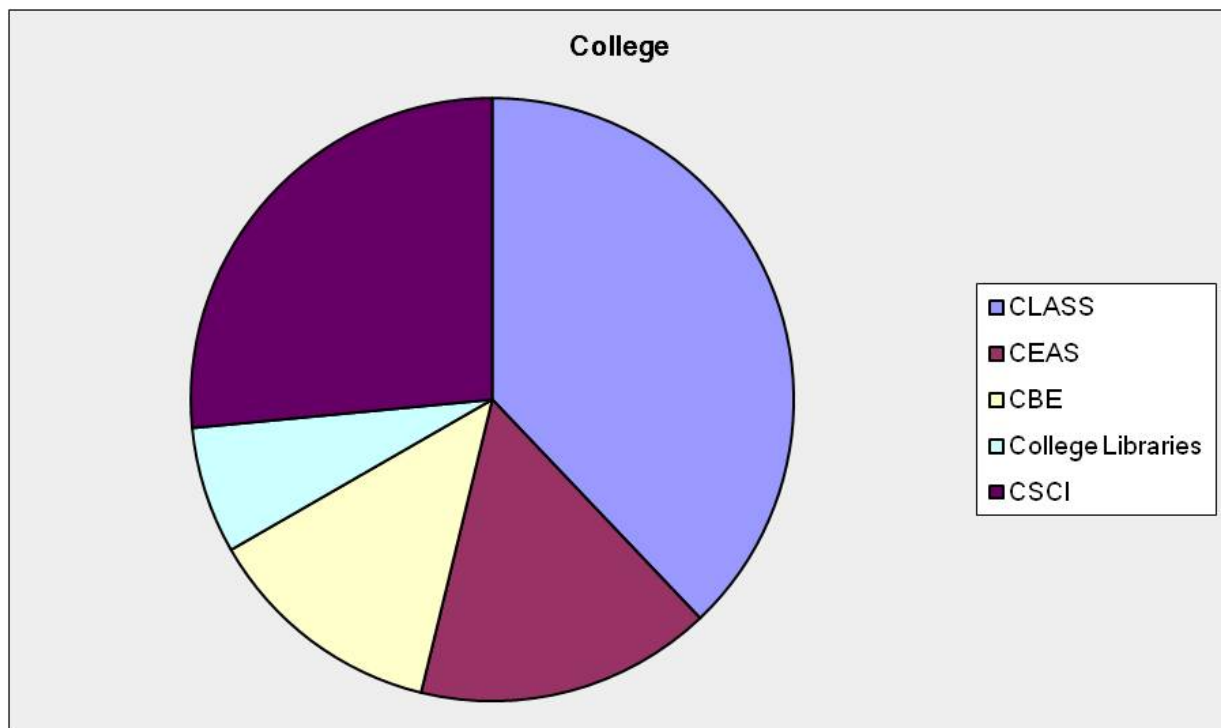
Graph 1. Percentage of respondents to the survey broken down by college affiliation.

The breakdown of survey respondents by rank can be seen in Table 2 and Graph 2.

Rank	Number of Respondents	% of Total Respondents
Full Professor	47	35.1%
Associate Professor	30	22.4%
Assistant Professor	44	32.8%
Lecturer	13	9.7%

