How important is it for you to integrate research into the undergraduate coursework that you teach?

			Please choose the college you are affiliated with:									
			Dorothy A. Schmidt College of Arts and Letters	College of Business	College for Design and Social Inquiry	College of Education	College of Engineering and Computer Science	Harriet L. Wilkes Honors College	Christine E. Lynn College of Nursing	Charles E. Schmidt College of Science	Other	Total
How important is it for you to integrate research into the undergraduate coursework that you teach?	Very important	Count	15	4	1	8	6	3	4	7	2	50
		% within Please choose the college you are affiliated with:	53.6%	50.0%	20.0%	80.0%	46.2%	100.0%	66.7%	50.0%	66.7%	55.6%
	Somewhat important	Count	12	3	4	2	4	0	1	6	1	33
		% within Please choose the college you are affiliated with:	42.9%	37.5%	80.0%	20.0%	30.8%	.0%	16.7%	42.9%	33.3%	36.7%
	Not important	Count	1	1	0	0	3	0	1	1	0	7
		% within Please choose the college you are affiliated with:	3.6%	12.5%	.0%	.0%	23.1%	.0%	16.7%	7.1%	.0%	7.8%
Total		Count	28	8	5	10	13	3	6	14	3	90
		% within Please choose the college you are affiliated with:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

How have you integrated research into the undergraduate experience? Check all that apply.

1. Course-based research – **67.5% selected**
2. Mentored research – **37.6% selected**
3. Hosted workshops and provided research for students and faculty – **12% selected**
4. Other co-curricular activities – **17.1% selected**
5. I am not involved – **14.5% selected**

If "other co-curricular activities" please describe.

Requested that Research/Information Resources be embedded in Education, Nursing and Geomatics courses.

Intraprofessional learning opportunities.

Provide online research guides for a varietyof subjects and classes, including coordinating guides for Heritage Months on campus.

Preparing students to present research at Honors College Research Symposium, and preparing student work for submission to scholarly journals.

I assign students a "memo to the client" in which they are required to research a topic in accounting and summarize their findings in the form of a memo.

Guided field trips, both urban and environmental

Theatre Production and Performance

Historical Methods and Senior Seminar classes, served on thesis committees for Honors College (and MA theses, but that's grad).

I direct DIS students, but the experience is not linked to what I teach

Program coordinator.

Used students on all ocean consulting and unpaid activities.

(1)Senior Seminar Series during the Spring Term (1 credit course)

(2)Distribution of several research papers as part of the regular course curriculum in acoustics.

Where in the curriculum have you engaged students in undergraduate research?

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Where in the curriculum have you engaged students in undergraduate research?	Upper Division courses	Count	16	8	7	10	12	1	3	11	2	70
		% within Please choose the college you are affiliated with:	53.3%	88.9%	63.6%	58.8%	63.2%	33.3%	42.9%	73.3%	50.0%	60.9%
	Lower Division courses	Count	1	0	0	4	1	1	2	0	0	9
		% within Please choose the college you are affiliated with:	3.3%	.0%	.0%	23.5%	5.3%	33.3%	28.6%	.0%	.0%	7.8%
	Upper and Lower Division courses	Count	8	0	2	0	1	1	1	2	1	16
		% within Please choose the college you are affiliated with:	26.7%	.0%	18.2%	.0%	5.3%	33.3%	14.3%	13.3%	25.0%	13.9%
	None	Count	5	1	2	3	5	0	1	2	1	20
		% within Please choose the college you are affiliated with:	16.7%	11.1%	18.2%	17.6%	26.3%	.0%	14.3%	13.3%	25.0%	17.4%
Total		Count	30	9	11	17	19	3	7	15	4	115
		% within Please choose the college you are affiliated with:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

For your LOWER division undergraduate courses, describe how you engaged your undergraduates in research. Check all that apply.

1. Research led – learning about current research in the discipline – **56% selected**
2. Research oriented – developing research skills and techniques – **60% selected**
3. Research based – undertaking research – **48% selected**
4. Research tutored – engaging in research discussions – **44% selected**
5. None – **0% selected**

For your UPPER division undergraduate courses, describe how you engaged your undergraduates in research. Check all that apply.

1. Research led – learning about current research in the discipline – **59.3% selected**
2. Research oriented – developing research skills and techniques – **65.1% selected**
3. Research based – undertaking research – **55.8% selected**
4. Research tutored – engaging in research discussions – **34.9% selected**
5. None – **0% selected**

What barriers exist at FAU regarding developing a culture of undergraduate research by integrating it into the curriculum for our students? Check all that apply.

1. Faculty time – **63.7% selected**

2. Amounts of course material to be covered – **43.4 % selected**
3. Class sizes – **57.5% selected**
4. University resources (ex. TA support and professional development) – **54% selected**
5. Student interest – **26.5 % selected**
6. Student capabilities – **35.4% selected**
7. Variety of students in class – **26.5% selected**
8. Other – **15.9% selected**

If other, please specify additional barriers which exist.

Rigid departmental syllabi that leave little to no room for any individual instructor-designed assignments aligned with course objectives but that might better match practice to theory.

Diversity of skills of students. Skills assessment needed to make classes relevant to a variety of needs.

Culture of minimum student engagement in academics

There is too much emphasis on the sciences and practically none on the humanities. This makes research instruction in literature much more difficult.

Student lab space

Library on the Boca campus is underfunded.

Conflicting university missions between expanding research and expanding student enrollment. It is possible to do one or the other well, but not both - research success in classes requires smaller class sizes of top-tier students.

In the social sciences, the class sizes have become so much larger that any project that involves research and writing has become increasingly more difficult to carry out.

Lack of funds to obtain course support materials (research materials/models/sample works/reference materials)

Financial Support

In my area we are in desperate need of technological upgrades and support. It is slow in coming, if at all.

Cancelling classes for low enrollment. Senior Seminar History classes have been cancelled this semester on partner campuses. These small seminars are outstanding for doing undergraduate research, really pivotal to introducing students to serious research. It's very sad they are being cancelled.

Demanding state standards and assessment across hundreds of indicators.

Money and space. I would like to start a Demonstrations Laboratory to teach simple experiences (common sense) that many of our students lack. Things such as, placing a balloon in a vacuum chamber or in a microwave oven, spinning a top, simple ink paper chromatography,etc.

For B.A., B.S., even M.S. students, a research project is not required. In order to complete a degree, most consider it easier to do coursework only.

I have been on faculty here for several years. Class sizes at the upper division undergraduate are already high and going higher. Having three dozen or more students in a class contributes to an environment where serious intellectual discussion is already severely limited. Encouraging students to participate in research will likewise be even more difficult under such conditions.

There are few upper division courses with labs offered because all tenured faculty in Biology are busy with huge enrollment/required courses and cannot spend time with students on special interests/research interests.

Lack of library resources

Inability of State System to understand that some marine planned activities are time ands weather controlled and they would not let me hire a boat on a day in the future when weather cooperated.

Lack of specific labs, exclusively research courses

Funding is for Grad Students

Distance Learning Program does not offer much contact between instructor and student, my type of research does not overlap enough with class material to provide a research participation for the student without further advising. Currently looking to solve this problem by getting students from other disciplines interested.

How would you rate the importance of students participating in undergraduate research experiences that occur outside of the classroom (with you or other faculty members)?

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How would you rate the importance of students participating in undergraduate research experiences that occur outside of the classroom (with you or other faculty members)?	Very important	Count	13	2	4	6	10	3	4	10	3	55
		% within Please choose the college you are affiliated with:	44.8%	22.2%	36.4%	40.0%	55.6%	100.0%	57.1%	62.5%	100.0%	49.5%
	Somewhat important	Count	15	6	7	9	5	0	3	6	0	51
		% within Please choose the college you are affiliated with:	51.7%	66.7%	63.6%	60.0%	27.8%	.0%	42.9%	37.5%	.0%	45.9%
	Not important	Count	1	1	0	0	3	0	0	0	0	5
		% within Please choose the college you are affiliated with:	3.4%	11.1%	.0%	.0%	16.7%	.0%	.0%	.0%	.0%	4.5%
Total		Count	29	9	11	15	18	3	7	16	3	111
		% within Please choose the college you are affiliated with:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Have you participated in any scholarly research with any of your undergraduate students within the last two years (Fall 2009-present)?

