

Research Policy Committee 2014

Report on Faculty Research Conditions and Changes Since 2010

In 2010 the Research Policy Committee (RPC) recognized a need to better understand the relationship between a steady decline in the level of faculty research funding and faculty-identified barriers to 1) performing research at Murray State University (MSU) and 2) seeking external funding in the form of grants and contracts. A research survey was administered at that time and the results were disseminated to the MSU faculty and administrators. Recommendations made by the RPC, in response to the survey results were:

1. reorientation of the Office of Accounting and Finance in line with the importance of research awards,
2. return of portion of indirect costs to PI's of grants,
3. graduate tuition waivers,
4. refining of the definition and component contribution of service to faculty's expected workloads,
5. faculty release time to be made automatic with award of a major research grant, and
6. sabbatical enforcement across campus.

In response to these recommendations the Provost's office increased support personnel in grants accounting to increase their accessibility and openness on procedures, returned a small amount of the indirect costs to Principal Investigators, and implemented graduate tuition waiver scholarships.

Despite the actions taken since 2010, the amount of research funding to MSU has continued to decline. In fiscal years 2012 (MSU Factbook, 2012) and 2013 (W. Cain, submission to MSU Factbook for 2013), research funding averaged 71% less than when the first RPC survey was conducted. Accordingly, in 2013-2014 the RPC chose to again survey faculty to better understand faculty perceptions of the 1) research environment, 2) importance of faculty research and external funding, and 3) support of the University for faculty research efforts. Included in the survey were questions designed to directly and indirectly identify barriers to faculty research initiatives and programs. The assessment questions in the original survey were largely retained for comparative purposes; however, some questions were added to provide information for the Office of Sponsored Programs and University Libraries.

The survey was administered electronically during the early part of 2014. Survey information was anonymous but did include demographic questions about respondents' academic rank and college membership. Approximately 20% (n=91) of the faculty at MSU completed the survey. Although the survey was available to faculty for three months and several requests were made by the RPC and department heads for completion of the survey, the response rate was substantially reduced compared with the completion rate of one-third of the faculty (n=136) in 2010. The reduced response rate on the survey, in combination with the marked reduction in research funding obtained by faculty, point to a significant lowering of faculty interest in research-related activities at MSU.

The survey data are provided in aggregate form as an appendix to this report. The data were examined in relation to the three objectives of the survey and to determine differences in faculty responses between the 2010 and 2014 surveys, with consideration of differences between faculty who did and did not have external funding.

Is the institutional environment conducive to faculty research?

Over 90% of the respondents considered themselves to be at least somewhat active in research/scholarly activity. Of those respondents that were research-active, most (60-75%) were at least “somewhat satisfied” with the **quality** and type of research they are performing. Less than half (45%) of these faculty, however, were satisfied with the **quantity** of research or scholarly activity that they conducted. Satisfaction of faculty with their research activity, or lack thereof, was similar to that reported in 2010 (% satisfied with quality = 49.3%; % satisfied with quantity = 35.1%). In 2014, respondents reported spending 17% of their time, on average, conducting research/scholarly activities; slightly less than the 20% reported in 2010. During summer, the majority of research-active faculty (60%) devoted at least 11 h/wk to research activities, including 20% who devoted at least 30h/wk.

In general, faculty reported that they have adequate access to equipment necessary to conduct research. In addition, most faculty did not perceive challenges of conducting research with undergraduates as a significant barrier to their research. These results were similar to those of the 2010 survey. The 2014 contained questions targeting faculty perceptions of the University Libraries. The majority of faculty (73%) were indifferent or satisfied with the University Libraries’ ability to purchase materials needed for research. University Libraries are an important resource with half of the research-active faculty physically visiting a library and almost 90% using on-line resources at least once per month. These results were similar to those obtained from the 2010 survey.

How important is faculty research to the overall mission of MSU?

Faculty research continues to be an important contributor to the teaching focus of MSU. Almost 90% of the respondents (n=48) reported that they incorporate their research/scholarly activities into their teaching. The importance of research to the education of undergraduates is further indicated by the continued growth in numbers of faculty who engage undergraduate students in their research/scholarly activities. The percentage of faculty who engaged undergraduate researchers nearly doubled between the 2010 and 2014 surveys (33% and 61% of respondents, respectively).

Graduate students are an important component of faculty research activities in those departments that have a graduate program. Of the 45 faculty who responded to the survey item about graduate students, almost 60% involved graduate students in their research/scholarly activities. One outcome from the review of the 2010 survey results was implementation of tuition waivers in the form of competitive research scholarships for graduate students. These waivers are now reported as ‘most important’ to facilitating faculty productivity in their research area by 43% of the respondents and ‘very important’ or ‘important’ by an additional 34% of respondents.

