2015 Faculty Survey Report on
Undergraduate Research

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2015 Faculty Survey Report on Undergraduate Research

Introduction
CSUSM values the experiential learning that students receive when they engage in high quality internships, independent study courses, capstone experiences, and/or research and scholarly activities mentored by faculty. The University would like to sustain and expand these high impact practices. For most faculty involving students in intensive one-on-one instruction or research is a positive experience, but for many, mentoring also comes at a price in terms of their own professional development. Faculty who do not to supervise students outside of the classroom do so for a number of reasons. To capture an accurate picture of faculty involvement, attitudes and needs with respect to engaging undergraduate research and scholarly activities at CSUSM, the Committee for Undergraduate Research (CUR) conducted a faculty survey.

This report begins with a brief description of the development and administration of the survey instrument. From there, it examines the survey response rate and several dimensions of supervision of undergraduates in research: including overall engagement, departmental expectations, resources, and finally challenges associated with expanding undergraduate research activities.

Methods

The development of the questionnaire was guided by CSUSM’s Committee of Undergraduate Research that included faculty representatives from the Colleges of Humanities, Arts, Behavioral and Social Sciences; Business Administration; Sciences and Math and from Student Affairs, the Library and the Office of Graduate Studies and Research. For the purpose of this survey we adopted the Council for Undergraduate Research’s (CUR) 2009 definition of undergraduate research as “an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline”. Such activities might include but are not limited to: 1) assisting in the gathering of information for a scholarly publication (library searches, interviews, data analysis, synthesis and assimilation of results), 2) writing a paper for publication in a scholarly journal, 3) critiquing publications in a seminar environment, 4) attending or presenting research at a scholarly conference, 5) serving as a lab assistant, 6) conducting experiments, designing and carrying out experimental work, collecting data (this may entail writing computer software), analyzing data, synthesizing and presenting the results, 7) creating unique artistic works (paintings, poems, sculptures, performances, electronic music, photographs, plays, musicals, costumes, choreography, novels, screenplays), 8) participating in a capstone experience, 9) writing real or mock grants, or 10) working as an intern.

Major topics covered in the survey included:

• Supervision of undergraduate research and creative activity during 2014-2015 academic year
• Written expectations for tenure track faculty regarding involvement in undergraduate research or creative activities
• Assistance to faculty for engaging students in research or creative activities
• Obstacles or barriers that prevent faculty from engaging or engaging more, in mentoring undergraduate research and creative activities

The Engaging Undergraduates in Research and Creative Activities survey was further refined/developed by the Office of Institutional Planning and Analysis and was first distributed to all faculty teaching during the 2014-2015 academic year. The initial distribution occurred on July 20th, 2015. To provide Faculty an opportunity to respond during both the Summer and Fall terms the survey remained open until October 7th with reminders sent out to all tenure track and adjunct faculty on August 3rd, September 14th, and September 28th, 2015. A copy of the survey instrument as it was distributed is included in Appendix I.

Findings from the survey will provide CUGR and the University with insight into the evolving motivational influences, practices and challenges of faculty within the context of mentoring undergraduate research/scholarly activities. Findings will also guide the committee in its recommendations and actions to enhance faculty mentored undergraduate research and creative activities over the next several years. The report and the underlying dataset is available for download on the CUGR website at: http://www.csusm.edu/gsr/student/cugr.html.

Findings
Of the 698 lecturers, tenure, and tenure-track faculty invited, a total of 196 participated in the survey providing a 28% response rate. Although the survey went out to all faculty from the 2014-2015 academic year and the response rates are based on the June 2015 payroll, which includes staff who were teaching, the data presented in Table 1 provides a snapshot of the characteristics of the survey population and respondents.