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Have you participated in any scholarly research with any of your undergraduate students within the last two years (Fall 2009-present)?	Yes	Count	10	1	3	3	9	2	4	10	2	44
		% within Please choose the college you are affiliated with:	34.5%	11.1%	27.3%	17.6%	47.4%	66.7%	57.1%	62.5%	50.0%	38.3%
	No	Count	19	8	8	14	10	1	3	6	2	71
		% within Please choose the college you are affiliated with:	65.5%	88.9%	72.7%	82.4%	52.6%	33.3%	42.9%	37.5%	50.0%	61.7%
Total		Count	29	9	11	17	19	3	7	16	4	115
		% within Please choose the college you are affiliated with:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

For how many undergraduates have you been a research mentor/supervisor (Direct Independent Study included), during the past two academic years (Fall 2009-present)?

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			Dorothy A. Schmidt College of Arts and Letters	College of Business	College for Design and Social Inquiry	College of Education	College of Engineering and Computer Science	Harriet L. Wilkes Honors College	Christine E. Lynn College of Nursing	Charles E. Schmidt College of Science	Other	Total
For how many undergraduates have you been a research mentor/supervisor (Direct Independent Study included), during the past two academic years (Fall 2009-present)?	1-3	Count	5	1	1	2	4	0	1	5	1	20
		% within Please choose the college you are affiliated with:	55.6%	100.0%	100.0%	66.7%	44.4%	.0%	50.0%	50.0%	50.0%	51.3%
	4-6	Count	2	0	0	0	2	1	1	3	1	10
		% within Please choose the college you are affiliated with:	22.2%	.0%	.0%	.0%	22.2%	50.0%	50.0%	30.0%	50.0%	25.6%
	7-9	Count	0	0	0	0	3	1	0	1	0	5
		% within Please choose the college you are affiliated with:	.0%	.0%	.0%	.0%	33.3%	50.0%	.0%	10.0%	.0%	12.8%
	10-12	Count	1	0	0	0	0	0	0	0	0	1
		% within Please choose the college you are affiliated with:	11.1%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	2.6%
	More than 12	Count	1	0	0	1	0	0	0	1	0	3
		% within Please choose the college you are affiliated with:	11.1%	.0%	.0%	33.3%	.0%	.0%	.0%	10.0%	.0%	7.7%
Total		Count	9	1	1	3	9	2	2	10	2	39
		% within Please choose the college you are affiliated with:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

How many hours per week (on average) have you spent mentoring/supervising EACH STUDENT with their undergraduate research and scholarship?

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			Dorothy A. Schmidt College of Arts and Letters	College of Business	College for Design and Social Inquiry	College of Education	College of Engineering and Computer Science	Harriet L. Wilkes Honors College	Christine E. Lynn College of Nursing	Charles E. Schmidt College of Science	Other	Total
How many hours per week (on average) have you spent mentoring/supervising EACH STUDENT with their undergraduate research and scholarship?	Less than 1 hour	Count	2	0	0	0	4	0	1	1	0	8
		% within Please choose the college you are affiliated with:	22.2%	.0%	.0%	.0%	44.4%	.0%	33.3%	10.0%	.0%	19.0%
	1-2 hours	Count	5	1	1	2	3	1	0	3	0	16
		% within Please choose the college you are affiliated with:	55.6%	100.0%	33.3%	66.7%	33.3%	50.0%	.0%	30.0%	.0%	38.1%
	2-3 hours	Count	2	0	2	0	2	1	1	2	1	11
		% within Please choose the college you are affiliated with:	22.2%	.0%	66.7%	.0%	22.2%	50.0%	33.3%	20.0%	50.0%	26.2%
	3-4 hours	Count	0	0	0	0	0	0	0	1	1	2
		% within Please choose the college you are affiliated with:	.0%	.0%	.0%	.0%	.0%	.0%	.0%	10.0%	50.0%	4.8%
	More than 4 hours	Count	0	0	0	1	0	0	1	3	0	5
		% within Please choose the college you are affiliated with:	.0%	.0%	.0%	33.3%	.0%	.0%	33.3%	30.0%	.0%	11.9%
Total		Count	9	1	3	3	9	2	3	10	2	42
		% within Please choose the college you are affiliated with:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

How many hours per week (on average) are you willing to spend mentoring/supervising each student with their undergraduate research, scholarship, and creative activity?

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			Dorothy A. Schmidt College of Arts and Letters	College of Business	College for Design and Social Inquiry	College of Education	College of Engineering and Computer Science	Harriet L. Wilkes Honors College	Christine E. Lynn College of Nursing	Charles E. Schmidt College of Science	Other	Total
How many hours per week (on average) are you willing to spend mentoring/supervising each student with their undergraduate research, scholarship, and creative activity?	Less than 1 hour	Count	0	0	0	0	1	0	1	1	0	3
		% within Please choose the college you are affiliated with:	.0%	.0%	.0%	.0%	11.1%	.0%	50.0%	10.0%	.0%	7.3%
	1-2 hours	Count	5	0	1	2	5	1	1	2	0	17
		% within Please choose the college you are affiliated with:	50.0%	.0%	50.0%	66.7%	55.6%	50.0%	50.0%	20.0%	.0%	41.5%
	2-3 hours	Count	2	0	1	0	1	1	0	4	1	10
		% within Please choose the college you are affiliated with:	20.0%	.0%	50.0%	.0%	11.1%	50.0%	.0%	40.0%	50.0%	24.4%
	3-4 hours	Count	2	1	0	1	1	0	0	1	1	7
		% within Please choose the college you are affiliated with:	20.0%	100.0%	.0%	33.3%	11.1%	.0%	.0%	10.0%	50.0%	17.1%
	More than 4 hours	Count	1	0	0	0	1	0	0	2	0	4
		% within Please choose the college you are affiliated with:	10.0%	.0%	.0%	.0%	11.1%	.0%	.0%	20.0%	.0%	9.8%
Total		Count	10	1	2	3	9	2	2	10	2	41
		% within Please choose the college you are affiliated with:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

How is this scholarly research with undergraduate students funded?

1. Internally only (ex. FAU Undergraduate Research Grants) – **14% selected**
2. Externally only (ex. private or federal funding) – **11.6% selected**
3. Combination of internal and external – **7% selected**
4. Non-funded – **83.7 % selected**

How are your undergraduate students required to present their research work or activities (whether completed or in progress)? Check all that apply.

1. A paper/document or final product (ex. thesis, video, piece of art, music composition, etc.) – **68.2% selected**
2. Documentation of time spent on the research or activity (ex. journal, lab notebook, etc.) – **34.1% selected**
3. An internal capstone presentation or performance (ex. in class, to faculty, to other students, etc.) – **38.6% selected**
4. An external capstone presentation or performance (ex. in conferences, meetings, online, etc.) – **11.4% selected**
5. There is no presentation requirement for my students to meet – **13.6% selected**

In the past two academic years (Fall 2009-present), how many of your undergraduate students authored/co-authored a published article (in press or actually published) based on the research, scholarship and creative activity efforts they engaged in with you?