How important is external funding to faculty research?

Essentially all respondents, whether currently active in research/scholarly activities or not, perceived research/scholarly activities as important or very important to themselves as professionals, within their discipline, and within their College or School. The percent of time devoted to research activities during the academic year, however, was the lowest on average, among the three areas of teaching (61%), research (16%), and service (23%).

In addition, the percentage of respondents who sought funding was noticeably lower in 2014 compared with 2010. In the original survey, 76-86% of respondents stated that they applied for a form of internal funding (e.g., faculty travel grant, CISR grant, sabbatical leave). In 2014, these percentages fell to 16-65%. The drop in application for funding was not related with funding success because at least 90% of the applicants reported being successful in obtaining the funding sought in 2014. The same change in fund-seeking occurred with external grants. In 2010, 72-85% of survey respondents sought some form of external funding. The percentage dropped by more than half in 2014 with only 16-40% of respondents seeking external grants. The drop in applications for external funding was accompanied by a significant decline in the success rate of applicants. For example, in 2010 90% of applicants for funding from state sources were successful. In 2014, the success rate was 60%.

Is the institution supportive of grant seeking?

The relatively low level of grant-seeking was not a function of respondent's perceived ability to conduct research at MSU or lack of interest. More than 50% of the faculty reported that equipment necessary to conduct research, personal and outside interest, perceived value, and recognition/acknowledgement were relatively minor barriers to their grant-seeking activities. The challenge of conducting research with undergraduate students and lack of graduate students to assist in research were also not significant barriers to grant-seeking. An additional 18% of respondents did not perceive any barriers to grant-seeking.

As in 2010, ability to obtain and complete research grants was not an issue for MSU faculty. At least 70% of the faculty respondents were somewhat or very confident in their ability to conduct grant-related activities: seek funding sources (71%), develop a project/proposal (95%), write a proposal (92%), develop a grant budget (79%), conduct research (100%), administer a grant (83%), seek institutional support (75%), sustain the work post-grant (85%), and conduct the project evaluation/assessment (92%).

Most faculty were neutral about their grant-seeking experience at MSU and a third rated their experience as positive, yet 22% found the experience to be somewhat or very negative. The Office of Sponsored Programs (OSP) contributed positively to the grant-seeking process with most faculty giving high ratings for assistance provided by the OSP staff. A large majority of the respondents (86%) used the services of the OSP within the previous five years. At least three-fourths of the faculty reported that the OSP was knowledgeable about grant opportunities and helpful in guiding faculty through the internal grant application and internal approval process, developing a grant budget, answering questions, timely in responding to inquiries and processing paperwork, and clear in their communication. Furthermore, OSP staff were specifically mentioned by several faculty as facilitators of the external grant-seeking process in an open response question on the survey.

Although faculty were interested in pursuing grant opportunities, they perceived one dominant obstacle at MSU to grant-seeking activity. That obstacle was time. Of the 15 potential barriers included in the survey, only lack of time and the challenge of getting formal course release for research were reported as great or moderate barriers to grant-seeking activity, by 74% and 36% of respondents, respectively. The other potential barriers were reported as relatively minor by at least 80% of the respondents. These results are similar to those of 2010, although the emphasis on lack of time is more marked in the current

survey results. Lack of time was consistent with faculty reporting that research was their area of least activity among teaching, research, and service.

Is the institution supportive of faculty who obtain external funding?

Once faculty obtain a grant, the Office of Accounting and Financial Services (OAF) becomes a key institutional component of grant activities. Ratings of the OAF staff were primarily negative, as occurred in the 2010 survey. Most respondents (84%) used services of the OAF within the past five years. Of concern is that one- to two-thirds of faculty stated that the OAF staff were not helpful with planning (68%) and accounting of their budget (45%), answering their questions (41%), responding in a timely manner to their questions/concerns (50%), timely in processing paperwork (51%), fair/reasonable in their interpretations of grant expenditure regulations (63%), and clear in their communications (53%). Clearly, there continue to be problems from the Principal Investigators' perspective in relation to spending grant money to accomplish the funded goals of their research projects. Previously-funded faculty continue to be reticent of seeking new grants and contracts due to burdens resulting from the OAF.

As in 2010, respondents strongly supported teaching releases for those receiving grants. Specifically, 88% of respondents, including those not active in research, reported that it would be appropriate for faculty to be granted teaching release relative to their departmental colleagues upon receipt of a major research award. Graduate student tuition waivers also received strong support by active researchers, with 80% reporting that graduate tuition waivers were important or very important for facilitating productivity in their research/scholarly activity.