Table 2. Breakdown of respondents by Academic Rank.
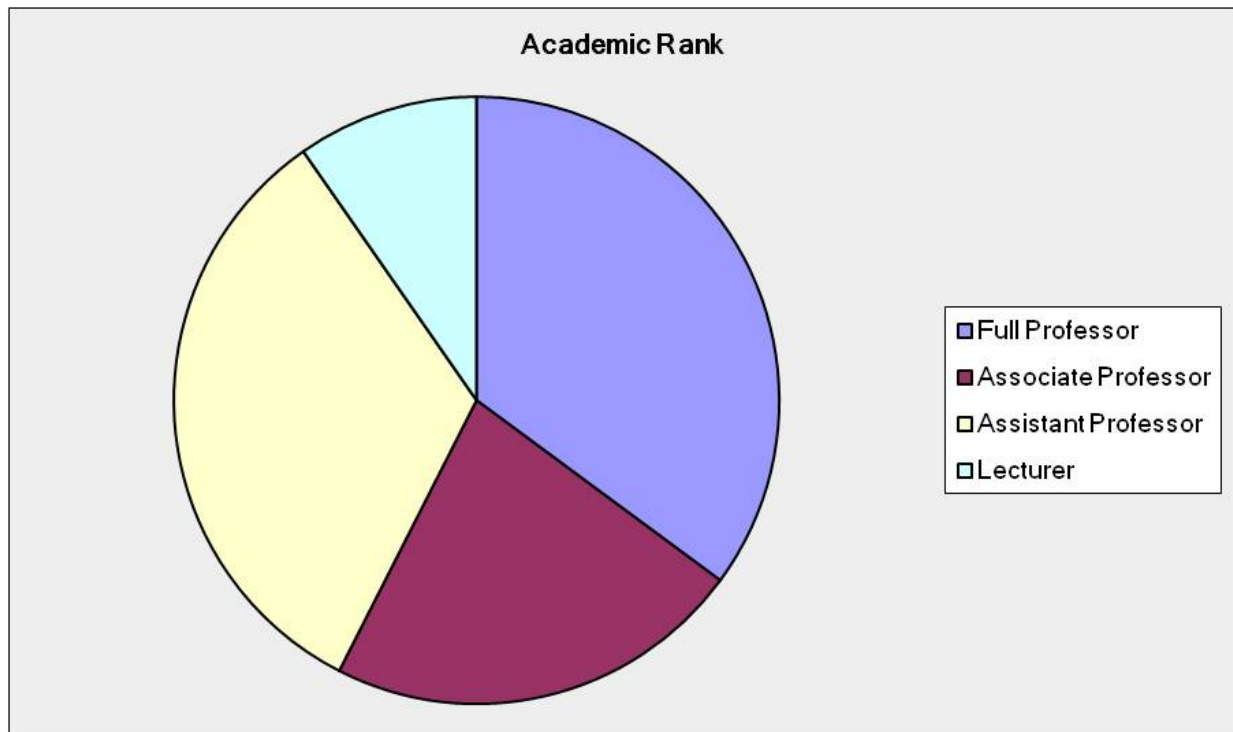
Graph 2. Percentage of Respondents by Academic Rank.

Results pertaining to Grants

- 70.7% of faculty plan on writing a grant proposal in the next three (3) years.
- 64% reported that "lack of time" was the main barrier to writing grants.
- 64% reported that they have not had a grant administered by the Foundation in the last three years.
- 3.68 was the mean number of grant proposals written in the last (3) years by faculty
    - 1.85 was the mean number of grant proposals funded
    - 0.66 was the mean number of grant proposals currently pending
- 61.9% of faculty have not applied for an internal grant in the last three (3) years due to lack of time
- 48.1% of faculty would find having access to a grant writer valuable in writing grant/contract applications

- 47.6% would find having "experienced faculty member support" valuable in writing grant/contract applications

Results pertaining to ORSP

- All services provided by ORSP were rated by the majority of respondents as Excellent, Good, or Don't Know
- Positive comments outweighed negative comments with an approximately 2 to 1 ratio
- Representative selected sample of positive and negative results:
  - "Friendly, courteous, limited by lack of funds and personnel"
  - "Professional and supportive, very helpful"
  - "Incredibly helpful, such a pleasure working with ORSP!! They actually take out most of the stress of the proposal preparation. Well, not that I was successful in obtaining any external money in recent years, but with the help of ORSP, I believe I am getting closer. They always encourage to resubmit. I can focus on my proposals, ORSP does all the rest (budget, routing, submission)."
  - "ORSP tries to help but they often have too many grants and can't provide the assistance needed. One time they even forgot to send my grant."

Results pertaining to the Foundation

- All services provided by the Foundation were rated by the majority of respondents as Adequate, Poor, or Don't Know
- Negative comments outweighed positive comments with an approximately 6 to 1 ratio (only 2 responses were positive)
- Selected sample of positive and negative comments

- ○ "Wish we could do with out[sic]"

- ○ "Changing of procedures without notification is unconsciousable[sic]"

- ○ "My experiences with the Foundation have been awful. This is the most unfriendly, difficult organization at CSUEB. It is the primary reason I decide NOT to apply for grants."

