

**Research and Scholarship Guidelines
Relevant to Reappointment, Promotion, and Tenure**

April 3, 2013

Introduction

Research and scholarly inquiry are integral to the mission of a world-class institution of higher education such as Michigan State University and its College of Social Science, and they are important components of the portfolio of every academic department and school in the College of Social Science.

At Michigan State University, our faculty advance knowledge and transform lives through their research: the process of discovery, analysis, and interpretation delivered through publication in refereed academic journals and scholarly peer-reviewed books, and other forms of publication (e.g., law review articles, peer-reviewed book chapters for edited books, reports to sponsors), as well as presentations delivered at academic and professional meetings. Excellence in research and scholarship is the foundation upon which we achieve our goals; it attracts outstanding faculty and students to further advance our sciences and academic communities, it builds the foundation for our curriculum, it guides our application of knowledge, and it informs our program investment decisions.

Research similarly underpins the imperatives outlined in the university's Bolder by Design strategic initiative, particularly by enhancing student experiences through their participation in faculty-led research programs. The nature of this participation varies by discipline but often includes providing students access to primary research sites and data, and state-of-the-art instrumentation to co-produce research and scholarship. The didactic experiences arising out of faculty and student interactions in the field or lab serve to train the next generation of problem solvers, entrepreneurs, scientists, and scholars. Thus, through our research programs our students come to possess the skills to address the grand challenges facing society in this century.

Our scholarly research takes many forms. Our scholarly differences in methods and questions across disciplines and sub-disciplines are expected and appreciated by the College faculty and administration. Accordingly, we rely on a community of scientists and scholars to judge the quality and impact of our research programs. Evaluation of scholarly research and scholarship is, in many respects, discipline-centered. Accordingly, the primary responsibility for establishing criteria of excellence rests with faculty most familiar with a discipline or professions. Nonetheless, we believe that these discipline-specific judgments are fundamentally shared across the College to establish a culture of research with commonly held standards of excellence.

Generating external support for research is an important university objective. The University administration links its allocation of financial resources to the colleges (e.g., new faculty hiring lines, "start-up" funds for new faculty, and support for new projects) to performance metrics that include

production of external research awards. The College of Social Science is responding to this challenge by encouraging a culture that emphasizes the development of greater external support and the recognition of success in this area. All academic departments and schools are expected to contribute to this objective within their own disciplinary cultures.

Support for research is challenging, as MSU's resources are limited and must maintain a number of missions. Still, the University persistently supports faculty research and scholarship with its own funds. Faculty across the College of Social Science are in most instances appointed with the expectation that at least half of their effort is dedicated to conducting research and producing scholarship. Besides salary support, other research infrastructure is provided through the libraries, purchasing supplies (e.g., computers), and financial support of graduate students.

In addition to these regular investments, the College provides sabbaticals that permit faculty members time to focus exclusively on their research or to upgrade their research skills, internal competitions for faculty to acquire additional support to initiate new research projects, resources to purchase research equipment, and funds for new faculty members to start their research.

All of this support reflects an investment by the College that should result in significant research output, and also suggests that additional, external support is essential to a faculty member's long-term research productivity. By accessing these additional supports, the College and the University expect that faculty members will contribute toward sustaining the College's resources for seeding external research projects and supporting newly hired faculty members. If these expectations are met, favorable resource implications for the College are likely to follow from the University, such as resources to add faculty members in emerging and strategic areas, to launch new multidisciplinary graduate training programs, or to temporarily sustain important investments and college priorities.

External research awards are a major mechanism for supporting the creation and dissemination of valuable and generalizable knowledge, for supporting a vibrant graduate program, and for providing our undergraduate students' experiential learning opportunities. These awards contribute resources to these ends in several ways. Most directly, for many types of research, for example, that require new equipment or substantial data collection, external support is necessary to make the research possible. Even where faculty time is the major resource expenditure, external support provides the department or school the resources to modify faculty duties or to employ graduate research assistants.