Barriers to Research/Scholarly Activities

The perceived barriers to current research that were most frequently identified as moderate or major in magnitude were similar to those reported for grant-seeking activities and to those reported in 2010:

- Lack of time (88%). The most commonly stated factors affecting time, based on open response answers, were high teaching load with several comments about inequities in those loads and, to a lesser extent, service load.
- The challenge of getting formal course release for research (72%)
- Challenges of MSU research administration processes (57%)
- Lack of knowledge regarding funding activities (54%). The OSP has recently begun distributing email notices campus-wide to inform faculty about funding opportunities.
- Challenges of the grant submission process at MSU (53%)
- Lack of graduate students to assist in research (53%)
- Lack of incentive (52%)
- Lack of perceived value (51%)

Recommendations

Results from the 2014 survey indicated that despite the steps taken to facilitate and promote research at MSU since 2010, research activity has declined markedly and additional steps need to be taken if grant-seeking activity is to increase. Our recommendations revolve around decreasing barriers and increasing institutional value and support of grant-seekers.

1. **Provide automatic faculty release time with award of a major research grant.** Almost 90% of faculty reported that release time would be appropriate for colleagues that received a major research award. A major research grant is a grant that consumes a minimum of 2 months of full-time effort (not salary) on the part of the primary investigator.
2. **Determine creative ways of providing faculty with release time to write major grants.** For example, release time grants for faculty could be implemented and awarded through the Committee for Institutional Studies and Research.
3. **Realign the Office of Accounting and Finance in accordance with the importance of research awards.** Previously-funded faculty are reticent of seeking new grants and contracts due to the burden of managing a grant. The problems associated with in-house rule changes, lack of responsiveness to inquiries, micromanagement of budgets, and unreasonable interpretations of federal funding rules need to be addressed to allow faculty to conduct the research which they obtained funding to perform.
4. **Refine the definition and component contribution of service to faculty's expected workloads.** The value of grants and research needs to be placed on at least an equal footing with service to the department, college, and university.
5. **Enforce availability of sabbaticals across campus.** There continues to be a great disparity in the availability of sabbatical leaves in different colleges and departments. The responsibility of finding replacement instructors for courses during sabbatical leave needs to be placed upon the administration and not individual instructors.
6. **Increase the availability of graduate student tuition waivers.** There is continued need for tuition waivers in order to compete effectively for graduate research students.

Research Policy Committee Members (2013 & 2014)

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Michael Bokeno, Arthur J. Bauernfeind College of Business

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APPENDIX A - RESEARCH POLICY COMMITTEE SURVEY RESULTS 2014


RESEARCH AND SCHOLARLY ACTIVITY INTERESTS

1. How important is research and scholarly activity within your College or School? (select one)			
		Response Percent	Response Count
not at all		2.2	2
somewhat		45.1	41
very much		52.7	48
<i>answered question</i>			91
<i>skipped question</i>			0


2. How important is research and scholarly activity within your discipline? (select one)			
		Response Percent	Response Count
not at all		0	0
somewhat		25.6	20
very much		74.4	70
<i>answered question</i>			90
<i>skipped question</i>			1

3. How important is research and scholarly activity to you as a professional? (select one)			
		Response Percent	Response Count
not at all		0	0
somewhat		22.2	20
very much		77.8	70
<i>answered question</i>			90
<i>skipped question</i>			1


4. How much do each of the following research/scholarly activities appeal to you?				
	not at all	somewhat	very much	Response Count
discipline-based research	0%	20.2% (18)	79.8% (71)	89
research on teaching and learning	11.0% (10)	45.1% (41)	44.0% (40)	91
creative work	25.8% (23)	34.8% (31)	39.2% (35)	89
<i>answered question</i>				91
<i>skipped question</i>				0




5. Describe what you consider to be your current level of research/scholarly activity.		
	Response Percent	Response Count
not active 	6.6	6
somewhat active	59.3	54
very active	34.1	31
<i>answered question</i>		91
<i>skipped question</i>		0






6. How satisfied are you with the...						
	very dissatisfied	somewhat dissatisfied	neutral	somewhat satisfied	very satisfied	Response Count
quantity of research/scholarly activities that you are doing?	17.6% (16)	26.4% (24)	14.3% (13)	33% (30)	8.8% (8)	91
quality of research/scholarly activities that you are doing?	9.9% (9)	22.0% (20)	13.2% (12)	34.1% (31)	20.9% (19)	91
type of research/scholarly activities that you are doing?	9.4% (8)	9.4% (8)	10.6% (9)	31.8% (27)	38.8% (33)	85
<i>answered question</i>						91
<i>skipped question</i>						0