<table>
<thead>
<tr>
<th>Population</th>
<th>N</th>
<th>% of Population</th>
<th>N</th>
<th>% of Respondents</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>698</td>
<td>100%</td>
<td>196</td>
<td>100%</td>
<td>28%</td>
</tr>
<tr>
<td>By Rank</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>441</td>
<td>63%</td>
<td>87</td>
<td>44%</td>
<td>20%</td>
</tr>
<tr>
<td>Full Professor</td>
<td>110</td>
<td>16%</td>
<td>49</td>
<td>25%</td>
<td>45%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>70</td>
<td>10%</td>
<td>25</td>
<td>13%</td>
<td>36%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>62</td>
<td>9%</td>
<td>32</td>
<td>16%</td>
<td>52%</td>
</tr>
<tr>
<td>Librarian</td>
<td>15</td>
<td>2%</td>
<td>3</td>
<td>2%</td>
<td>20%</td>
</tr>
<tr>
<td>By College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities, Arts, Behavioral and Social Sciences</td>
<td>301</td>
<td>43%</td>
<td>90</td>
<td>46%</td>
<td>30%</td>
</tr>
<tr>
<td>Science and Mathematics</td>
<td>111</td>
<td>16%</td>
<td>51</td>
<td>26%</td>
<td>46%</td>
</tr>
<tr>
<td>Education, Health and Human Services</td>
<td>204</td>
<td>29%</td>
<td>39</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>Business Administration</td>
<td>61</td>
<td>9%</td>
<td>9</td>
<td>5%</td>
<td>15%</td>
</tr>
<tr>
<td>Other (counseling)</td>
<td>7</td>
<td>&lt; 1%</td>
<td>4</td>
<td>2%</td>
<td>57%</td>
</tr>
<tr>
<td>Library</td>
<td>14</td>
<td>&lt; 1%</td>
<td>3</td>
<td>2%</td>
<td>21%</td>
</tr>
</tbody>
</table>

Adjunct/lectures represent 63% of CSUSM’s teaching faculty and 44% of the survey respondents. The response rate for adjunct/lecturers (20%) was lower, however, than that of Full (45%), Associate (52%) and Assistant (36%) Professors.

Faculty Engagement in Undergraduate Research
One of the first tasks of the survey was to gather information about the faculty engagement in undergraduate research and creative activities. To this end, the survey asked if faculty were involved in mentoring undergraduate research activities during the 2014-15 academic year, and if so, how many students per semester were supervised. Figure 2 shows nearly half (49.8%) of the responding faculty indicated they were involved in mentoring undergraduates. This level of involvement is surprising in light of the level of support provided for mentoring activities. The majority of faculty responding to the survey from the College of Math and Science (60.8%) and the College of Humanities, Arts and Behavioral Sciences (54.4%) engaged in undergraduate research and creative activities during the 2014-2015 academic year, while one third of the faculty respondents in the College of Business Administration and the College of Education, Health, and Human Services engaged in these activities (Table 2). In terms of faculty rank (excluding adjunct/lecturers), survey responses indicated there is little difference across faculty rank when it comes to working with undergraduates in research and creative activities. The relative percentage of assistant (68.8%), associate (68%), and full professors (73.5%) mentoring undergraduates was nearly the same. What was most surprising was the response from adjunct/lecturers where despite the meager resources provided in terms of space, equipment, and money, 26.5% or 13 of the faculty respondents indicated they were involved in supervising undergraduates in research and scholarly activities during the 2014-2015 academic. This is a real testament of their dedication and commitment to the University.

![Pie chart showing 49.8% Yes and 50.3% No]
During the Fall of 2014, the average and median number of students supervised by faculty member was 8.8 and 4, respectively. Similar average and median numbers of students supervised (9.5 and 5, respectively) were reported by faculty for the Spring of 2015. As expected, the average and median number of students involved in research/creative activities during the summer months was slightly lower (4.2 and 3, respectively) when fewer faculty are on campus.

According to faculty the majority (73.4%) of students involved in research/creative activities during the 2014-15 academic year received course credit, 10% were paid and 15% volunteered.

**Expectations for Engaging in Undergraduate Research/Creative Activities**

To expand undergraduate research and creative activities as a high impact practice it is important for faculty engaged in undergraduate research and creative activities are recognized and fairly compensated for their efforts. To examine the impact undergraduate mentoring activities might have on professional development and the process of tenure and promotion, the question was posed as to whether departmental/program RTP documents and standards include clearly written expectations for tenure-track faculty with respect to involving undergraduates in research and creative activities. 43.2% of the faculty respondents indicated they did not know whether expectations exist, 31.2% indicated there were no such expectations, and 25.6% indicated expectations do exist (Figure 2). To provide what may be a more accurate representation of faculty awareness, the data was reanalyzed after removing responses from adjunct/lecturer faculty who are less likely to be familiar with RTP documents since these standards have no bearing on their campus status. After removing responses from adjunct/lecturers it is clear that faculty are aware of the standards set forth in the RTP documents with only 15.9% indicating they do not know whether there are expectations with respect to mentoring undergraduate research and creative activities. 52.3% report there are no expectations and 25.6% report expectations are part of the standards.