Competitively awarded grants, inter-agency agreements, contracts, scholarships and fellowships also validate and sustain our intellectual excellence, help our departments and schools to increase their rankings to attract top faculty and students, and supports other missions across the College. Similarly, the peer review process occurring early in the development of a research program can provide important feedback that leads to a higher quality research project. External support directed towards graduate student research assistantships, in particular, also helps to finance graduate education, a vital need within our College, as well as providing them training in how to conduct sponsored research and often exposes graduate students to interdisciplinary research opportunities. Finally, support produced by the facilities and administrative (F&A) charge—commonly referred to as indirect costs—helps the university to maintain its research administration infrastructure.

The University's expectations for promotion and tenure also point toward the need to increase the quality of our academic departments and schools. The Faculty Handbook policy on Appointment, Reappointment, Tenure, and Promotion Recommendations states: *“Individual personnel actions*

recommending tenure should result in the improvement of academic unit quality. For example, anyone considered for tenure should be viewed as exceptional in accomplishments in the unit and in the top echelon of peers at a similar career stage nationally or internationally in the field or discipline.”¹ This suggests that promotion and tenure criteria need continual review and updating to align with standards at other leading research universities, including those with regard to the role of external support.

College and Unit Strategic Plans

These research guidelines are a component of the College of Social Science’s strategic plan. One of the key goals is to promote an increasingly research-intensive culture across the College that will support and enhance the scholarly productivity, reputation, and rankings of all of our departments and schools. Such enhancement improves our students’ educational experiences and advances the University’s Bolder by Design imperatives. These research guidelines enable the College to enhance support for research and scholarship within the College, and thereby continually improve the College’s rankings and educational mission.

The guidelines are comprehensive in an effort to consider research production in all aspects of the faculty life cycle (e.g., pre-doctoral preparation, post-doctoral training, faculty hiring, promotion and tenure, career development, sabbaticals, mentoring), all dimensions of faculty duties (instruction, research, scholarship, service and administration), and at all levels of aggregation (individual faculty member, departments, schools, centers/institutes, college, cross-college, and university). Like our research programs and platforms, these guidelines will evolve as we analyze our performance and determine additional means to advance our entire research and academic mission.

These guidelines address which aspects of research support are vested with the Deans’ Office and College Research Committee and which are more appropriately vested with the unit and/or individual faculty member. Certain aspects of research administration support are also provided by university-level units and divisions.

These College guidelines work in tandem with each constituent unit’s strategic plan to enhance scholarly productivity and externally-sponsored research activity across the College. Just as the university is linking resource allocation decisions to each college’s research productivity, so too the College considers each unit’s research and scholarly productivity—including external support—in allocating resources to the units.

An essential element of each unit’s strategic plan is an explicit statement of how it measures its research and scholarly outputs. These measures should be based upon refereed or peer reviewed publications, citations, external awards, and related measures, and include explanations of how they are tracked, with justification for the metrics chosen based on standards accepted in the disciplines. These research-related metrics are likely to be somewhat discipline-specific.

The necessity for and availability of external support varies across disciplines, and each department or school should address these factors as it relates to the specific discipline, in part by comparing its

¹ <http://www.hr.msu.edu/HRsite/Documents/Faculty/Handbooks/Faculty/AcademicPersonnelPolicies/iv-recommendations.htm>

external support performance to similar units in the Committee on Institutional Cooperation (CIC) or other comparable research universities as appropriate. Within this context, each unit is expected to aspire to meet or exceed the levels of external support produced by their peers, and to set forth specific actions to meet this goal. A unit's plan should also provide sufficient flexibility for each faculty member to play a productive role by allowing for each member's interests and strengths (i.e., a portfolio approach) to contribute to the unit's level of external support.