7. I would make use of an online index of faculty research/scholarly interests (such as Digital Measures) aimed at facilitating connections between faculty with common interests.		
	Response Percent	Response Count
no 	35.2	32
yes	64.8	59
<i>answered question</i>		91
<i>skipped question</i>		0

8. I would be willing to share my own research/scholarly interests on such an index.		
	Response Percent	Response Count
no 	19.8	18
yes	80.2	73
<i>answered question</i>		91
<i>skipped question</i>		0

9. How important is grant funding to your current research/scholarly activities?		
	Response Percent	Response Count
not important 	23.3	21
somewhat important	33.3	30
very important	43.3	39
<i>answered question</i>		90
<i>skipped question</i>		1

10. What percentage of your time do you devote to the following? (sum of all categories should total 100%)			
		Response Percent	Response Count
teaching/advising		61.0	91
service		22.9	91
research/scholarly activity		15.9	91
<i>answered question</i>			91
<i>skipped question</i>			0

11. How much of your time, during the summer, do you typically devote to research/scholarly activities?			
		Response Percent	Response Count
0-10 hours/week		43.2	38
11-20 hours/week		22.7	20
21-30 hours/week		14.8	13
31-40 hours/week		11.4	10
more than 40 hours/week		8.0	7
<i>answered question</i>			88
<i>skipped question</i>			3

13. List any other barriers to your research/scholarly activities not mentioned above.		
	Response Percent	Response Count
	<i>answered question</i>	35
	<i>skipped question</i>	56

GRANT SEEKING

14-15. I sought and/or obtained internal (MSU) funding for research/scholarly activities from the following sources in the past five years (check all that apply):			
	Sought	Obtained	Response Count
Faculty travel grant	51.3% (41)	50.6% (40)	80
CISRgrant	64.9% (50)	60.3% (44)	77
Technology in Teaching grant (CTLT)	23.0% (17)	17.6% (12)	74
Sabbatical leave	16.2% (12)	12.3% (8)	74
		<i>answered question</i>	81
		<i>skipped question</i>	10

16-17. I sought and/or obtained external funding for research/scholarly activities from the following sources in the past five years (check all that apply) :			
	Sought	Obtained	Response Count
Federal government	35.9% (28)	22.4% (17)	78
State government	26.3% (20)	16.9% (12)	76
Corporate	16.2% (12)	15.9% (11)	74
Foundations	39.7% (29)	18.2% (12)	73
<i>answered question</i>			79
<i>skipped question</i>			12


18. Rank the top five barriers to your grant-seeking activities, using 1=smallest barrier through 5-greatest barrier. If there are no barriers to your grant-seeking activities, please select no barriers in the first field and leave the remaining items blank.						
	least barrier				greatest barrier	Response Count
no barriers						15
lack of time	5.9% (4)	4.4% (3)	5.9% (4)	8.8% (6)	75.0% (51)	68
challenge of getting formal course release for research	12.5% (7)	7.1% (4)	14.3% (8)	39.3% (22)	26.8% (15)	56
challenge of research administration processes at MSU	19.1% (9)	21.3% (10)	17.0% (8)	27.7% (13)	14.9% (7)	47
challenge of grant submission requirements (IRB, IACUC, proposal routing)	11.8% (6)	19.6% (10)	35.3% (18)	17.7% (9)	15.7% (8)	51
challenge of conducting research with undergraduate students	28.6% (12)	21.4% (9)	23.8% (10)	16.7% (7)	9.5% (4)	42
lack of graduate student to assist in research	22.0% (11)	20.0% (10)	36.0% (18)	10.0% (5)	12.0% (6)	50
lack of equipment necessary to conduct research	42.9% (18)	9.5% (4)	19.0% (8)	9.5% (4)	19.0% (8)	42
lack of cross-campus community to support partnerships and collaborations	36.4% (16)	18.2% (8)	22.7% (10)	13.6% (6)	9.1% (4)	44
lack of funding opportunities	13.0% (6)	28.3% (13)	23.9% (11)	13.0% (6)	21.7% (10)	46
lack of knowledge regarding funding opportunities	23.4% (11)	17.0% (8)	21.3% (10)	17.0% (8)	21.3% (10)	47
lack of personal interest	65.0% (26)	12.5% (5)	7.5% (3)	5.0% (2)	10.0% (4)	40
lack of outside interest	40.0% (16)	22.5% (9)	22.5% (9)	7.5% (3)	7.5% (3)	40
lack of incentive	29.3% (12)	21.9% (9)	17.1% (7)	17.1% (7)	14.6% (6)	41
lack of perceived value	31.8% (14)	18.2% (8)	25.0% (11)	11.4% (5)	13.6% (6)	44
lack of recognition/acknowledgment	27.3% (12)	20.4% (9)	15.9% (7)	25.0% (11)	11.4% (5)	44