- ○ "Frustrations with the Foundation are discouraging my colleagues and me from submitting future proposals. It just isn't work[sic] the hassle to work with them."

- ○ "Very responsive to my needs and willing to go extra miles even before being asked. Very different than ORSP, way better customer service."

Results pertaining to value of teaching, research/creative activities, service on campus

- ● Results from comparing faculty's perception to the extent that the University values teaching, research, and service mirrored closely the faculty's desired valuation of teaching, research, and service. Table 3 shows the mean values for each.

	Mean for Current Valuation	Mean for Desired Valuation
Teaching	56.48	48.14
Research	21.32	28.66
University Service	16.46	13.41

Community Service	6.20	9.89

Table 3. Valuation of Teaching, Research, and Service at the University.

Results pertaining to Importance of Students in Research/Scholarship Endeavors

- Responses to the importance of students in research/scholarship endeavors were split into two main categories:
  - Very important to have students involved for benefits to students and faculty, most comments fell into this category
  - Not important because research was not conducive to involving students
- Selected comments
  - "Extremely. I focus on my work with students in all areas of research and scholarship. Am planning a project with students at the moment."
  - "Not so important in my area."

General Comment Themes from Faculty Responses

- 55.9% reported being "restricted from doing some aspect of your scholarly or creative activity at CSUEB" due to lack of "reasonable teaching load"
- 42.7% reported being restricted due to lack of "travel funds/support of attending conferences/seminars to keep you up to date in your field"
- Lack of time for research, scholarly, and creative activities due to heavy teaching load was the overwhelming response noted in free-text comments. Also, noted was the lack of University support and a culture conducive to research productivity.
- Sample representative comments:

- ○ "teaching load at CSUEB is absurd"
- ○ "As long as we are required to teach 9 courses a year there is no way research activities or productivity will increase."
- ○ "The climate is horrendous....This system needs to be revamped to retain faculty."
- ○ "In addition, the U. should recognize that some faculty's main professional work IS teaching and these faculty need to be encouraged to be scholastically productive in the scholarship of teaching to sustain our faculty's engagement with the larger professional world."
- ○ "One engages in these activities for personal growth--the University gives lip service but doesn't really seem to care."

- Suggestions for improving climate of research on campus include:
  - ○ Decreasing teaching load
  - ○ Giving assigned time for writing grants
  - ○ Giving merit pay based on research/creative activities output (e.g. publishing, grants, contracts, etc.)
  - ○ Creating space on campus for faculty to come together to "brainstorm" and talk about research activities

Discussion

The results from the survey confirmed much of the anecdotal evidence already heard by the Task Force from colleagues. Although many of the respondents expressed frustration with the research climate, perceived lack of University support, the valuation of faculty work in teaching, research, and service, and the heavy teaching load, the majority of respondents (70.7%) plan on writing a grant in the next three years. Many expressed the desire to increase their research

productivity, but feel unable due to the heavy teaching load and service commitments.

      Suggestions from the faculty mirror those talked about by the Task Force, including: finding a way to have assigned time for writing grants, finding ways to relieve the teaching load, and giving more support to the faculty via monetary support and recognition. One of the major barriers noted by the faculty respondents was the Foundation. Because of the recent reorganization, this barrier should no longer have the same effect on faculty writing grant proposals. This should allow the University to focus on other ways of improving the research climate on campus. On a final note, some of the respondents thanked the Task Force for its work in the area of improving the research climate and support for faculty on campus.

Appendix C: Cover Letter

Ochoa Design and Research

TO: Office of the Provost – Research Strategic Planning Task Force

DT: February 9, 2011

Focus groups were conducted in a four-day period, January 18, 19, 20, and 24, 2011. In total eight groups were held, with a total of 57 participants.

Participants affiliated with the College of Business and Economics (12), College of Education and Allied Studies (15), College of Letters, Arts and Social Sciences (17), College of Science (10), and Library Services (3) constituted the sample.