The Deans' Office, using the University's Office for Sponsored Research contracts and grants database, monitors the level of external support produced by each unit. The Deans' Office expects that these metrics will display productive trends within each department, school, and research program that will contribute to improving the College's overall reputation with respect to our peer institutions. *The department chairs, and the school and research center directors will review progress toward this aspiration with the Dean during the unit's annual strategic planning meeting.*

As part of its strategy for enhancing research productivity and aligning with the priorities of major research funders, MSU encourages interdisciplinary, intercollegiate research collaborations. The College of Social Science has a strategic objective to increase participation in such collaborations, and to initiate and lead more interdisciplinary research programs when appropriate. Departments and schools should continue to assess how their strategic plans promote engagement in interdisciplinary or trans-disciplinary collaborations.

Research Across the Faculty Life Cycle

A faculty member's expertise develops over a career that may span three or four decades. During the pre-tenure period when faculty members are establishing their research programs, it is most appropriate for them to focus more effort towards integrating knowledge, presenting new ideas, and producing publications to build a strong foundation for the foreseeable future. Accordingly, the University and College expect all junior faculty members to establish a publication record and to seek external support for their research program prior to their first reappointment. Faculty members' start-up packages are provided to support these efforts.

For many junior faculty members, particularly those with post-doctoral training, it is appropriate for them to submit research applications to external agencies as a lead investigator earlier in their appointment to take advantage of an agency's (e.g., NIH) stated goal of the development of new scientists. Departments and schools should provide these faculty members with sufficient administrative support to permit them to execute their sponsored projects while they continue performing the other academic and professional duties necessary to progress toward tenure; however, for those junior faculty members without post-doctoral training or who are trained in disciplines whose principal funding agencies (e.g., OJP, DHS, DOD) do not advantage junior faculty members, too much time allocated to designing and administering externally sponsored research projects, particularly ones involving subcontracts, space, or support staff, is not a desirable activity during a faculty member's first appointment period.

Nevertheless, most junior faculty members will reap intellectual gains by conceptualizing and seeking external support for their research (e.g., feedback from peer-reviews panels and program officers), or by participating as a co-investigator on sponsored projects led by more senior investigators. Both activities can contribute positively towards developing their career without diverting too much of their effort

towards research administration. The expectations for external support and the appropriate amount for every junior faculty member should be determined through individual discussions with their Chair/Director at the time of their appointment and reappointment.

Following reappointment and the awarding of tenure, all faculty members should devote more effort toward generating external research support. As principal investigators or directors of research centers, institutes, or programs, senior faculty can support the career development of junior faculty, graduate students, and undergraduates. To facilitate a greater balance between all expectations and faculty duties within the College, all faculty members who are consistently active with sponsored research should be offered an opportunity to modify their academic duties. These modified duties could include an increased allocation of time devoted towards their research program by reducing other responsibilities such as teaching, advising, service or administration.

Departments and schools choosing this strategy should determine a systematic and codified approach to implement fairly this workforce rebalancing. Some approaches include allocating more fixed term faculty to instructional activities, increasing deployment of differential course loads with select faculty teaching more courses, offering larger enrollment courses to reduce the number of sections, and placing more courses online. Units wishing to implement variable duty assignments must include in their by-laws (or reference its location) a means or metric to determine the quality of the scholarship produced by the faculty.

The Deans' Office supports unit level policies that include sharing facilities and administration (F&A) returns with a project's CSS affiliated investigator to support their research activities. Any unit choosing this option should include in their written policies rules governing the allocation and expenditure of these funds. On a pilot basis, the College will offer the option to a select number of units to match units' F&A return to the faculty on a 1:1 basis but no greater than five percent of the project's Modified Total Direct Cost (MTDC) return. If implemented by a unit, the College will evaluate the initiative after two years to assess its impact on faculty research productivity, and on the unit's and college fiscal status.

In addition to sharing with faculty a proportion of the F&A, a unit may also provide other support (e.g., funded in part by a sponsored project supporting a portion of a faculty member's academic year salary) to a faculty member to advance or expand his or her research program or to help bridge programs between sponsored projects. Faculty members who have sustained successes in securing external support for their research program that exceeds what is expected within their discipline or profession should receive appropriate annual raises and market adjustments. Consistent with university policy, units may also facilitate temporary overload pay or summer salary for up to three months when warranted.ⁱ Any unit choosing one or both of these options should develop a written policy governing the allocation and expenditure of these funds.