19. List any other barriers to your grant-seeking activities not mentioned above.		
	Response Percent	Response Count
<i>answered question</i>		10
<i>skipped question</i>		81

20. What has helped to facilitate your external grant-seeking process?		
	Response Percent	Response Count
<i>answered question</i>		21
<i>skipped question</i>		70

21. How do you rate your experience with grant-seeking at MSU?		
	Response Percent	Response Count
very negative	2.5	2
somewhat negative	20.3	16
neutral	44.3	35
somewhat positive	26.6	21
very positive	6.3	5
<i>answered question</i>		79
<i>skipped question</i>		12

22. How confident are you with your ability to do the following:				
	not at all confident	somewhat confident	very confident	Response Count
Seek out funding sources for research/scholarly activities	29.3% (24)	51.2% (42)	19.5% (16)	82
Develop a research project/proposal	4.8% (4)	44.0% (37)	51.2% (43)	84
Write a proposal	8.4% (7)	37.3% (31)	54.2% (45)	83
Develop a grant budget	20.7% (17)	48.8% (40)	30.5% (25)	82
Conduct research	0.0% (0)	22.0% (18)	78.0% (64)	82
Administer the grant	17.3% (14)	40.7% (33)	42.0% (34)	81
Seek institutional support	25.0% (20)	50.0% (40)	25.0% (20)	80
Sustain the work post-grant	15.4% (12)	53.8% (42)	30.8% (24)	78
Conduct the evaluation/assessment	7.6% (6)	46.8% (37)	45.6% (36)	79
<i>answered question</i>				84
<i>skipped question</i>				7

23. Do you think it would be appropriate for faculty to be granted teaching release relative to their departmental colleagues upon receipt of a major research award?		
	Response Percent	Response Count
no 	11.8	10
yes 	88.2	75
<i>answered question</i>		85
<i>skipped question</i>		16

NEEDS TO FACILITATE GRANT FUNDING





24. Have you attended a grant workshop in the past?		
	Response Percent	Response Count
no	38.4	33
yes	61.6	53
<i>answered question</i>		86
<i>skipped question</i>		15

25. If you did attend a grant workshop, did you find it helpful?		
	Response Percent	Response Count
no	17.0	9
yes	83.0	44
<i>answered question</i>		53
<i>skipped question</i>		38





26. How confident are you with your ability to do the following:				
	not interested	somewhat interested	very interested	Response Count
Developing a research project/proposal	10.8% (9)	32.5% (27)	56.6% (47)	83
Writing a proposal	9.6% (8)	38.6% (32)	51.8% (43)	83
Developing a grant budget	16.9% (14)	42.2% (35)	39.8% (34)	83
Administering the grant	22.9% (19)	37.3% (31)	42.0% (33)	83
Seeking institutional support	18.1% (15)	41.0% (34)	41.0% (34)	83
Sustaining the work post-grant	24.4%(20)	43.9% (36)	31.7% (26)	82
Evaluation/assessment	24.4% (20)	39.0% (32)	36.6% (30)	82
Panelist of successful grant-seekers	33.3% (27)	25.9% (21)	40.7% (33)	81
<i>answered question</i>				83
<i>skipped question</i>				8

27. List any topics that interested you that are not mentioned above.		
	Response Percent	Response Count
<i>answered question</i>		7
<i>skipped question</i>		84

28. Please answer yes or no for each item. In working with the OSP Staff, I found them to be:			
	no	yes	Response Count
Knowledgeable about grant opportunities	16.3% (8)	83.7% (41)	49
Knowledgeable about my research/scholarly activities	49.0% (24)	51.0% (25)	49
Helpful in guiding me through the internal grant approval process/forms	20.0% (10)	80.0% (40)	50
Helpful in developing my proposal	42.9% (18)	57.1% (24)	42
Helpful in focusing my research/scholarly activities on specific objectives and outcomes	59.5% (25)	40.5% (17)	42
Helpful in facilitating partnerships/collaborations	65.9% (27)	34.1% (14)	41
Helpful in the grant application process	17.8% (8)	82.2% (37)	45
Helpful in developing my grant budget	25.0% (11)	75.0% (33)	44
Helpful with MSU business office forms	16.7% (7)	83.3% (35)	42
Helpful in answering my questions	20.0% (9)	80.0% (36)	45
Timely in responding to my questions/concerns	15.6% (7)	84.4% (38)	45
Timely in processing paperwork	13.3% (6)	86.7% (39)	45
Clear in their communications	17.8% (8)	82.2% (37)	45
Helpful in directing me to institutional support	39.5% (17)	60.5% (26)	43
Helpful in offering feedback	27.3% (12)	72.7% (32)	44
<i>answered question</i>			50
<i>skipped question</i>			41