Participants were asked four open-ended questions: 1. Identify and describe a successful interaction regarding their research/creative work funding experience at CSUEB; 2. Identify and describe something that they would alter, which would improve their research/creative work experience at CSUEB; 3. Describe why research/creative work is personally important; 4. Identify and describe anything that had not yet been touched upon in discussion that they would like to bring forth.

It was requested that a SWOT matrix of analysis be applied. The format presented here is not in the typical configuration of such an analysis because so much of the data acquired was absent remarks regarding Successes and the Weaknesses were abundant. However this reconfiguration of presentation ought not to diminish the ability for readers of this report to succinctly locate and identify areas for Opportunities and Threats. The data was aggregated within the larger categorical descriptor of Organizational Unit/Individual, with the exception of a final category that captures responses not associated with a particular unit or individual.

Because the data speaks for itself, it will not be reframed here. However, one critical element that must be pointed to is that of faculty commitment, pride, and enthusiasm for research, scholarship, and creative work. Indeed there was uniformity in the intellectual excitement derived from such work and the opportunity to introduce one's external research into the classroom. There was ample anecdotal evidence to say without qualification that the faculty thrives on opportunities to make challenging interventions in their respective fields. This energy reinforces their pedagogical practices, and permits them to excel as scholars and teachers.

Charting the waters of opportunity and challenge

Appendix D: SWOT Analysis of Focus Groups

NOTE: The section referencing individual personnel has been deleted from this official report.

CSUEB – Office of the Provost – Research Strategic Planning Task Force – SWOT Matrix

Organizational units/Individuals	Strengths	Weaknesses	Opportunities	Threats

Organizational units/Individuals	Strengths	Weaknesses	Opportunities	Threats
Foundation – Accounting	Past ability to answer questions regarding budgets with clarity and in a reasonable amount of time	Staff member previously responsible for working with PIs regarding budget matters no longer with Foundation is a concern to PIs	Create budget templates that are consistent with the needs of external funding sources, as well as those of the Foundation	External sources may come to view university as unable to successfully manage and complete projects
		Internal budgeting reports inconsistent from one unit to the next (i.e. Foundation/ORSP)	Create a fluid and consistent set of forms that correspond to multi-unit budgetary reporting needs and that are in sync with funding sources' reporting requirements	Expenditure of funds must comply with stated expectations of funding sources, as well as needs of PI; stalled or incomplete projects may result in loss of funding and status with sources

Focus Groups conducted (01/18, 01/19, 01/20, and 01/24/2011) by Ochoa Design and Research

Organizational units/Individuals	Strengths	Weaknesses	Opportunities	Threats
Foundation - Accounting		Requests for budget updates not met in a timely manner; data not provided in a form that corresponds to the format required by external sources	Provide budgetary data in a clearly stated, timely fashion that corresponds to the needs of PIs, as well as the external sources, and the Foundation	PIs have incomplete, inaccurate, or obsolete information regarding status of funds necessary to achieving research or project objectives
		Funds for multi-year, longitudinal studies cannot be tracked without prompt and accurate expenditure and balance statements issued at benchmark moments	Provide budget tracking systems that account for short and long term projects, whose needs are varied; issue reports on a regular basis throughout the year	Because grant size is proportionately larger with longitudinal studies, university risks losing high profile, critical funding
		PIs submitting grants with small budgets are requested by Foundation staff to increase budget line items in order to enhance the amount requested	Numerous grants regardless of size are signs of thriving scholarly environment on campus and ought to be encouraged	Requiring the enhancement of line items is not in the interest of transparency with the university's funding sources
		Standards for reporting, as well as forms and processes are altered in mid-project; requires training and re-training of PIs and other project staff, and contributes to confusion regarding allocations	Budget reporting forms and processes ought to be applied uniformly throughout the life of a grant with little to no changes	The risk of rescission is possible, if compliance with external sources' standards is not respected
		Employee benefits policies as interpreted by the Foundation are not in sync with the expectations of funding sources	Benefits provision must be coordinated to fulfill the requirements of sources	Non-compliance with funding source requirements may lead to de-funding or disqualification of present and future grants