New Positions

As part of the annual request and allocation of tenure track positions, the College will seek to balance the recruitment of juniorⁱⁱ and senior faculty. With the participation of the unit chair or director, the Dean's office is responsible for ensuring a balanced faculty (assistant, associate, and professors) across the College's constituent disciplines. The College will also prioritize the recruitment of targeted scholars who bring a sponsored research program with them to Michigan State University.

Vetting and Hiring New Faculty

To meet the University's and College's increased research and scholarship expectations, the College will recruit scientists and scholars to MSU who have already demonstrated the potential to contribute to a unit's and the College's strategic plan. This potential must be determined primarily at the unit level in keeping with the unit's strategic plan. Candidates for faculty positions should demonstrate a capacity to publish lead-authored (e.g., first listed or corresponding author) original articles in high-quality, refereed journals; peer-reviewed chapters for edited books; and/or books by highly regarded academic presses; and to attract appropriate external support to facilitate their research and scholarship. If the candidate is a new Ph.D., there should be clear evidence of the potential for such qualities during their graduate training.

Postings for position vacancies shall clearly state the requirement or preference for the criteria identified above, and units should not consider interviewing candidates who have not clearly demonstrated their capabilities in these areas. *The Deans' Office will review the qualifications of candidates proposed for campus visits on the basis of these criteria and may provide feedback to units before invitations are issued.* In addition, the Deans' Office will provide feedback to schools and departments on their candidates' potential for scholarship and sponsored research activities based upon a review of their credentials and an interview with the candidates.

Research Mentoring and Expectations for Re-appointment, Tenure, and Promotion to Associate Professor (Junior Faculty)

The College's junior faculty members are expected to establish themselves as active participatory scholars. Junior faculty often arrive at MSU with a sense that collaborative research will diminish their case for tenure as they see a need for—and are encouraged to develop—their own identity as independent researchers through refereed publications and sponsored research activities. Given the short time before consideration for tenure (i.e., most credentials need to be established by the end of five years), smaller projects are more likely to promote success than are larger, collaborative projects; however, such judgments also involve consideration of disciplinary interests and expertise. A collaborative research program takes time both in writing applications and in conducting and producing products from the research. If junior faculty members are too *heavily* involved in such initiatives, they may not exercise sufficient effort towards establishing a reputation in their own scientific discipline; therefore, care should be taken to mentor junior faculty if they are involved in such projects.

It is important to recognize that collegiality and collaboration can contribute to the scholarly development of junior faculty. *Therefore, every department and school within the College should maintain a mentoring program for every junior faculty member. Mentoring programs should engage them in active research programs, support their efforts to establish independent research programs, encourage their efforts to produce publications in highly regarded refereed journals, and help them to develop external support to advance their research program.*

The mentoring program should be explicitly referenced in every department or school's strategic plan, and a document describing it should be provided to every new faculty member at the time of their orientation. It is important to implement the program consistently across all junior faculty members, and that mentoring assignment includes engagement with successful, research-active senior members of Michigan State University's faculty or faculty members at peer institutions when appropriate. Senior faculty should observe and review junior faculty progress in their development as active researchers and

provide formative evaluations on an on-going basis. Senior faculty who engage in such mentoring relationships should receive incentives, including consideration in merit salary evaluations.

During an assistant professor's initial probation period and after their probation review they are expected to seek external support for their research either as a project director, principal investigator, or as key personnel supported by grants or contracts. Junior faculty are also encouraged to gain experience with the sponsored-projects process through collaboration on application submissions with more senior faculty already proficient in obtaining external support. As junior faculty gain experience, they should seek principal investigator level roles to support their own research programs.