			Please choose the college you are affiliated with:									
			Dorothy A. Schmidt College of Arts and Letters	College of Business	College for Design and Social Inquiry	College of Education	College of Engineering and Computer Science	Harriet L. Wilkes Honors College	Christine E. Lynn College of Nursing	Charles E. Schmidt College of Science	Other	Total
In the past two academic years (Fall 2009-present), how many of your undergraduate students authored/co-authored a published article (in press or actually published) based on the research, scholarship and creative activity efforts they engaged in with you?	None	Count	9	1	2	2	2	2	3	8	2	31
		% within Please choose the college you are affiliated with:	90.0%	100.0%	100.0%	66.7%	22.2%	100.0%	75.0%	80.0%	100.0%	72.1%
	1-2	Count	1	0	0	1	4	0	1	2	0	9
		% within Please choose the college you are affiliated with:	10.0%	.0%	.0%	33.3%	44.4%	.0%	25.0%	20.0%	.0%	20.9%
	3-4	Count	0	0	0	0	2	0	0	0	0	2
		% within Please choose the college you are affiliated with:	.0%	.0%	.0%	.0%	22.2%	.0%	.0%	.0%	.0%	4.7%
	5-7	Count	0	0	0	0	1	0	0	0	0	1
		% within Please choose the college you are affiliated with:	.0%	.0%	.0%	.0%	11.1%	.0%	.0%	.0%	.0%	2.3%
Total		Count	10	1	2	3	9	2	4	10	2	43
		% within Please choose the college you are affiliated with:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

In the past two academic years (Fall 2009-present), how many of your undergraduate students presented/co-presented research findings, scholarly work, or exhibitions/performances at a professional conference/professional setting, based on the research, scholarship and creative activity efforts they engaged in with you?

			Please choose the college you are affiliated with:									
			Dorothy A. Schmidt College of Arts and Letters	College of Business	College for Design and Social Inquiry	College of Education	College of Engineering and Computer Science	Harriet L. Wilkes Honors College	Christine E. Lynn College of Nursing	Charles E. Schmidt College of Science	Other	Total
In the past two academic years (Fall 2009-present), how many of your undergraduate students presented/co-presented research findings, scholarly work, or exhibitions/performances at a professional conference/professional setting, based on the research, scho	None	Count	8	1	1	1	2	1	2	7	1	24
		% within Please choose the college you are affiliated with:	80.0%	100.0%	50.0%	33.3%	22.2%	50.0%	50.0%	70.0%	50.0%	55.8%
	1-2	Count	1	0	1	2	6	0	0	2	1	13
		% within Please choose the college you are affiliated with:	10.0%	.0%	50.0%	66.7%	66.7%	.0%	.0%	20.0%	50.0%	30.2%
	3-4	Count	0	0	0	0	1	0	0	1	0	2
		% within Please choose the college you are affiliated with:	.0%	.0%	.0%	.0%	11.1%	.0%	.0%	10.0%	.0%	4.7%
	5-7	Count	0	0	0	0	0	0	1	0	0	1
		% within Please choose the college you are affiliated with:	.0%	.0%	.0%	.0%	.0%	.0%	25.0%	.0%	.0%	2.3%
	8 or more	Count	1	0	0	0	0	1	1	0	0	3
		% within Please choose the college you are affiliated with:	10.0%	.0%	.0%	.0%	.0%	50.0%	25.0%	.0%	.0%	7.0%
Total		Count	10	1	2	3	9	2	4	10	2	43
		% within Please choose the college you are affiliated with:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

If your undergraduate research students attend or make presentations at meetings/conferences, where does the funding to help these students originate? Check all that apply.

1. From my department – **10.9% selected**
2. From outside of my department but within FAU – **8.2% selected**
3. From external research funds/grants – **8.2% selected**
4. Students must fund themselves – **26.4% selected**
5. Not applicable because my students do not attend/present at meetings/conferences – **60% selected**

If money from within FAU is used (whether from department or another office) for attending or presenting at meetings/conferences, how is this money awarded to students? Check all that apply.

1. Students directly apply for the funding themselves to whomever has it – **68.4% selected**
2. Students are awarded the money based on the faculty member they work with – **21.1% selected**
3. Faculty are awarded the money based on the faculty member they work with – **10.5% selected**
4. Other – **5.3% selected**

If other, please explain.

The college does not support or value work with UG students.

Faculty are encouraged to serve as mentors/supervisors

The Library supports research by offering workshops, class instruction, individual student instruction and collaborative initiatives with faculty that include research resources embedded in the curriculum and on Blackboard.

The library offers classes (scheduled by faculty/class instructors), separate classes offered by the library to whoever is interested, assistance at the Reference Desk, Ask a Librarian (phone, chat, email and texting reference assistance) and individual or small group consultations to interested students, faculty and staff.

Do not know of any department activity in this area/any activity that is done outside of the FTE assignments for NTT is done on own with compensation/course release

There is no faculty support available, so doing a DIS for example is discouraged because we get nothing for it except the satisfaction of working with great students.

Because of our heavy reliance on mentors in classrooms, teaching supervisors onsite, and faculty acting as coaches this question is impossible to respond to through the lens of research alone.

Faculty should but are not required to be mentors to undergraduates.

Undergraduate research is not an active program in our college. Students conduct community assessments and some evaluation but do not usually engage in structured research activities.

Does your department/program offer venues for undergraduate students to showcase their work?

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			Dorothy A. Schmidt College of Arts and Letters	College of Business	College for Design and Social Inquiry	College of Education	College of Engineering and Computer Science	Harriet L. Wilkes Honors College	Christine E. Lynn College of Nursing	Charles E. Schmidt College of Science	Other	Total
Does your department/program offer venues for undergraduate students to showcase their work?	Yes	Count	18	1	5	7	8	3	4	7	0	53
		% within Please choose the college you are affiliated with:	58.1%	11.1%	45.5%	41.2%	42.1%	100.0%	57.1%	43.8%	.0%	45.3%
	No	Count	6	4	2	3	8	0	3	2	1	29
		% within Please choose the college you are affiliated with:	19.4%	44.4%	18.2%	17.6%	42.1%	.0%	42.9%	12.5%	25.0%	24.8%
	Unsure	Count	7	4	4	7	3	0	0	7	3	35
		% within Please choose the college you are affiliated with:	22.6%	44.4%	36.4%	41.2%	15.8%	.0%	.0%	43.8%	75.0%	29.9%
Total		Count	31	9	11	17	19	3	7	16	4	117
		% within Please choose the college you are affiliated with:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Does your department/program offer assistance (ex. money, training, time off for mentoring) to faculty engaging students in undergraduate research and scholarship?

			Please choose the college you are affiliated with:									
			Dorothy A. Schmidt College of Arts and Letters	College of Business	College for Design and Social Inquiry	College of Education	College of Engineering and Computer Science	Harriet L. Wilkes Honors College	Christine E. Lynn College of Nursing	Charles E. Schmidt College of Science	Other	Total
Does your department/program offer assistance (ex. money, training, time off for mentoring) to faculty engaging students in undergraduate research and scholarship?	Yes	Count	4	0	2	1	3	2	1	4	0	17
		% within Please choose the college you are affiliated with:	13.3%	.0%	18.2%	5.9%	15.8%	66.7%	14.3%	25.0%	.0%	14.7%
	No	Count	20	4	8	7	12	0	4	9	1	65
		% within Please choose the college you are affiliated with:	66.7%	44.4%	72.7%	41.2%	63.2%	.0%	57.1%	56.3%	25.0%	56.0%
	Unsure	Count	6	5	1	9	4	1	2	3	3	34
		% within Please choose the college you are affiliated with:	20.0%	55.6%	9.1%	52.9%	21.1%	33.3%	28.6%	18.8%	75.0%	29.3%
Total		Count	30	9	11	17	19	3	7	16	4	116
		% within Please choose the college you are affiliated with:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Which of the following best describes your department/program's position on undergraduate research mentoring/supervising?

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Which of the following best describes your department/program's position on undergraduate research mentoring/supervising?	Faculty are required to serve as mentors/supervisors	Count	7	1	3	2	2	3	1	1	0	20
		% within Please choose the college you are affiliated with:	22.6%	11.1%	30.0%	12.5%	10.5%	100.0%	14.3%	6.7%	.0%	17.5%
	Faculty are not required to serve as mentors/supervisors	Count	10	3	1	2	5	0	3	3	1	28
		% within Please choose the college you are affiliated with:	32.3%	33.3%	10.0%	12.5%	26.3%	.0%	42.9%	20.0%	25.0%	24.6%
	The department/program takes no position	Count	12	4	5	6	11	0	2	8	1	49
		% within Please choose the college you are affiliated with:	38.7%	44.4%	50.0%	37.5%	57.9%	.0%	28.6%	53.3%	25.0%	43.0%
	Other	Count	2	1	1	6	1	0	1	3	2	17
		% within Please choose the college you are affiliated with:	6.5%	11.1%	10.0%	37.5%	5.3%	.0%	14.3%	20.0%	50.0%	14.9%
Total		Count	31	9	10	16	19	3	7	15	4	114
		% within Please choose the college you are affiliated with:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

If other, please explain.