![Figure 2](image-url)

**Figure 2.** Faculty responses as to whether departmental RTP documents/standards include expectations for mentoring undergraduates in research/creative activities. (A) Reporting includes adjunct/lecturers responding to the survey, while (B) excludes data from adjunct/lecturers.

Further analysis of the data, partitioning responses by rank and by college (Table 3) suggests that Assistant and Full Professors are cognizant of department/program RTP standards and what is specified regarding undergraduate research. Only 8% and 14%, of the Assistant and Full Professors, respectively, indicated not knowing the expectations for including mentoring undergraduates in research and creative activities, as compared to
Assistant Professors, where 21% reported not knowing. The data also indicate more faculty in the Sciences and Mathematics as compared to faculty from other colleges, perceive there to be expectations to involve undergraduates. 46% of the faculty in CSM indicate standards exist, compare to 27.5% in the CABHS, 33.3% in the CEHH, and 0% in CBA.

Table 3. Faculty responses by college and rank as to whether clearly written expectations for involvement of undergraduates in research and scholarly activity is included in department/program RTP documents.

<table>
<thead>
<tr>
<th>College</th>
<th>Yes</th>
<th>No</th>
<th>Don’t know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Education, Health and Human Services</td>
<td>6</td>
<td>8</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Humanities, Arts, Behavioral and Social Sciences</td>
<td>14</td>
<td>30</td>
<td>7</td>
<td>51</td>
</tr>
<tr>
<td>Science and Mathematics</td>
<td>14</td>
<td>11</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>34</td>
<td>56</td>
<td>17</td>
<td>107</td>
</tr>
</tbody>
</table>

To determine whether faculty perceptions reflect what is specified in the department/program documents, sanctioned RTP documents and those waiting to be endorsed by the Faculty Affairs Committee, were examined to determine whether undergraduate research and creative activities were addressed. Documents were categorized in terms of context and whether mentoring activities were: 1) mentioned as a department/program “value”, 2) supported/encouraged as “evidence” of teaching, research, or service, 3) “required” of faculty for tenure and promotion, or 3) “omitted” from the document altogether. While involving undergraduates in research and creative activities is well recognized on campus as a high impact practice and is valued as important by many departments, few departments consider outcomes significant enough to be regarded as “evidence” demonstrating success in teaching, research, and/or service for tenure and promotion. Results are summarized by college in Table 4 below.

Table 4. The context in which mentoring of undergraduates in research/creative activities is mentioned in RTP documents.

<table>
<thead>
<tr>
<th>College</th>
<th>Mentioned</th>
<th>Supported</th>
<th>Required</th>
<th>Omitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology Department</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Development Department</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Education</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>School of Nursing</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>History Department</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Department of Social Work</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech and Language Pathology</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological Sciences (Draft)</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Physics Department (Draft)</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Student Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Support for Mentoring Undergraduates in Research/Creative Activities

To further develop and maintain undergraduate research and creative activities, faculty need the time and resources to mentor students. When faculty were queried about department/program support for engaging undergraduates, most faculty respondents are cognizant of what is and is not available (61.8%). A greater proportion of the respondents (33.7%), however, reported a lack of as opposed to there being (28.1%), department or programmatic support. Within the colleges, the majority of faculty respondents, with the exception of those in the CEHHS and faculty in the Library or Other (Student Services, Counseling) appear to be informed and know whether or not support is available. Compared to CHABS and COBA, a greater percentage of faculty respondents within the CSM (43.1%) and CEHHS (28.2%) reported there being departmental or programmatic support for faculty engaged in undergraduate research/creative activities than not (29.4% and 17%, respectively). The opposite was found for CAHBS where 23.3% of the respondents indicated there is support and 41.1% indicated there is no support.