Senior faculty and unit administrators are responsible for ensuring that the participation of junior faculty in collaborative research efforts contributes to the junior faculty member's progress toward promotion and tenure and the development of independent sponsored research programs.

While junior faculty members are encouraged to seek support through internal funding opportunities to help initiate their own research programs, internal funding awards are expected to be followed by applications to external agencies. Junior faculty should be aware that receiving MSU sponsored research awards (e.g., *DFI, FIF, SPG*, etc.) do not meet the expectation that they seek external support prior to applying for reappointment, promotion and tenure.

Workload assignments for junior faculty should facilitate the development of their scholarly and sponsored research activities. Examples of such modified assignments include reduced instructional responsibilities such as temporary reduction of course loads, student enrollment, or course preparations (i.e., two sections of the same course in a semester), reduced committee assignments, summer research support, preferential access to research assistants, work-study students, or other support personnel that the department or school can afford. These resources should not be allocated only to the most influential members of the department, but distributed in a manner so that junior faculty members become research-active and externally supported as quickly as possible.

Unit procedures for research mentoring and research support for junior faculty should be documented as a part of each department or school's personnel policy. These plans should also clearly address the appropriate roles of external and internal support for junior faculty.

The Dean's Advisory Council on Promotion, Tenure and Reappointment [DACPTR] examines junior faculty portfolios for evidence of sustained *independent scientific and scholarly production* (i.e., not continuing production with a doctoral advisor, and not dependency on other scholars such as colleagues in the department), as evidenced by *senior authorship in high quality refereed journals and peer-reviewed chapters for edited books appropriate to their field of expertise or books published by highly regarded academic presses.*² Multiple authorships are appropriate, but a substantial number of senior authorships are crucial. The standard for measuring this will be discipline-specific. This record should substantiate that the candidate will remain research active well into the future. The DACPTR and the Dean also expect to find that at the time of the promotion and tenure review, the candidate has engaged in a sustained and good faith effort to seek external support for his or her research program,

² Normally, at least a significant part of the evidence of independent intellectual production will be based on work completed while at MSU, but some portion may be based on work done while appointed at other institutions. In the case of candidates for full professor, the emphasis is on intellectual production since the last promotion.

unless their chair or director has verified that no such support is available, is extremely scarce, or is not appropriate to their research area.

Efforts to earn external awards to support one's research should be recorded by MSU's Office for Sponsored Programs. However, when it is not appropriate for MSU to serve as the fiduciary of an award or fellowship, proper documentation of the award—such as the award letter from the sponsor to the PI—should be included in the applicant's dossier.³

Furthermore, because the College has the expectation that all tenure-stream faculty members—regardless of rank—will seek external support for research, any exceptions must be requested by the candidate's chair or director and approved by the Dean prior to the applicant's filing for review. If a candidate is recommended by a unit despite little or no opportunity for support, the chair or director must demonstrate that promotion is consistent with standards prevailing at exemplary peer institutions. They must also establish why a lack of support is not inconsistent with the candidate's position description, subsequent letter of offer, and his or her research area. If an exception is granted, a memo detailing the justification for the exception, signed by their chair or director and the Dean, must be included in the candidate's dossier as an addendum to the chair's letter.

In order for the College promotion recommendations to have the greatest chance of support at the college and university levels, letters from chairs and directors accompanying recommendations must address issues of external support. The chair or director should explicitly address the following points regarding external research funding: 1.) describe the context of external support for the candidate's area of expertise; 2.) how external support enhanced the candidate's scholarship?; and 3.) if the candidate was unsuccessful in securing external support, did he or she then seek assistance such as mentoring to revise and resubmit proposals, and how did the unit support this effort?

Chairs and directors will meet annually with the Dean during the spring semester to review the dossiers of faculty members who will likely apply for reappointment, promotion, or tenure during the succeeding academic year. At that meeting the Chair and Director will review with the Dean the degree to which each of the forthcoming candidates are meeting the RP&T expectations described in the College's Research Guidelines, and will devise remedial plans to modify their duties or make other changes where necessary.