Faculty are encouraged to serve as mentors/supervisors

The Library supports research by offering workshops, class instruction, individual student instruction and collaborative initiatives with faculty that include research resources embedded in the curriculum and on Blackboard.

The library offers classes (scheduled by faculty/class instructors), separate classes offered by the library to whoever is interested, assistance at the Reference Desk, Ask a Librarian (phone, chat, email and texting reference assistance) and individual or small group consultations to interested students, faculty and staff.

Do not know of any department activity in this area/any activity that is done outside of the FTE assignments for NTT is done on own with compensation/course release

There is no faculty support available, so doing a DIS for example is discouraged because we get nothing for it except the satisfaction of working with great students.

Because of our heavy reliance on mentors in classrooms, teaching supervisors onsite, and faculty acting as coaches this question is impossible to respond to through the lens of research alone.

Faculty should but are not required to be mentors to undergraduates.

Undergraduate research is not an active program in our college. Students conduct community assessments and some evaluation but do not usually engage in structured research activities.

In your opinion rate the degree to which a focus on undergraduate research, scholarship and creative activity fits in with the current strategic plan and mission of the university.

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In your opinion rate the degree to which a focus on undergraduate research, scholarship and creative activity fits in with the current strategic plan and mission of the university.	Completely	Count	6	1	0	4	4	2	3	3	3	26
		% within Please choose the college you are affiliated with:	20.0%	12.5%	.0%	26.7%	22.2%	66.7%	42.9%	20.0%	75.0%	23.4%
	Somewhat	Count	6	5	7	6	5	1	2	4	1	37
		% within Please choose the college you are affiliated with:	20.0%	62.5%	63.6%	40.0%	27.8%	33.3%	28.6%	26.7%	25.0%	33.3%
	Slightly	Count	12	2	1	5	4	0	1	5	0	30
		% within Please choose the college you are affiliated with:	40.0%	25.0%	9.1%	33.3%	22.2%	.0%	14.3%	33.3%	.0%	27.0%
	Not at all	Count	6	0	3	0	5	0	1	3	0	18
		% within Please choose the college you are affiliated with:	20.0%	.0%	27.3%	.0%	27.8%	.0%	14.3%	20.0%	.0%	16.2%
Total		Count	30	8	11	15	18	3	7	15	4	111
		% within Please choose the college you are affiliated with:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Relative to your other responsibilities and goals within the university, how important is it to you (personally) to engage with undergraduate students in research, scholarship, and creative activity?

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Relative to your other responsibilities and goals within the university, how important is it to you (personally) to engage with undergraduate students in research, scholarship, and creative activity?	Much less important than other goals/responsibilities	Count	3	3	1	4	2	0	2	1	0	16
		% within Please choose the college you are affiliated with:	9.7%	33.3%	10.0%	25.0%	11.1%	.0%	28.6%	6.3%	.0%	14.0%
	Less important than other goals/responsibilities	Count	11	3	3	4	9	0	1	6	1	38
		% within Please choose the college you are affiliated with:	35.5%	33.3%	30.0%	25.0%	50.0%	.0%	14.3%	37.5%	25.0%	33.3%
	Equal to other goals/responsibilities	Count	13	2	5	7	5	3	3	8	2	48
		% within Please choose the college you are affiliated with:	41.9%	22.2%	50.0%	43.8%	27.8%	100.0%	42.9%	50.0%	50.0%	42.1%
	More important than other goals/responsibilities	Count	3	1	1	0	2	0	0	1	0	8
		% within Please choose the college you are affiliated with:	9.7%	11.1%	10.0%	.0%	11.1%	.0%	.0%	6.3%	.0%	7.0%
	Much more important than other goals/responsibilities	Count	1	0	0	1	0	0	1	0	1	4
		% within Please choose the college you are affiliated with:	3.2%	.0%	.0%	6.3%	.0%	.0%	14.3%	.0%	25.0%	3.5%
Total		Count	31	9	10	16	18	3	7	16	4	114
		% within Please choose the college you are affiliated with:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

In your opinion, how important is faculty mentored undergraduate research, scholarship and creative activity in regards to student learning?

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			Dorothy A. Schmidt College of Arts and Letters	College of Business	College for Design and Social Inquiry	College of Education	College of Engineering and Computer Science	Harriet L. Wilkes Honors College	Christine E. Lynn College of Nursing	Charles E. Schmidt College of Science	Other	Total
In your opinion, how important is faculty mentored undergraduate research, scholarship and creative activity in regards to student learning?	Very important	Count	19	3	4	7	10	3	2	9	4	61
		% within Please choose the college you are affiliated with:	63.3%	33.3%	36.4%	41.2%	55.6%	100.0%	28.6%	64.3%	100.0%	54.0%
	Somewhat important	Count	9	6	7	9	5	0	5	4	0	45
		% within Please choose the college you are affiliated with:	30.0%	66.7%	63.6%	52.9%	27.8%	.0%	71.4%	28.6%	.0%	39.8%
	Not important	Count	2	0	0	1	3	0	0	1	0	7
		% within Please choose the college you are affiliated with:	6.7%	.0%	.0%	5.9%	16.7%	.0%	.0%	7.1%	.0%	6.2%
Total		Count	30	9	11	17	18	3	7	14	4	113
		% within Please choose the college you are affiliated with:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Please explain the benefits of faculty mentored undergraduate research, scholarship and creative activity in regards to student learning.

Participation and involvement increases learning and retention

Any faculty mentored research or creative project is important: in the case of undergrads, it is preparation for the increasing numbers of students in the College of Education who plan to go further and get a Master's degree.

IT's not just learning of content, it professional development.

Helps them to be assertive and adopt a sense of self-learning capabilities

Students engaging in research - particularly independently derived and contextualized - requires the critical distance and experience of faculty if it is to be a success - both in regard to the project itself and to understanding the experience and trajectory of research projects.

Better preparation for life after graduation.

I think it is important that the undergraduates first learn the basics and fundamentals thoroughly from coursework and then take part in research activity. It is pathetic to see students not focus on coursework and do all sorts of hands-on nonsense in the name of undergraduate research. In fact, one student even told me that coursework is slowing him down and therefore spends most of the time assisting some funded research project with the false belief that he is doing "research".

Students will know in depth the research issue. Moreover, they will appreciate research as an effective learning method.

Engaging in research is true learning. The student asks critical questions at the frontier of knowledge, assesses the difficulties of discovering solutions, and achieves solutions for those problems that are tractable. The satisfaction of discovery reinforces the desire and thirst for learning, and for achieving more.

Creates a community of scholars...from the earliest degrees to the terminal degrees everyone is doing and think research.

Research and collaborative scholarship develops the student's knowledge base, self-confidence, networking and presentation skills, and stimulates the student's critical thinking, strategic planning and organizational skills. The student channels his creativity into entrepreneurial endeavors, grants and scholarships, and hopefully, a life-long pursuit of a

challenging, fulfilling "career" of research and learning. The faculty and students emerge with new knowledge and research partners and FAU hones its reputation as an exceptional university. The rewards are never ending.

Student learn best and are usually more engaged when they have ownership in their learning. Students learn from each other as well as the teacher when doing research together.

It is a valuable aspect of learning and the development of critical thinking skills. It aint gonna happen at FAU!!!

Faculty-mentored undergraduate research, scholarship and creative activity can greatly benefit student learning by: 1) personalizing the research activities the students, 2) creating mentoring relationships, 3) helping to develop good stdent research skills, 4) introducing and working with students throughout the research process including development of writing skills to communicate the research results, 5) expanding the horizons of students regarding how and where to find good research materials including how to assess the quality of research materials online, and 6) promoting and helping to establish the disciplines needed for good research habits.

Theory/praxis. Individualized experience. Ownership of learning.