53

| Organizational units/Individuals	Strengths	Weaknesses	Opportunities	Threats
Foundation - Accounting		Increasing the minimum number of hours worked in order for project employees to earn health benefits limits hiring of qualified workers	Review policies regarding work hours in order to qualify for benefits	Highly qualified workers will seek employment elsewhere, if they are able to obtain health benefits in other work settings
		Indirect cost recovery policies are seen as directly benefitting the Foundation and little to no benefit to PIs' projects, their home departments/colleges	Develop a collaboratively created clear set of policies regarding indirect cost allocation and recovery that is clearly understood, and whose standards and procedures are applied in equal measure	Referencing past mishaps as rationale for current Foundation policies and processes reinforces the perception of a dysfunctional character regarding the Foundation and its operations

Individuals/ organizational units	Strengths	Weaknesses	Opportunities	Threats
Foundation - Facilities	Central information and processing center for use by external groups allied with university, as well as campus affiliated groups and organizations	Use policies are described as inflexible, ignore historic relationships with external groups	Explore, identify, and define a range of facilities policies that reflect the various needs required by groups whose presence are desirable and contribute to the campus climate and that build community	Allied external organizations will no longer view university as viable site for hosting events that have direct correlation of the mission of the institution and that broaden the scope of the university's outreach

Focus Groups conducted (01/18, 01/19, 01/20, and 01/24/2011) by Ochoa Design and Research

Organizational units/Individuals	Strengths	Weaknesses	Opportunities	Threats
OSRP	Centralized information regarding funding opportunities for wide range of research and project needs of PIs	Lacking targeted, field specific grant and funding information regarding impending opportunities/ deadlines	Develop a communications system that addresses specific funding needs	Aggregating source information may contribute to the content being disregarded
		Information regarding funding opportunities either sporadic in its circulation or not specific to the needs of prospective PIs	Create an ongoing system of communications that is regularly issued	The lack of a routinely issued communique regarding funding possibilities contributes to missed opportunities
		Inconsistent direction provided to PIs from Foundation and ORSP regarding budgetary reporting activities, budget formats, allowable/unallowable expenditures	Cohere a uniform system of budget reporting that conforms to internal and external needs an	A lack of consistent internal and external reporting documentation contributes to reporting errors and expends valuable time by PIs and project staff in their efforts to decipher the various requirements
		Infrequent professional development opportunities for faculty who wish to enhance their skills in external funds acquisition	Faculty express a high degree of interest in exploring and expanding their skill sets in this area	The absence of a rigorous, ongoing training provided faculty regarding best practices of contemporary research grant acquisition and administration will cause valuable external funding opportunities to be missed
		The unit is understaffed and unable to provide necessary programs, activities, and services to interested parties	A fully staffed operations will ensure the ability to offer timely information and a vibrant service level	Persons working in an understaffed unit will become demoralized leading to further erosion of situation

55

Organizational units/Individuals	Strengths	Weaknesses	Opportunities	Threats
Data not associated with a particular organizational unit or individual		Little to no incentive for faculty to seek external funding	Seed funding/early planning money would benefit increased interest	Without an early incentive program in place, some interesting projects may not take place
		RTP policies and practices do not currently recognize certain research and creative project work as a vital component to fulfilling the mission of the university	A review of the RTP policies and practices should be visited and reviewed in order to assure faculty of equitable compliance across colleges and departments	The possibility of losing faculty looms large when there is a seeming disregard or lack of understanding of the work involved in various fields of endeavor
		PIs replaced by department chair during summer hiatus without notice to the PI	Develop clear, concise processes for developing proposals and assigning leadership for the research or creative project	Without clear practices and standards in place, faculty will be reluctant to embark on the arduous task of developing external funding proposals
		Lecturer removed as PI from project after grant proposal was at level of submittal; not permitted to serve as Co-PI	Display a professional acknowledgement of the intellectual acumen that Lecturers bring and permit them the status of PI	Lecturers will look elsewhere to find an institutional home for their research
		Across campus, there is scant understanding of the processes required in creative work and its rigor and importance is undervalued	Offer regularly scheduled interdisciplinary symposia that highlight the various and vibrant works that are taking place within the campus	As there is an increasing interest in academia for cross disciplinary work, it is important for the university to reflect the large movement in higher education or risk seeming out of touch with contemporary trends