29. When was the last time that you used the assistance offered by the staff of the Office of Sponsored Programs?			
		Response Percent	Response Count
0-2 years ago		69.1	47
3-5 years ago		14.7	10
6-8 years ago		13.2	9
greater than 9 years ago		2.9	2
<i>answeredquestion</i>			68
<i>skippedquestion</i>			23

30. Please answer yes or no for each item. In working with the Accounting and Financial Services Staff on grant-related matters, I found them to be:			
	no	yes	Response Count
Knowledgeable about my research/scholarly activities	57.1% (24)	42.9% (18)	42
Helpful in guiding me through the internal grant approval process	52.6% (20)	47.4% (18)	38
Helpful in the grant application process	62.2% (23)	37.8% (14)	37
Helpful in developing my grant budget	67.6% (25)	32.4% (12)	37
Helpful in the accounting of my grant budget	45.0% (18)	55.0% (22)	40
Helpful with MSU business office forms	35.9% (14)	64.1% (25)	39
Helpful in answering my questions	41.0% (16)	59.0% (23)	39
Timely in responding to my questions/concerns	50.0% (20)	50.0% (20)	40
Timely in processing paperwork	51.3% (20)	48.7% (19)	39
Fair/reasonable in their interpretations concerning grant expenditures	62.5% (25)	37.5% (15)	40
Clear in their communications	52.5% (21)	47.5% (19)	40
Helpful in directing me to institutional support	70.3% (26)	29.7% (11)	37
Helpful in offering feedback	65.8% (25)	34.2% (13)	38
<i>answered question</i>			49
<i>skipped question</i>			42

31. When was the last time that you used the assistance provided by the staff of Financial and Accounting Services?			
		Response Percent	Response Count
0-2 years ago		74.1	43
3-5 years ago		10.3	6
6-8 years ago		6.9	4
greater than 9 years ago		8.6	5
<i>answered question</i>			58
<i>skipped question</i>			33

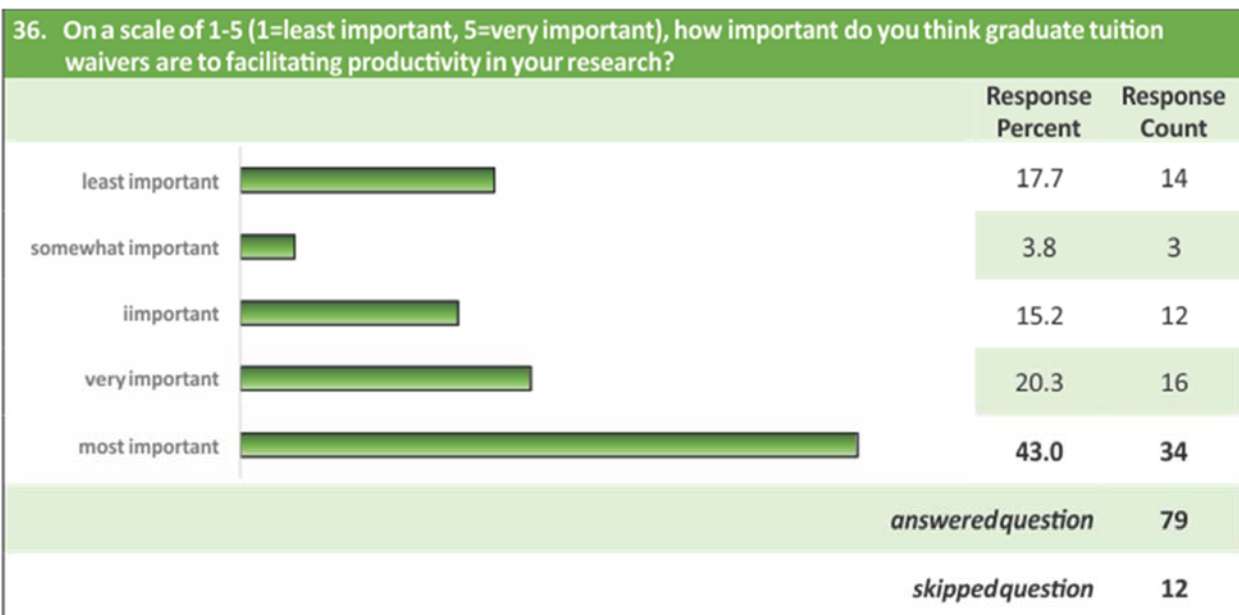
32. Have you incorporated any of your research/scholarly activities into your teaching? If so, how?		
	Response Percent	Response Count
<i>answered question</i>		54
<i>skipped question</i>		37