It provides an opportunity to experience what a research career is about. It gives student first hand experience and knowledge of how research is done and how knowledge is created. I am a scientist today because of my undergraduate research experience.

I believe that students can thrive if they are taken seriously and given independence and responsibility.

It is important. However, FAU is currently unable to provide the kind of environment (for both faculty and students) that makes this possible, since FAU is increasing class sizes, reducing resources to faculty (including the time available to faculty for engaging in research work with undergraduate students), etc. This kind of activity is possible at small liberal-arts colleges in which classes are smaller, entrance and retention standards are high, and the faculty are given the time to interact with students outside the classroom.

It depends on what you mean by research. If you mean research that occurs in the context of a class, then it is very important. If you mean research that occurs outside of a class, then it is less important. What we do in our classes is of primary importance to me, as that's where we reach all of our students. Inquiry-based learning, student-centered teaching -- these are ways of bringing students into the process of answering and answering question in a disciplined way. The benefits are clear: students improve their skills of inquiry, planning, collaboration, reasoning, and writing.

Students learn to apply the unique methods of anthropological research and gain a greater understanding of how research results fit into general anthropological knowledge, and students learn how to break down a large research question into manageable steps.

Faculty mentored undergraduate research would seem to be more efficient than having students engage in research un-mentored.

Research is an important part of learning, but it is incorporated into most classes I teach as part of course assignments. Research provides students with an explanation of how scholarship is done and serves as an apprenticeship for the students themselves. Students learn by doing. However, expecting undergraduates to perform research on the same level as graduate students is counter-productive because it takes away from the learning of fundamentals in a discipline that is the key to undergraduate education. Thus, most undergraduate research should be conducted within the context of courses or as Directed Independent Studies. Occasionally, when called for, it is okay for undergraduates to participate in scholarly research with professors. But this should not be mandated due to scarce faculty time and the demands of undergraduate teaching. Specific research courses and incorporation into regular coursework is the best way to proceed.

Students best learn information with hands-on activities.

Undergraduates are learning the "basics" of their chosen profession. Many seem to have difficulty handling that level of development and additional course work may be overwhelming. However, there are some students that would have the ability, inclination to put for an effort to participate in such research. If a mentored undergraduate research program would be required across the board, it would have to be part of the required curriculum for a large participation by students.

Enhances student learning more directly, especially if the research topic is a strong interest of the student. Student learning is a form of experience that aids future learning experiences.

Shared publications, respect for research and sharing

In the arts there is a kind of apprenticeship that occurs and use mentorship as a teaching method. The students work in the studio under the guidance of faculty to prepare professional exhibitions and create works that are in context the word at large. The art faculty are doing a good job a this. Upper division students are exposed to a network of arts professionals that include grant winners, arts lawyers, gallerists, museum directors, art historians, important artists and graphic designers. Through participation in scholarly discourse with these people and the faculty (the Guggenheim recipient gave a summer workshop in NYC for undergrads)the students are able to see that there is a breadth and a depth to their discipline that demands constant research and creative activity.

Students would learn a lot and more importantly gain the skills to conduct research that they would then use for other classes and perhaps eventually grad school or independent research opportunities.

I was in an undergraduate program for 5 years. When I got to graduate school in chemistry, "I hit the road running". I taught other graduate students lab techniques. It was very important to understand how the theory was related to the actual world. It made me a better scientist

Highly motivated, intellectually sophisticated students can benefit enormously from faculty mentored undergraduate research, and it can open doors to graduate study at elite universities. At the same time, students who are not motivated, disciplined, or intellectually engaged should certainly not be encouraged to undertake research projects, as they too frequently become a drain on faculty time.

In my opinion, for the student an undergraduate research project must be an exciting learning experience. It integrates --- knowledge from courses taken, --- new techniques learned during the project, --- independent creative work at a relatively high level, and --- the challenge to give a presentation about their own original work.

Students really only learn mathematics by trying to solve problems. It is hard to motivate a student to do a good job on word problems from a text. Getting them to tackle a problem that may not have a nice easy answer would be very difficult. (I have mentored high school students who will take on this type of challenge.) If a student is given an open-ended problem and the student seriously works on this problem for a semester or two, the student will learn far more about mathematics than sitting in classes. You learn by doing. I'm not a particularly big fan of projects that appear in textbooks. Once one group of students anywhere in the world has tackled them, the results are posted on the internet, and the next group just downloads this. I much prefer problems constructed by a professor for the individual student or group of students. Take a research problem that could lead to publication in a journal, and preset some of the parameters, or add extra conditions. Check briefly on the web to see if anyone has done something too similar. Now, ask the student to try to solve this special case. (This is not so easy in some areas of mathematics.) However, this takes time and effort on the part of the faculty member. When enrollments in our classes are going up 5% to 10% per year, with the additional advising and permitting needed, and committee work is pushed on top of that by the higher administration, and the number of faculty stays static, where is the time to come from?

Individualized attention greatly enhances learning

Students develop the actual skills that will be useful in many workplaces. In particular, research, writing, thinking about results. These skills are useful, but the university only values these skills if they come from STEM programs. Humanities and research don't seem matter with this administration.

Classroom learning has many benefits however most students still do not know how to think about the information they are presented, where it comes from, the assumptions built into the scientific investigation, the challenges posed in research, etc. The students are naive about doing science and about evaluating information (statistical, scientific, propaganda, etc.). Engaging in research is an important step forward in overcoming both hurdles.

In my previous institution, there was a culture of expectations around involving undergraduates in research. It was part of what we did. We included in them in Brown Bag research hours, in externally funded research and in TA/mentored courses. There is no such culture in our college at FAU at present. Though I do not teach undergraduate courses at present, I see the need at the graduate and the undergraduate levels to engage students in research. A few of us (myself included) have done this routinely. Others have never done it.

I work in a field where the major really requires that students know what it is that historians do. We require a research methods course and a research seminar to prove this. In other words, learning how to do research is central to our academic enterprise. And how else are students to learn this except by doing it under the guidance of someone who knows the process? I don't ask this to be sarcastic, but to point that unless students in our major have this guidance, we have failed them. Without mentoring, they either a) learn to piece it together themselves, but often without developing their skills as they might have, or b) they fail out of the program, wasting their money and their time.

It strengthens the overall development and the growth of the students' work within the department.

Students learn research techniques and develop deeper understanding of research subject matter.

The activity focuses the student's awareness of the value of curricular content and develops an appreciation to learn more.

It could be a good motivational tool.

Students learn to find material for research and to develop their ideas. Even if they will not do research later, the experience is important to teach them how to think critically and develop scholarship.

It is a form of experiential learning that can distinguish the students from their peers in their career searches.

Most of the mentored students are further expected to join our MS or PHD program and therefore it is also a very good recruiting process for graduate students.

These tasks are generally oriented to one of two things - gaining experience in the real world (applications research - successful) or research to support BS.MS thesis (not so successful).

Undergraduate research is probably the most concentrated and lucid form of active learning.

Nursing science has moved to evidenced based practice based on research findings so engaging students early on in their education in research may create a life-long interest and engagement in inquiry.

A student has not learned something unless they can use it outside the framework of a classroom. Mentored research employs usage to promote learning.

Hands on experience

Depends on the goals of the program. For distance learning programs with mainly adult students who seek a career change undergraduate research is less important. In Sciences undergraduate research is extremely important. It is extremely important for the research-involved faculty to connect with students that are interested in research, and pursuing a graduate degree.

It broadens their educational foundation to pursue graduate work and employment opportunities.

In your opinion, how important is faculty mentored undergraduate research, scholarship and creative activity in regards to students' professional development?