![Figure 3. Faculty responses regarding departments/programs offering assistance (e.g., resources such as stipends, release time, supply money, or travel money) to faculty for engaging students in such activities.](image)

<table>
<thead>
<tr>
<th>College</th>
<th>Yes</th>
<th>No</th>
<th>Don’t know</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>1 (11.1%)</td>
<td>5 (55.5%)</td>
<td>3 (33.3%)</td>
<td>9</td>
</tr>
<tr>
<td>Education, Health and Human Services</td>
<td>11 (28.2%)</td>
<td>7 (17.9%)</td>
<td>21 (53.8%)</td>
<td>39</td>
</tr>
<tr>
<td>Humanities, Arts, Behavioral and Social Sciences</td>
<td>21 (23.3%)</td>
<td>37 (41.1%)</td>
<td>32 (35.5%)</td>
<td>90</td>
</tr>
<tr>
<td>Science and Mathematics</td>
<td>22 (43.1%)</td>
<td>15 (29.4%)</td>
<td>14 (27.5%)</td>
<td>51</td>
</tr>
<tr>
<td>Library</td>
<td>0 (0.0%)</td>
<td>1 (33.3%)</td>
<td>2 (66.6%)</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>0 (0.0%)</td>
<td>1 (25.0%)</td>
<td>3 (75.0%)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Barriers to Engaging in Undergraduate Research/Creative Activities**

Despite on-going efforts to support, compensate and recognize the intensive work of mentoring undergraduates in research and creative projects at CSUSM, faculty may be reluctant to engage or to engage more in such activities. To investigate some of the issues and what might be done to encourage faculty, the survey included two separate questions. The first questions asked faculty to identify from a list any and all barriers preventing them from engaging in or engaging more in undergraduate research. Survey results are shown in Figure 4 below where faculty respondents overwhelming (63%) identified “time” as the biggest barrier. 32% of the survey respondents indicated “other” barriers (Appendix II) and mention issues such as “not feasible for adjunct/lecturers”, “lack of support”, “lack of
student interest”, “over-worked”, “students lack the expertise or knowledge to contribute in a meaningful way”, and “discipline does not lend itself to involving undergraduates” of “research is of more a solitary nature.” The “expense” associated with supervising undergraduates in research and creative activities, was identified by 26% of the faculty respondents; primarily from CABHS and CSM. A much small proportion were concerned about the impact mentoring might have on their professional development (12.1%), research productivity (12.1%), or their ability to pursue their own research endeavors (9.1%).

![Bar Chart](image-url)

**Figure 4.** What challenges prevent faculty from engaging, or engaging more, in participation with undergraduates in research or creative activity.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Percent Identifying</th>
<th>Raw Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time commitment</td>
<td>63.3%</td>
<td>126</td>
</tr>
<tr>
<td>Other</td>
<td>32.2%</td>
<td>64</td>
</tr>
<tr>
<td>Expense</td>
<td>26.1%</td>
<td>52</td>
</tr>
<tr>
<td>None</td>
<td>12.1%</td>
<td>24</td>
</tr>
<tr>
<td>Contributes little to my professional development</td>
<td>12.1%</td>
<td>24</td>
</tr>
<tr>
<td>Slows research productivity</td>
<td>11.1%</td>
<td>22</td>
</tr>
<tr>
<td>Interferes with my own research endeavors</td>
<td>9.1%</td>
<td>18</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>199</td>
</tr>
</tbody>
</table>

When faculty were asked what support and/or recognition would encourage them to engage, or engage more, in undergraduate research or creative activity, nearly 60% of the faculty respondents indicated a stipend would be required while 54% indicated release time from teaching and/or reduction in service (34%)— all of which suggest this may be a workload issue. 44% of the faculty also indicated a need for addition funding for research supplies (Figure 5). Other free responses to the question can be found in Appendix III, many of which included greater and more formal recognition in terms of tenure and promotion, student stipends, and departmental support.
Figure 5. What support and/or recognition would encourage faculty to engage, or engage more in participation with undergraduates in research or creative activity.

Summary

Results from the survey showed the complexity of institutional demands and the impact this has on the ability of faculty to engage in undergraduate research. Faculty responses also suggest there is much to learn about the most effective ways to support faculty mentoring undergraduates in research and creative activities. To sustain and encourage greater faculty involvement, CSUSM needs to continue to 1) promote undergraduate research and scholarly activities as part of the institutional narrative, 2) find new ways to recognize individuals demonstrating excellence in mentoring, 3) prioritize support for research and creative activities, and 4) foster a community of mentors and mentees.

One of the goals of the committee for undergraduate research (CUGR) is to ensure that all CSUSM students who want to enrich their education with research are afforded the opportunity to do so. To this end the committee seeks to make certain the importance of undergraduate research and creative activities become an integral part of the campus narrative and is uniformly integrated across university communities. To enhance and further develop a research supportive environment the committee is eager to have
undergraduate research and creative activities incorporated into the campus’ Mission, Vision, and Values statement and the University’s Strategic Plan. To further expand faculty mentoring of undergraduate research and creative activities CUGR will continue to advocate for the recognition of excellent mentoring and mentoring effectiveness as evidence of successful teaching, research, or service in promotion and tenure decisions.