STUDENT INVOLVEMENT IN RESEARCH/SCHOLARLY ACTIVITIES

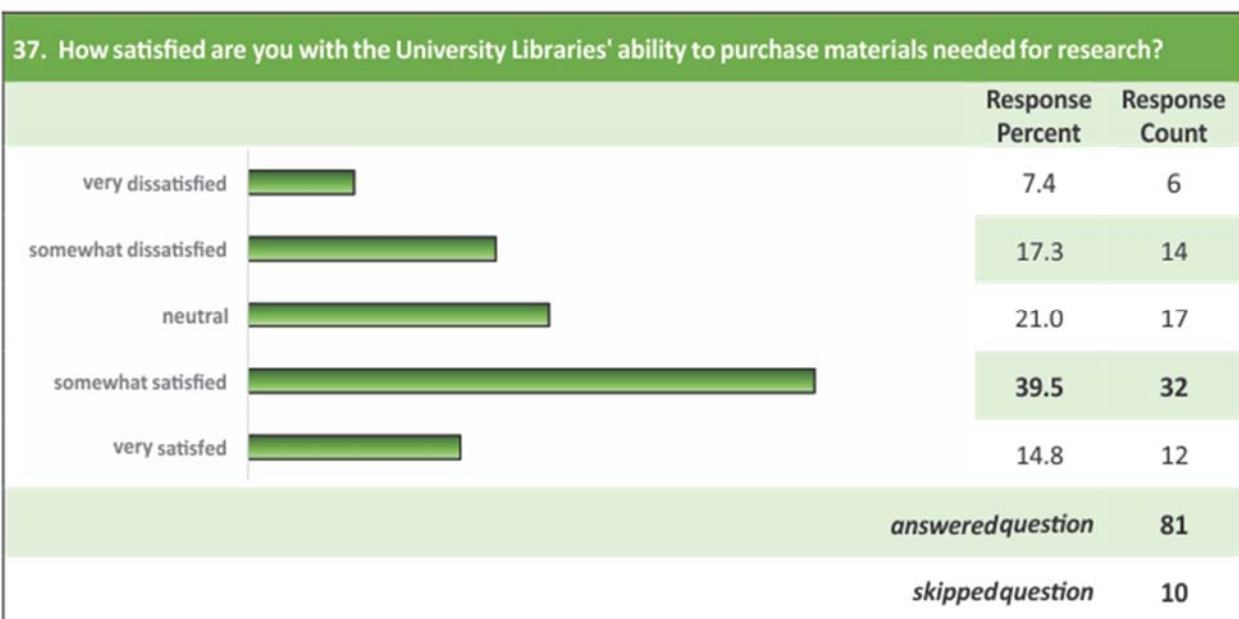
33. Have you incorporated any of your research/scholarly activities into your teaching? If so, how?		
	Response Percent	Response Count
<i>answered question</i>		52
<i>skipped question</i>		39




34. Have your undergraduate students participated in any of the following?			
	no	yes	Response Count
Posters-at-the-Capitol	63.0% (46)	37.0% (27)	73
Scholars Week	41.3% (31)	58.7% (44)	75
Student-oriented research groups such as Sigma Xi, etc.	64.4% (47)	35.6% (26)	73
Publication in an undergraduate research journal	72.2% (52)	27.8% (20)	72
Publication in peer-reviewed journals	62.0% (44)	38.0% (27)	71
Class presentations based upon independent research	39.2% (29)	60.8% (45)	74
	<i>answered question</i>		76
	<i>skipped question</i>		15

35. Do you involve graduate students in your research/scholarly activities? If so, how?		
	Response Percent	Response Count
	<i>answered question</i>	
	<i>skipped question</i>	











RESEARCH RESOURCES








38. How likely are you to utilize Interlibrary Loan to obtain materials needed for research if the MSU libraries do not possess them?			
		Response Percent	Response Count
very unlikely		8.5	7
maybe		18.3	15
very likely		73.2	60
<i>answered question</i>			82
<i>skipped question</i>			9