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In your opinion, how important is faculty mentored undergraduate research, scholarship and creative activity in regards to students' professional development?	Very important	Count	16	3	3	6	5	2	3	8	3	49
		% within Please choose the college you are affiliated with:	57.1%	33.3%	37.5%	42.9%	31.3%	100.0%	50.0%	53.3%	100.0%	48.5%
	Somewhat important	Count	9	5	5	7	7	0	3	7	0	43
		% within Please choose the college you are affiliated with:	32.1%	55.6%	62.5%	50.0%	43.8%	.0%	50.0%	46.7%	.0%	42.6%
	Not important	Count	3	1	0	1	4	0	0	0	0	9
		% within Please choose the college you are affiliated with:	10.7%	11.1%	.0%	7.1%	25.0%	.0%	.0%	.0%	.0%	8.9%
Total		Count	28	9	8	14	16	2	6	15	3	101
		% within Please choose the college you are affiliated with:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Please explain the benefits of faculty mentored undergraduate research, scholarship and creative activity in regards to students' professional development.

Will help the students learn to ask critical questions and solve problems

Mentoring is a crucial factor in most successful professional careers.

Help them develop some tenacity of purpose and specificity

In our specific area, the role of research and scholarship is of ancillary value to their professional development, but not central to it.

Better preparation for life after graduation.

Although we see benefits of mentored undergraduate research etc., faculty may waste their time while a majority of undergraduate students are very indifferent to faculty efforts. Thus, we expect only a small percent of students gets full benefits of faculty efforts. Thus, I could see a moderate level of importance.

Because of their accumulated experience, faculty can evaluate the level of difficulty of a research problem, so as to create "student-research topic" pairs that can be successful. The faculty acts as a compass during the course of the research, and this helps avoid pit falls which would slow down or completely disrupt the course of discovery.

At a time when students may have a difficult time finding a job upon graduation, the benefits of faculty-mentored undergraduate research may be key to students' professional development while in school, and very important to students as they are looking for jobs. Faculty-mentored research will provide some views of research that students may encounter in their future jobs. By being more familiar with and working with faculty on a variety of activities, students probably will have a better understanding of the various job opportunities within their field of study and this may help them pinpoint the type of job they would like to have in the future, as well as helping them develop the skills specific to that/those job(s).

Students need to have every possible advantage when they enter the working world, and working one-on-one with a mentor can give them advantages in terms of problem-solving skills, communication skills, and developing relationships that may lead to contacts/opportunities in the future.

The experience can help them in graduate school admissions and give them new experiences in creative problem solving.

In accounting, firms expect that our students understand how to prepare and evaluate financial statements in accordance with generally accepted accounting principles. While potential employers would also appreciate the ability of students to think beyond the textbook, it is my experience that this is not as vital to their continued employment as knowing the rules that they will apply in their career.

It can help students prepare for graduate school or other research related professions. Also, provides them an opportunity to write more.

Not as important at this level as it is at the graduate level. Research skills taught within the context of a course or in a discipline-related research course is a benefit at the undergraduate level. Directed Independent Studies benefit the undergraduate by developing research skills and independence.

This is where they pull together everything they know and make it into a complete research project. Without this, they only know pieces and cannot conduct independent research.

Applied research is critical to student comprehension, course success, and retention.

Students looking towards a career should be involved in research to meet the needs of the business world when they graduate.

Again, at the undergraduate level they are learning the content and developing skills to be able to perform the responsibilities of the chosen profession. Certainly research would provide additional knowledge but may not be relevant at this stage of a student's education for employment.

Motivates the student for lifelong learning.

Same research, publications, sharing knowledge

As I explained before, it is the best way to truly understand science

If students want to pursue a career in the discipline, or within a cognate one, undergrad research may be very helpful to their professional development and career advancement. Otherwise, it is probably not a significant factor in their professional development.

Learning to work without constant direction is a benefit for any type of job.

Really depends upon what profession the student pursues. For academic or research based careers, undergraduate research is extremely important to a student's professional development.

Students learn the expectations of independent work. They learn self-motivation. People who often have these skills advance is their professional life.

Student confidence rises as they understand where information in science comes from. This understanding comes fastest with personal engagement.

There are three things I think come from the mentored research process helps students to develop with regard to professional development. (And I'm assuming that this question excludes preparation for professional/graduate schools, although these might apply.) 1. It forces them to no longer be passive sponges when it comes to learning anything. This is key to being a "self-starter," a skill lots of businesses seem to want. 2. It teaches them the hard work of constructing good work. A student may hand in a paper in an anonymous class and know he/she didn't do his/her best work, but

sense no penalty for this. In a one-on-one relationship, the student becomes more personally invested and learns the value of putting in extra work to do things right. If I was a corporate manager looking for someone to write a thoughtful response to an RFP, I'd be seeking out my employees who are willing to do careful, good work, rather than the ones who think just enough will do. 3. It teaches them how to work with people their senior in a one-on-one setting. We sometimes overlook this skill, but it is critical often in moving through one's career. Mentoring, done right, inculcates professionalism as we model professional behavior. And not only in our specific fields, but across any number of fields.

It allows them to have a professional experience of how their skill will be implement within their field.

Depends very much on the student and their post graduate plans. It is particularly valuable for students planning to attend graduate school, particularly those considering a PhD degree program.

The student's professional development is expanded by introducing new concepts and methods that may become prominent in their future.

They learn to think by themselves and not accept something because somebody else says it.

The industry wants applications research. Pure scientific research is not helpful to our UG students.

Students, who end up with a decent paper by the time they graduate, have significantly greater chances of succeeding in their applications to graduate schools and/or finding a good job.

A goal of professional development in nursing is the development of nursing knowledge through research so early engagement in research activities helps establish a good base for future practice and commitment to inquiry over time.

Mentored research translates learning to professional development (how one works with another professional).

Depends on the goals of the program. For distance learning programs with mainly adult students who seek a career change undergraduate research is less important. In Sciences undergraduate research is extremely important.

It increases their exposure to a variety of educational and employment opportunities in their profession.

In your opinion, how important is faculty mentored undergraduate research, scholarship and creative activity in regards to faculty learning?

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In your opinion, how important is faculty mentored undergraduate research, scholarship and creative activity in regards to faculty learning?	Very important	Count	7	0	3	6	4	3	1	1	2	27
		% within Please choose the college you are affiliated with:	28.0%	.0%	27.3%	42.9%	28.6%	100.0%	20.0%	7.1%	66.7%	27.6%
	Somewhat important	Count	13	5	6	7	7	0	2	11	1	52
		% within Please choose the college you are affiliated with:	52.0%	55.6%	54.5%	50.0%	50.0%	.0%	40.0%	78.6%	33.3%	53.1%
	Not important	Count	5	4	2	1	3	0	2	2	0	19
		% within Please choose the college you are affiliated with:	20.0%	44.4%	18.2%	7.1%	21.4%	.0%	40.0%	14.3%	.0%	19.4%
Total		Count	25	9	11	14	14	3	5	14	3	98
		% within Please choose the college you are affiliated with:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Please explain the benefits of faculty mentored undergraduate research, scholarship and creative activity in regards to faculty learning.

It keeps us updated.

Integrating the need of students with the faculty member's teaching style

As with all things which are taught, there is a residual value in a better understanding of the process as well as the generation of new ideas as a result of dialogue.

Keeps it fresh

It is very similar to scholarly research, or graduate level research, but for problems that require less preparation. Otherwise, it may have a strong impact on scheduled faculty research.

Faculty need the creative challenges that student collaborations encourage. Competition and "new" critical thinking nourishes both the student and the faculty. The quest is continuous, but the process needs to expand, think globally, overcome barriers and develop.

I think it gives you a better understanding of your students, what their needs are, and helps to drive instruction.

Students can build on this understanding in their graduate and doctoral work.

Doing research builds critical thinking skills.

Working with students one-on-one always creates opportunities for faculty learning. These experience may in turn affect how faculty present learning tasks, teach, and approach their own future scholarship.

Faculty learn from students, the more the better.

Could spark interest in the few motivated and capable students

Faculty learn how to parcel out small research packages from their life long research plans.

To assess student potential and ensure comprehension of contemporary issues.

We need to know and understand our students in order to best serve their needs. Mentoring relationships can offer great insight into the minds and habits of our undergraduates.

If I improve my skills as a professor, I am learning. I would like to learn more about how to be more effective in involving students in my classes in research projects within the context of the class. However, I do not believe that mentoring undergraduate student research is going to enhance my understanding of my discipline. It can make me a better teacher, though, and that would be great.