To encourage mentoring relationships, recognize excellence in supporting undergraduate research and creative activities, and convey the value of these contributions, CUGR is looking to establish a Faculty Mentoring Award. The award will honor the practice of mentoring undergraduates outside the classroom and distinguish individuals who have either: 1) guided significant numbers of students or 2) demonstrated extraordinary leadership and impacted the climate of a department, college, or the university to increase participation of students in research and creative activities.

CUGR will continue to find new ways to provide support for undergraduate research and creative activities. Compensation in terms of time and money is an important issue and was the focus of the committee’s efforts during the 2014-15 academic year. Recommendations were made and presented to the Provost and the University Leadership Council. The committee is anxious hear feedback and plans for implementation. A number of faculty reported the lack of financial support for students conducting scholarly work as a challenge. In addition to financial aid awards, there are many grant programs to support student research. A concerted effort to identify and assemble a list of funding sources could be assembled and made available to faculty and students through the Undergraduate Research website.

CUGR is committed to helping CSUSM faculty engage undergraduates in research and creative activities in a mutually beneficial manner. The committee is currently revamping the Undergraduate Research website where faculty will be invited to post their opportunities undergraduate research and creative activities. Faculty mentoring students in research and creative activities tend to engage with students as a facilitator, guide or co-learner, which often demands a different skill set than is used in traditional classroom teaching. To assist in developing mentoring skills and abilities CUGR is assembling a Research Mentoring page where tailored professional tools, resources and reviews on best practices will be available. To further support and foster a community of mentors, CUGR will consider working together with the Faculty Center to deliver a mentor training workshops or panel discussions. Together with the Office of Graduate Studies and Research, the committee is also keen to offer support in the form of grant proposals for department-based research opportunities and for the inclusion of research projects in undergraduate coursework.

Much can be done to integrate undergraduate research and creative activities and services into the educational experience of CSUSM students. A well maintained website is essential to provide information describing: 1) the importance of undergraduate research, 1) current research opportunities or creative activities at CSUSM, 2) how to find summer internships/research experiences, 3) research abroad programs, 4) expectations and tips for maximizing the student research experience, 5) resources to develop research mentoring skills, 6) success stories, 7) sample projects, 8) a list research/creative activity mentors and their projects, 9) funding opportunities and travel support, 10) FAQs, and 10) events. Beyond a website, planning with students to include research on their academic program is needed. Perhaps a Research Training Event could be organized to introduce students to the idea of undergraduate research, what it is and why students chose to get research experience. The event might help students to plan for an undergraduate research experience; assist students in accessing research opportunities; foster an
understanding of the development of research questions, creative projects and approaches; and provide instruction on methodologies, etiquette, and ethics; and identify funding sources and venues for presenting and publishing research findings and creative activities.

A significant proportion of the CSUSM faculty are involved in undergraduate research and creative activities, and are doing so with little compensation in terms of time, money, and/or recognition. There are many different ways to better support faculty and increase the participation of undergraduates in research and creative activities, some of which are outlined herein and are currently in progress, and others of which will require a more concerted and sustained effort.
The Council on Undergraduate Research (2009), defines undergraduate research as “an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.” Undergraduate research at CSUSM is conducted with a faculty advisor or mentor and is typically, but not always, based on the faculty mentor’s research interests. This allows the student to draw upon the mentor’s expertise and resources, while enabling the faculty member to develop a productive research program. Examples of research activities include:

- Assisting in the gathering of information for a scholarly publication (library searches, interviews, data analysis, synthesis and assimilation of results)
- Writing a paper for publication in a scholarly journal
- Critiquing publications in a seminar environment
- Attending or presenting research at a scholarly conference
- Serving as a lab assistant
- Conducting experiments. Designing and carrying out experimental work, collecting data (this may entail writing computer software), analyzing data, synthesizing and presenting the results
- Creating unique artistic works (paintings, poems, sculptures, performances, electronic music, photographs, plays, musicals, costumes, choreography, novels, screenplays)
- Participating in a capstone experience
- Writing real or mock grants
- Working as an intern

With this in mind, please answer the following:

1) In the 2014-15 academic year (Fall 2014 through Summer 2015), did you supervise undergraduate research or creative activity as defined above? *
( ) Yes
2) In the 2014-2015 academic year, approximately how many students per semester did you supervise?*

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>0</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>0</td>
</tr>
<tr>
<td>Summer 2015</td>
<td>0</td>
</tr>
</tbody>
</table>

3) Certain kinds of undergraduate research and creative activity take place in supervision (49X) classes. However, faculty supervise or mentor students under other circumstances that are not as easily tracked or credited (as volunteers or paid research assistants).