Research Activity Following Promotion & Tenure (Senior Faculty)

It is expected that senior faculty assert intellectual leadership in their fields, and when appropriate, to build multi- or interdisciplinary research teams across units or colleges.

Associate Professors and Professors are expected to develop and sustain their national and international reputations based on original research, scholarship, and publications, and to lead (e.g., principal investigator, project director) externally-supported projects whose source and scope is appropriate to their discipline and area of expertise.

³ Research support managed outside of MSU should be noted in a candidate's *curriculum vitae* (CV) and may be noted in the candidate's Chair letters.

External research support is an important source of financial resources for graduate students (a key College need), and also provides the basis for projects that engage undergraduates in the research enterprise (thus integrating the graduate and undergraduate education missions with research). Sponsored research projects headed by senior faculty also may serve as a context for career mentoring of junior faculty. Accordingly, it is expected that all senior faculty will secure external support for their research programs and scholarship; otherwise, their Chair/Director must seek an exception to this expectation from the Dean in advance of the faculty member's request for promotion to any higher rank. Exceptions will be granted only in instances in which the candidate exhibits substantial, meritorious contributions that demonstrate evidence of leadership, positive impact on the university, and that he or she has performed beyond what is expected by the unit in other areas.

Sabbatical applications should clearly emphasize research and scholarly productivity, such as the anticipation of high quality refereed journal articles and peer-reviewed chapters for edited books, or books published by academic presses, and/or the development of external research applications.

Promotion to Professor

Promotion to Professor connotes that a faculty member has established a well-developed internationally-recognized body of scholarship and research in one or more fields. It therefore represents something more than the fact that a faculty member has continued to regularly author articles and sought external support; rather it signifies that they have demonstrated leadership in their field through significant scholarship.

The essential qualifications for promotion to Professor are continued scholarly activity with impact, evidence of heightened professional stature and leadership in the field, and a record of receiving support for research from external sources. The nature of the scholarly activity, impact and intellectual leadership that is expected will vary across disciplines, but normally includes producing frequently cited articles in the most highly regarded refereed journals; peer-reviewed chapters for edited books, and/or books published by respected academic presses; a sustained record of sponsored research earned via peer reviewed and competitively selected processes; editorial board and/or professional association leadership; election as a Fellow of a professional society; directing sustained research programs, centers or institutes; professional awards or prizes; invited articles and lectures; success at recruiting, training and placing doctoral students; and/or evidence of influence on public policy.

The quality of such achievements is as important as their quantity. The College faculty recognizes the diversity that exists across and within disciplines in the nature of scholarly activity and the forms that professional recognition can take, but no one should expect promotion without clear evidence that they have produced important scholarly contributions that have impact and that they have achieved a high level of professional stature.

Excellence in teaching, administration, or other non-research duties is a positive factor for promotion. However, individuals who are assigned these duties based on their inadequate research activity should not expect a promotion to Professor until they have clearly re-established their research activity and have made scholarly contributions.

Non-Research-Active Faculty

If any member of the tenured faculty is not actively producing research, that individual should consult with his or her Chair or Director regarding a Faculty Development Plan (as specified in the College of Social Science Policy on Faculty Development), and make every effort to reinvigorate his or her research activity. A Faculty Development Plan to reinvigorate research may include attendance at grant writing workshops, participation in research mentoring activities or interest groups, or other constructive activities that are agreed upon by the individual and their Chair or Director.

If an appropriate level of research activity cannot be re-started within a two-year period, however, it is appropriate for that individual to have an increased course load or other duties assigned that are not related to research. A larger course load or other negotiated activities for faculty who are not research-active help to support the research mission of the College by allowing research-active faculty—particularly junior faculty—to temporarily have a reduced course load. Thus, individuals who have a larger course load or other assigned duties as a result of little or no research activity should have their merit salary awards determined on the basis of a re-assignment of workload.