Faculty can gain greater insight into how best to teach using collaborative and creative approaches.

While my experience with undergraduates has offered little to the development of my research, I believe it has improved my ability to effectively communicate my objectives.

The benefits lie primarily in obtaining assistance for research, but in my opinion, does not contribute much to faculty learning.

Important in the sense that it helps to expand the professor's knowledge base.

Since there is little or no support for faculty to do this and since it lowers research and publication productivity, it is mainly punishment for the faculty. However faculty learn better ways to present ideas by seeing how students handle procedures, data, situations and observations and how they assemble them in to concrete products that they can communicate (or fail to communicate) to others. The last, the final presentation, is where we take notes that cause us to revise our teaching subjects and methods through assessment courses.

Most of the research I do is in developing course related materials, but is not dependent on student learning outcomes.

Students challenge the views of faculty, and have an ability to look at problems in unique ways that benefit faculty research.

It would provide an opportunity for faculty to stay current with trends and issues in the subject area profession.

It would allow the students a hands-on experience and the faculty an opportunity to learn from the students.

Faculty benefits through reading of new literature and studies.

Science learning without research experience is partial at best.

Same, research, publications, sharing, collaborating, working together,

Students' ability to ferret out information is always a great way to keep me sharp. It would be a wonderful help to my own research to engage more students in research projects.

The benefits to student learning in our programs include application of practice

Close interaction with motivated, intellectually sophisticated undergrads may expose faculty members to new ideas and perspectives.

While it is possible that undergraduate student research can lead to publishable papers, usually I wouldn't expect that to be the norm. But, in one of my most recent papers, we did find, and reference, a preprint that was done by two undergraduate students with their professor. When I e-mailed the professor, he commented that the students were ecstatic that somebody had noticed their result. And, of course, if one is directing students involved in research, one tends to get interested in similar problems for one's own research. Even if the professor doesn't try to do any research on the problem given to the students, the professor is likely to read papers related to that research.

It forms the basis of understanding scientific activities and how to participate in the process. However with no money and no incentive for students to participate it becomes difficult to recruit students.

Faculty direct students to collect data on a topic that the faculty member wants to know. in this way the student learns the process of research and the faculty member gains the data (and answers) that they desire.

Any time a faculty member is forced to think about different topics or teach research methods it influences their own thinking. Hopefully it makes them a better scholar and teacher.

The generator of new knowledge in our fields primarily comes from faculty working with their students on fairly focused projects. This gives faculty an opportunity to engage in research peripheral to their main field or supplement lab projects with side projects run by promising undergraduates.

Faculty must remain current in the field in order to be effective. We must also know what is going on in local schools. Continuous professional development is key including regular presentations at local, state, and international conferences.

I find that this helps most with my learning to be a teacher. In the classroom, I started with certain expectations of my students but have adjusted these over time because of my interactions with them one-on-one. I'm not saying I've dumbed my expectations down, but have found where my expectations were off.

Stimulating the interests of the students to engage in graduate work and seeing their academic development.

It creates a context for how the knowledge and skill are translated into concrete events.

An effective undergraduate research program can be supportive of faculty research.

The faculty benefit by extending their own knowledge, having it expanded and updated.

Learn to be more patient.

Faculty need to learn along with their students.

Teaching is the best way to learn.

Each encounter in student learning is an opportunity for faculty learning and growth.

Mentored research refines teaching by identifying and helping to resolve difficulties in grasping concepts and their use.

It is extremely important for the research-involved faculty to connect with students that are interested in research, and who are willing to pursue a graduate degree.

The faculty inevitably acquires new knowledge from the fresh approach which undergraduate students bring to their research.

In your opinion, how important is faculty mentored undergraduate research, scholarship, and creative activity in regards to faculty's professional development (eg. P&T, applying for grants, publications, etc.)?

			Please choose the college you are affiliated with:									
			Dorothy A. Schmidt College of Arts and Letters	College of Business	College for Design and Social Inquiry	College of Education	College of Engineering and Computer Science	Harriet L. Wilkes Honors College	Christine E. Lynn College of Nursing	Charles E. Schmidt College of Science	Other	Total
In your opinion, how important is faculty mentored undergraduate research, scholarship, and creative activity in regards to faculty's professional development (eg. P&T, applying for grants, publications, etc.)?	Very important	Count	7	1	2	5	4	2	2	3	2	28
		% within Please choose the college you are affiliated with:	23.3%	11.1%	22.2%	31.3%	23.5%	66.7%	33.3%	21.4%	50.0%	25.9%
	Somewhat important	Count	12	4	4	8	7	1	1	7	2	46
		% within Please choose the college you are affiliated with:	40.0%	44.4%	44.4%	50.0%	41.2%	33.3%	16.7%	50.0%	50.0%	42.6%
	Not important	Count	11	4	3	3	6	0	3	4	0	34
		% within Please choose the college you are affiliated with:	36.7%	44.4%	33.3%	18.8%	35.3%	.0%	50.0%	28.6%	.0%	31.5%
Total		Count	30	9	9	16	17	3	6	14	4	108
		% within Please choose the college you are affiliated with:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Please explain the benefits of faculty mentored undergraduate research, scholarship and creative activity in regards to faculty's professional development.

Keeps the faculty on his/her toes in his/her field of specialty

Idea sharing

Not extremely important, but still it has a place in a well-designed plan for professional development of a faculty member.

Faculty need to be dynamic, inclusive and grow. Research, international recognition, and publications are the process that continue the professional's development, but collaborative research, scholarship, creative activity, and networking ensures that your knowledge and teaching are not stagnant or provincial. The faculty needs to be involved with all aspects of professional development and that includes undergraduate students, graduate students, colleagues, community, other universities, businesses, and finally, global endeavors.

Working with undergraduates in a mentoring relationship should provide faculty with insights as to how to better work with their undergraduates, and may also give faculty new skills, including working with social media, new collaborative models, etc. This relationship might also involve contacting and working with a librarian regarding finding resources, evaluation of resources, and other research-related activities.

Although theoretically important, it is not as valued in P&T process.

Difficult to assess without trying it

Faculty often ignore the exceptional potential and narrow their goals.

The more involved we can be with our students' success, the more we can expect in terms of our own success (i.e. promotion and tenure).

As I'm not sure what you mean by faculty mentored undergraduate research, I'm not sure how to answer this. High-quality teaching is valued in our annual evaluation and promotion/tenure criteria, but that doesn't seem to be what you're asking about.

FAU does not use this aspect of teaching in evaluating faculty portfolios through the tenure and promotion process, but should.

It could be beneficial if they were used to collect data. In terms of writing articles and preparing for tenure, not as much.

Provides experience in mentoring.

It would definitely provide an opportunity to obtain quality data to support professional growth/promotion

May benefit in the preparation or planning of grants and publications.

Same, research, publications, sharing, collaborating, working together,

Keeps me on my toes - I have to model the behavior that I require of my students. I wouldn't be an effective teacher if I didn't continue to make art, write art criticism, research new tools and new ways of looking at art.

In the sciences perhaps important. In the humanities it takes time away from writing and other more important tasks, even though working with students on research projects, if they relate to one's own research, could be useful.

The supervision of undergraduate research is additional, uncompensated work, with no positive impact on my professional development. Institutionally, there is a disincentive to supervise such research: it is often time consuming, but it has at best a marginal impact on annual evaluations, as well as evaluations for promotion and tenure. It takes time away from the pursuit of my own, potentially publishable, research. If the university wishes to expand undergraduate research opportunities, it needs to find a way to reward faculty who supervise undergraduate research.

Could be useful, but unless it is a large portion of the person's assignment, I can't see it really being used for P&T, or leading to a lot of research publications that would be noticed. (Publication in student journals and conferences is not really highly regarded in Mathematics. Nor is expository writing.)

It should ideally not be equal to or surpass existing criteria for matters such as P&T.

Mentoring undergraduates is important for broader impacts in NSF grants etc, but only if the work results in peer-reviewed publications with undergraduate co-authors.