During the 2014/15 academic year, of the students you supervised in undergraduate research or creative activity, approximately how many received course credit, were paid, and/or volunteered?*

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course credit</td>
<td>0</td>
</tr>
<tr>
<td>Paid</td>
<td>0</td>
</tr>
<tr>
<td>Volunteer</td>
<td>0</td>
</tr>
</tbody>
</table>

4) Does your department/program have clearly written expectations for tenure-track faculty regarding involvement in undergraduate research or creative activity (e.g., RTP guidelines, department standards)?*

( ) Yes
( ) No
( ) I don't know

5) Does your department/program offer any assistance (e.g., resources such as stipends, release time, supply money, or travel money) to faculty for engaging students in such activities?*

( ) Yes
6) What challenges, if any, prevent you from engaging, or engaging more, in participation with undergraduates in research or creative activity? (Check all that apply.)*
[ ] Time commitment
[ ] Slows research productivity
[ ] Interferes with my own research endeavors
[ ] Contributes little to my professional development
[ ] Expense
[ ] Other: __________________________________________
[ ] None

7) What support and/or recognition would encourage you to engage, or engage more, in undergraduate research or creative activity? (Check all that apply.)*
[ ] Stipend for your work
[ ] Release time from teaching
[ ] Reduction in service duties
[ ] Travel/conference support
[ ] Money for supplies
[ ] Other: __________________________________________
[ ] None

8) College
( ) Business Administration
( ) Education, Health and Human Services
( ) Humanities, Arts, Behavioral and Social Sciences
( ) Science and Mathematics
( ) Library
( ) Other

9) **Faculty Rank**
( ) Assistant Professor
( ) Associate Professor
( ) Full Professor
( ) Adjunct/Lecturer

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**Thank You!**

Thank you for taking our survey. Your response is very important to us.
APPENDIX II

Free responses from Question 6) What challenges, if any, prevent you from engaging, or engaging more, in participation with undergraduates in research or creative activity? (Check all that apply.)*

adds significant time when I'm already overworked
Administrative restrictions
As an adjunct faculty I am not given information about how to participate in research with undergrad students.
As an adjunct, no one pays me for that. I need to do work that pays.
Finding undergraduates interested in my current research line and them willing to devote the time needed toward this research has been difficult.
First semester part timer. No knowledge of dept activities.
GEW students are difficult to motivate even to complete class work.
I am a lwcturer
I am a new faculty member, jus orienting to the department and preparing courses. I expect to become more active with undergraduates in research/creative activity this coming year.
I am adjunct faculty; my teaching load is far too heavy to be able to provide guidance for student research
I am not tenure-track.
I don't have a Ph.D. Plus time commitment
I don't have a research lab
I have not had the opportunity since I teach incoming Freshmen in a GE course
I teach first Spanish semesters
I'm a lecturer, not tenured. I don't have the resources for student mentoring on this level.
I'm non-tenure track. Most of this survey questions as well as department availabilties don't apply to non-tenure track positions. Obviously that is a place to start some critique. Ask more inclusive surveys as well as student-related opportunities.
I'm not sure it's an option for adjunct faculty
I'm not teaching faculty
identifying students interested in conducting rsch
In math, there isn't often labor to be done. Often the mathematics itself is above the level at which an undergraduate can contribute. Simulations can be helpful if faculty aren't sure what is true. And these can be valuable for an undergraduate to be involved in. On the whole, such an endeavor is largely about workforce development and training for the undergraduate as opposed to significant benefit for the faculty member.
In my field (Humanities) it is challenging to find opportunities for students. I tend to conduct my research by myself. However in the past, I have engaged students in my research, for example when I was writing one of my textbooks.
In my field undergrads cannot really produce new scholarly contributions, only graduate students.
In the humanities, we are always striving to get them to make an orginal contribution by developing their own perspectives. This counts as undergraduate research under the definition provided at the beginning of the survey. So in that sense, all my courses do this.
Interferes with current job responsibilities
Just started - but would like to engage in such activities.
Lack of continuity with students from semester to semester
lack of courses and colleagues
Lack of departmental support
Lack of instrument support
lack of sufficient lab space
lecturers are not valued in our department for this type of work
Limited time as Lecturer
Limiting number of 499 students and then my time
Little support for it
Need students with specialized language skills not available at CSUSM
no clear path for this lack of structure
No information about it
no ugrads in program
Not available for Teaching Associates
not expected for part time faculty
Not on tenure track
not valued by colleagues
Our discipline involves more solitary work and travel to archives. It is harder to involve undergrads in our research than in other fields that have more hierarchical group structures for experiments and where it's easy for a student to "join on" to a faculty member's research.
Our discipline is based on independent work, not hierarchical team projects. Students don’t have funds or language skills to go to archives and do publishable work often.