Appendix E: Organizational Chart as of January, 2011
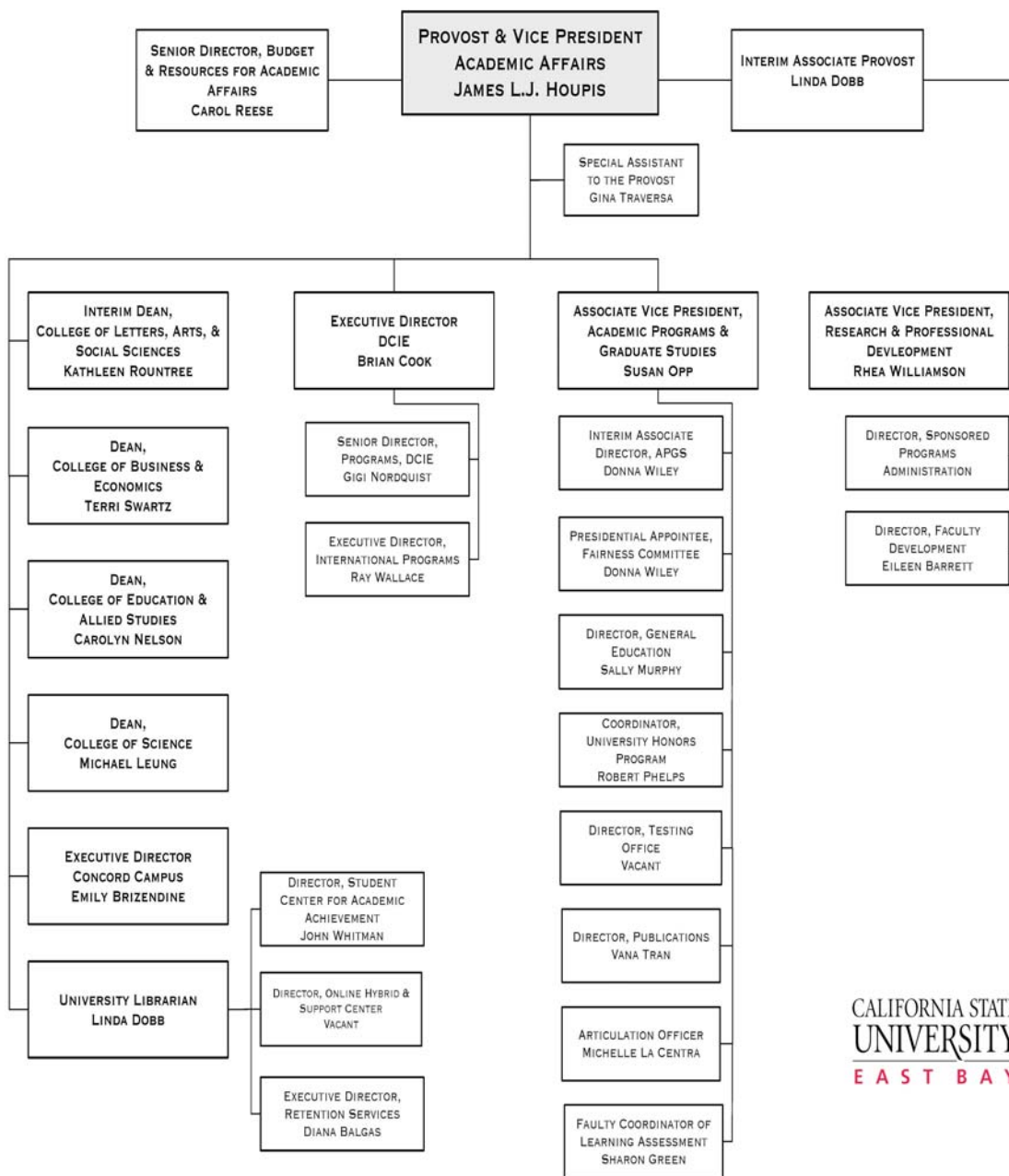
Academic Affairs Organizational Chart
2/10/11