In my program evaluation proposals, I state explicitly that students (typically doctoral students in my case)will be part of the team.

As it is, there are few incentives for faculty to do mentoring work. If we lead a DIS, it is done simply out of the goodness of our hearts. There is no financial reward or teaching credit. I, for one, love doing them, though. I chose this kind of job because I love teaching, and mentoring a student is exciting. Additionally, I think these opportunities should be rewarded because of the kind of university we are. We serve a diverse population, most of whom come to us because we are here, not because they especially wanted to go to FAU. We are research-focused, but our population is largely looking for people who can teach them. We need to make a larger commitment to that.

It should be taken into account as part of the overall teaching and service required from the department and the school.

Importance is likely highly variable on an individual basis. In best case it may significantly increase faculty research productivity. In worst case it is a drain on faculty time and resources.

The creative activity can expand and complement a faculty member's own research activities.

With respect to the importance of this research this issue should be thoroughly discussed and elaborated.

Could result in co-authorship

For faculty who do not do research otherwise, it could be a way to start.

Often undergraduate student research, especially the type co-authored with faculty, leads to new publications and conference presentations.

Engaging undergrads in research and scholarship can enhance faculty's professional development by advancing faculty's scholarship.

Mentored research improves teaching.

Depends on the skills of the undergraduate students with respect to the researchers subject

Undergraduate research stimulates new ideas for publications and grant proposals.

In your opinion, how important is faculty mentored undergraduate research, scholarship and creative activity in regards to the university as a whole?

			Please choose the college you are affiliated with:									
			Dorothy A. Schmidt College of Arts and Letters	College of Business	College for Design and Social Inquiry	College of Education	College of Engineering and Computer Science	Harriet L. Wilkes Honors College	Christine E. Lynn College of Nursing	Charles E. Schmidt College of Science	Other	Total
In your opinion, how important is faculty mentored undergraduate research, scholarship and creative activity in regards to the university as a whole?	Very important	Count	12	3	4	6	7	1	2	5	4	44
		% within Please choose the college you are affiliated with:	41.4%	37.5%	36.4%	37.5%	43.8%	50.0%	40.0%	38.5%	100.0%	42.3%
	Somewhat important	Count	14	5	7	9	7	1	3	8	0	54
		% within Please choose the college you are affiliated with:	48.3%	62.5%	63.6%	56.3%	43.8%	50.0%	60.0%	61.5%	.0%	51.9%
	Not important	Count	3	0	0	1	2	0	0	0	0	6
		% within Please choose the college you are affiliated with:	10.3%	.0%	.0%	6.3%	12.5%	.0%	.0%	.0%	.0%	5.8%
Total		Count	29	8	11	16	16	2	5	13	4	104
		% within Please choose the college you are affiliated with:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Please explain the benefits of faculty mentored undergraduate research, scholarship and creative activity in regards to the university as a whole.

It would reflect a vibrant relationship between students and faculty members.

Promotes the image of the university in terms of research and professional development

Certainly as a research institution, having better undergraduate researchers brings notoriety in the form of more successful graduate students elsewhere, but also in identifying the university as the locus for successful learning

Raises the level of scholarship and dialogue

Yes, it would be good for FAU to encourage this activity. But, I am not optimistic as we have to pay attention to FTEs (with large classes and more teaching requirement).

One of several important components that make for a strong university.

Our university's reputation and success are dependent on each of us to create the knowledge environment that nourishes and develops all who come in contact with FAU. An institution of excellence creates an atmosphere of excitement that stimulates community involvement and support. FAU is in the news for faculty and students that participate in innovative and entrepreneurial patents and grants, international, cutting edge research, and global projects that improve communities, the environment or the infrastructure. Undergraduate research and scholarship guarantee that the university can expand its influence.

Faculty-mentored undergraduate research has the potential to raise the bar for students thinking of attending or attending FAU. It strengthens the university as a whole by increasing the perception/reality of how we value of research as compared to the other state universities and other universities in general. It has the potential to increase FAU's reputation as a research university and also attract students who are looking for that type of opportunity and experience.

Creates fully realized university experience, not just classroom activity.

Could help in recruitment of highly motivated undergraduates.

Attracting students with both creative and research skills by offering study and research that fits their goals.

FAU sometimes seems stuck between wanting to be a major research university and wanting to be a home for serving the needs of its diverse undergraduate population. Until the decision is actually made to be one or the other, the role of undergraduate research will remain unclear.

At this point, I must confess that my confusion about the topic makes it impossible for me to answer this. Good teaching is of great value to the university as a whole. If you are asking if it is important for students to work with faculty on the faculty member's research or on independent research projects, I would have to say that it is valuable but probably not as valuable as good teaching in our classes -- and, for me, good teaching involves elements of research by students.

Such research activity can enhance faculty grant applications that emphasize undergraduate research.

Puts the University on the map.

For certain disciplines, I have no doubt that fostering a research agenda for undergraduates can be very fruitful. For Accounting, however, I feel that an improvement in undergraduate research initiatives would come at the expense of our students employability as I do not know of any other institutions who expect their undergraduate accounting students to participate in research. Further, I have never had an accounting firm recruiter tell me that they were disappointed in their recent hire's ability to do research.

It can elevate the academic rigor of the university and result in higher quality graduates.

It is important because all undergraduate education should introduce students to the methods of the disciplines that they study. It is part of a well-rounded and excellent education. But it becomes non-beneficial when it is added as an enterprise separate from teaching, unless it is specially funded.

Students are ready to enter the workforce and able to become project-team leaders

There seems to be little infrastructure to suggest there is indeed interest in this pursuit.

With the current perceived attitude toward the College of Education by University personnel as being non-scholarly it is definitely important.

Science learning depends on research experience.

Same, research, publications, sharing, collaborating, working together,

It all comes together to give the university a substantial source of intellectual vitality for both faculty and students.

It would be great.

The expectations for research are specific to discipline-based application. The one size fits all plan does not meet the needs of future educators.

Some of these students might choose to do graduate work at FAU. They will be a well known quantity when applying to our College.

To the extent that such supervised research helps to provide out best undergrads with berths at good graduate institutions, it obviously benefits the reputation of FAU. But in terms of creating a reputation for scholarship, faculty and graduate student research is far more important.

In other departments, undergraduate research might allow the main investigator to perform far more experiments than he or she could do on his or her own. Also, of course, having a culture of research among the undergraduates could have a big effect on morale, both for the undergraduates, but also for the professors.

University can promote undergraduate research as a marketing tool and uphold some prominent examples to dazzle impressionable young minds and convince them to spend their tuition dollars at FAU

In my opinion it is key if the university wants students to get an education rather than a degree. But as a goal it seems to conflict with university plans for growth. I don't know if the growth model, in terms of student numbers, and a wholesale shift to undergraduate research is compatible.

The reputation of FAU with other institutions will rise as the quality of the graduates rises and begins to engage in research and learning elsewhere. This happens with individual labs on an professor to professor basis. HOwever the university as a whole still depends on quality professors to do the mentoring.

At my previous institution, ongoing incentive programs for funding were supported by the President's office for interdisciplinary/cross-college projects and student engagement in research was embedded in the RFP EVERY TIME.

This is an area that needs to be explored further.

If people begin to feel that FAU is a place where the faculty care and they actually learn, it can't but help to raise our profile. My graduate school alma mater's alumni magazine is regularly filled with the things the amazing things the students are doing. It makes me proud of the school for its work. I'm sure we'd love our alumni to say the same things.

It is part of how the university is evaluated by the students who are coming in and by those who are living as to if they have been well served and prepared for a professional career. Word of mouth is still one of the strongest forms of recommendation.

A productive undergraduate research program certainly leads to increased recognition of the university and improvement in its reputation for undergraduate instruction.

It supports the mission of FAU being a research university.

Otherwise a pool of ability is not fully used.

It advances new knowledge.

Research as an overarching goal of the university can be advanced by mentoring undergraduates research, scholarship and creative activities.

The students are better prepared for a work environment and will be better ambassadors of the university.

It is part of the university's strategic plan

It raises the overall intellectual level of the university.