39. Have you ever used the following service or resources? (answer = yes/no)			
	no	yes	Response Count
Interlibrary loan	12.0% (10)	88.0% (73)	83
Current periodicals (journals, magazines, newspapers)	10.7% (9)	89.3% (75)	84
Bound periodicals (upstairs)	26.5% (22)	73.5% (61)	83
Media collection	53.0% (44)	47.0% (39)	83
Microfilm collection	68.3% (56)	31.7% (26)	82
Audiovisual equipment (TVs, listening stations)	85.5% (71)	14.5% (12)	83
Laptops	85.5% (71)	14.5% (12)	83
Reference (research help)	30.5% (25)	69.5% (57)	82
Reserve materials	58.0% (47)	42.0% (34)	81
Books	15.9% (13)	84.1% (69)	82
Map collection	85.5% (71)	14.5% (12)	83
Computer lab	78.3% (65)	21.7% (18)	83
<i>answered question</i>			83
<i>skipped question</i>			8


40. When was the last time that you used the assistance offered by the Libraries staff?			
		Response Percent	Response Count
0-2 years ago		83.5	71
3-5 years ago		8.2	7
6-8 years ago		2.4	2
9 or more years ago		5.9	5
<i>answeredquestion</i>			85
<i>skippedquestion</i>			6





41. How often do you physically visit Waterfield Library in pursuit of your research projects?			
		Response Percent	Response Count
rarely/never		53.0	44
1-3 times per month		38.6	32
1-2 times per week		4.8	4
3-5 times per week		3.6	3
more than 5 times per week		0.0	0
<i>answeredquestion</i>			83
<i>skippedquestion</i>			8





42. When visiting Waterfield Library, how much time do you spend during any given visit on your research?			
		Response Percent	Response Count
less than 15 minutes		28.6	18
15-30 minutes		33.3	21
30 minutes to 1 hour		38.1	24
1-3 hours		0.0	0
more than 3 hours		0.0	0
<i>answeredquestion</i>			63
<i>skippedquestion</i>			28




43. How often do you visit MSUlibrary resources on-line?			
		Response Percent	Response Count
rarely/never		15.1	13
1-3 times per month		32.6	28
1-2 times per week		18.6	16
3-5 times per week		11.6	10
more than 5 times per week		22.1	19
<i>answeredquestion</i>			86
<i>skippedquestion</i>			5

44. How familiar are you with open access publishing?			
		Response Percent	Response Count
none		17.2	15
little		28.7	25
some		35.6	31
substantial		18.4	16
<i>answered question</i>			87
<i>skipped question</i>			4






45. Have you had any papers published in an open access journal?			
		Response Percent	Response Count
no		74.7	65
yes		25.3	22
<i>answered question</i>			87
<i>skipped question</i>			4





46. How scholarly/reliable do you view open access journals to be?			
		Response Percent	Response Count
not reliable at all		13.0	10
somewhat reliable		63.6	49
very reliable		18.2	14
completely reliable		5.2	4
<i>answered question</i>			77
<i>skipped question</i>			14




47. Compare the value of a paper published in an open access peer-reviewed journal to the value of a paper published in a traditional peer-reviewed journal in the tenure process. Is the open access peer-reviewed paper			
		Response Percent	Response Count
less valuable		28.4	23
somewhat less valuable		35.8	29
the same		33.3	27
slightly more valuable		0.0	0
significantly more valuable		2.5	2
<i>answered question</i>			81
<i>skipped question</i>			10

48. Who should pay the fee required to publish in some open access journals?			
		Response Percent	Response Count
the Provost's office		29.7	22
the Department/College		41.9	31
the author		28.4	21
<i>answered question</i>			74
<i>skipped question</i>			17









DEMOGRAPHICS

49. How long have you been at MSU?			
		Response Percent	Response Count
5 years or fewer		36.0	31
6-10 years		16.3	14
11-15 years		17.4	15
15-20 years		12.8	11
more than 20 years		17.4	15
<i>answered question</i>			86
<i>skipped question</i>			5

50. How long have you been professionally employed in higher education (including time at MSU and elsewhere)?			
		Response Percent	Response Count
5 years or fewer		24.3	18
6-10 years		28.4	21
11-15 years		14.9	11
15-20 years		0.0	0
more than 20 years		32.4	24
<i>answeredquestion</i>			74
<i>skippedquestion</i>			17

51. What is your current contract type?			
		Response Percent	Response Count
tenured		50.3	44
tenure track		39.1	34
instructor		10.3	9
adjunct		0.0	0
post-doctoral position		0.0	0
<i>answeredquestion</i>			87
<i>skippedquestion</i>			4

52. In which area are you primarily housed?

		Response Percent	Response Count
University Libraries		4.7%	4
Bauemfeind College of Business		11.6%	10
School of Nursing		2.3%	2
College of Health & Human Services		3.5%	3
College of Education		10.5%	9
College of Humanities & Fine Arts		33.7%	29
Jones College of Science Engineering & Physics		29.1%	25
School of Agriculture		4.6%	4
<i>answered question</i>			86
<i>skipped question</i>			5