College Support and Incentives for Research Activity

Infrastructure support for faculty at each career stage is as varied as it is important. The Deans' Office continues to identify and implement new activities that individual units or the College can administer. For instance, through start-up packages, calls for new college interdisciplinary research platforms, the College's annual Faculty Initiative Fund [FIF] program, or the Office of the Vice President for Research and Graduate Studies' Discretionary Funding Initiative [DFI], Humanities and Arts Research Program [HARP] and Strategic Partnership Grants [SPG], the Deans' Office now provides seed and bridging support matched by the unit to leverage other internal funds in strategic research areas.

The College also maintains a program to support faculty who seek to improve their sponsored research proposals. These resources are available to engage an external expert who can provide faculty members with detailed feedback and suggestions for improving their funding application before submission. Such a pre-submission assessment should increase the likelihood of success by improving the quality of the application. The College has a model process and will work with interested units to develop an appropriate process for the discipline and funding agency, and to vet proposed external reviewers.

Each unit must cover 50 percent of the costs of these activities. The program can cover a reviewer's honorarium and/or their travel to MSU. The College policy is that such support must lead to a relevant application for external research sponsorship within six months of the completed review before any additional support is provided to the faculty member. The College will assess the implementation of this program to determine its impact over time.

To facilitate competing for major sponsored research programs, the Deans' Office is establishing a "Social Science Research Fellows" program to further support our most highly productive and motivated faculty members (criteria and application process to be determined by the Deans' Office in concert with unit Chairs and Directors). This College program will permit a select group of our most productive faculty members the flexibility to respond to major funding opportunities by empowering them with resources to establish a team of faculty and staff who are most likely to produce successful applications. The College will provide these fellows with infrastructure (fiscal and personnel) support and other

resource incentives to implement a plan to compete for major sponsored research program awards (threshold amount to be determined through consultation).

The Deans' Office, along with units, will participate in supporting graduate student research enhancement requests, and the College will establish a process for units to apply for graduate assistant support from the pool of college funds from which faculty lines are drawn.

Because an important part of facilitating external awards is the provision of assistance with the non-science aspects of writing an application (e.g., preparation of budgets), the Deans' Office will provide writing and pre- and post-award research administration support to faculty who lack such support in their departments.

For departments and schools with sufficient external sponsorship, much of this support is most efficiently provided by the unit, but there is a role for assistance by the College, particularly in smaller units attempting to expand involvement with external support. As with application preparation, this is an activity where faculty can frequently use assistance to allow them to focus more on the research itself. Often, these services are located within the more productive units, or are provided by our centers and institutes to affiliated faculty members.

The Deans' office is exploring the possibility of augmenting these efforts by offering these services more broadly across the College. Besides providing direct administrative support, the College will co-sponsor faculty members' participation in University sponsored research grant writing workshops. These workshops are scheduled annually by the Office for the Vice-President for Research and Graduate Studies. The College will also sponsor visits from sponsoring agency personnel to discuss their forthcoming programs and/or RFF/As, as well as co-sponsor with departments and schools sending research-active faculty to meet with program officers at their headquarters; units must cover 50 percent of the cost. These meetings and visits should parallel our internal activities to facilitate building research that advances the college's strategic platforms. These activities could include workshops by faculty and academic leaders to discuss parallel research themes.

To ensure smooth working relations between the College and OSP and CGA, the College will facilitate meetings among sponsored research support personnel in different units of the College that may include training sessions with personnel from these two university offices or other relevant units within the university.

Finally, the College acknowledges that there are many ways of rewarding research excellence among our faculty. In addition to the above recommendations for compensation, promotion and tenure, and infrastructure support, the College will initiate a College-wide award for research excellence in order to celebrate the outstanding work our scholars produce in the social, behavioral, and economic sciences at MSU.

ⁱ For University overload policy, see:

<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/overloadpay.htm>

ⁱⁱ "Junior" is defined here as an individual with no post-Ph.D. professional experience.