Parttime Instructor
Receive little formal "credit" for mentoring, although I do feel that it does contribute to my professional development

School of Education has no support for engaging undergraduate students in research.

student interest
student interest
student interest is often lacking
Students are mostly at entry level in discipline.
students not equipped, interested, or committed
Students sometimes need to be more pro-active in searching out and following up on research opportunities

Students' time commitment
takes away time from other responsibilities, leads to more work outside their 49X credit (e.g. LORs, informal mentoring) which take time.

the limit of student interest
Too busy teaching with so many students
When my department does not even support my own research -- in intellectual, financial, and moral terms -- I feel little incentive to help undergraduates with their own research.

wish this could be substituted for service on committees which I find a relative waste of time

Working as an intern is the most relevant in my field. Others in the department work to place interns.
Working with Teacher Candidates in a Clinical Practice setting.
APPENDIX III

Free responses from Questions 7) What support and/or recognition would encourage you to engage, or engage more, in undergraduate research or creative activity?

A much easier way to start these projects.  
ability to provide the students with a small stipend for their endeavors  
All of these would be helpful. Our department pays for research assistants and it is helpful for faculty and students learn a tremendous amount about research.  
An Electronic Technician who knows how to repair instruments, not just read the user manuals.  
Any 1 of options 1-5 above (except travel support) would greatly enhance my ability to engage UG in research  
Appreciation - administrators should stop trying to take away our 3 WTU for assigned time  
Better pay for lecturing and have fewer students per class so that I can concentrate on each student more  
Civility training for faculty members -- my colleagues need to know that they need to respect my love of research as much as they respect teaching.  
Financial assistance to students wanting to travel to remote research site.  
FINANCIAL SUPPORT FOR STUDENTS  
Formal recognition toward tenure. It's seen as supplemental, but not necessary  
I do all this as a volunteer effort, without getting credit for any of it  
I have a different take on this question. Students are often booked solid yet they want research experience. Stipend for excellent students that might allow them to cut back on jobs would make it easier for them to commit the necessary time and effort to my lab  
I think we need to broaden the definition--in my courses, students do both creative and analytical writing. They must always be producing original perspectives--they may not simply repeat what other scholars have said. That's essentially what we teach in the discipline: how to make an original contribution to a conversation and how to create new art. ALL our students are doing research, then.  
Informational support  
monies are available for students to travel and present--faculty monies are insufficient e.g. $1k from CEHHS and maybe $750 from FDC..barely meets expenses of 1 domestic meeting  
More consistently available for students as a Lecturer  
More information  
more lab space  
 More students knocking at my door asking to do research  
more support for departmental growth  
My projects are field based, many of which are externally funded but with limited budgets. There is very little explicit support at the college or university level (funding or recognition in the review process.) This is actually a disincentive when considering it takes away from traditional campus service activities, which can negatively impact reviews.  
Not sure  
Once again, I don't have a research lab  
Recognition in RTP decisions, regardless of the publication or grant outcomes (i.e. recognition merely for involving undergraduates in research).  
Recognition that joint research with students contributes to "scholarly research" release time and/or reduction in service would be the greatest incentive
RTP credit, service credit,
Space
space and ability to bring external grant funds
Stipend for students
Student stipend
students' good writing skills
Support student travel to research sites
The reward of encouraging, inspiring, mentoring teacher candidates.
travel and conference support for students
When theses/dissertations are completed we receive units