



RESEARCH REPORT

October 2012

Contents

Executive Summary	3
College of Liberal Arts: Promoting Excellence in Research.....	7
Faculty	7
Clusters of Strength	7
Faculty Hires	8
Faculty Diversity	9
Faculty Productivity	9
Monitoring	9
Faculty Mentoring	10
Subvention Grants	11
Faculty Visibility	11
Internationalization	11
Global Initiative for Education and Leadership.....	12
National Collaborative Endeavors	12
Cross-disciplinary and Cross-college Projects.....	13
Availability to Media	13
Faculty Research Support: College Research Fellowships	14
Research Fellowships.....	14
Supplemental Fellowships	15
Special Service Fellowships.....	15
Faculty Research Assignments and Summer Research Assignments	15
Faculty Research Assignments (FRAs).....	15
Summer Research Assignments (SRAs)	15
Humanities Research Awards	16
Graduate Students.....	16
CLASP Meetings	17
Data Collection and Strategic Plans	17
Graduate Student Fellowships.....	18
Stipends	18
COLA Graduate Fellows	18
Recruitment Bonus	19
Graduate Student Professional Development	19

Graduate Student Placement	19
Gender and Ethnic Diversity within our Graduate Student Population.....	21
Gender	21
Ethnicity	21
College of Liberal Arts: Office of Research	22
Office of Research: Faculty Support	24
Effective Communication.....	24
Structured Timeline	24
Research Support Network.....	25
Faculty Workshops—Rethinking our Model	25
Office of Research: Graduate Student Support	25
Grant Application Training and Support	26
NSF DDRIG Grants.....	26
Dissertation Boot Camp.....	27
Graduate Student Advisory Council.....	27
Graduate Coordinator Professional Development	27
The Graduate School Teaching Fellowship	28
Undergraduate Research Programs	28
Undergraduate Research Apprenticeship Program	29
Summer Undergraduate Research Experience (SURE) in Psychology	29
Research Experience for Undergraduates (REU)	29
Other Opportunities	30
Financial Resources	30
Research Facilities	31
Facilities and Student Research	31
Research Facilities: Significant Additions.....	31

Tables

Table 1: Strategic Hires, by Department and FTE	9
Table 2: Placement of 2011 and 2012 graduates from the Department of Middle Eastern Studies	20
Table 3: College of Liberal Arts, Composite Grant Submission and Award Information	23

Executive Summary

The College of Liberal Arts 2012 Research Report outlines the college's strategic approach to promoting research excellence among its faculty and graduate students while maximizing extramural funding. Innovative scholarship in the humanities and social sciences defines our mission as a liberal arts college in a tier-one institution, and informs the breadth and depth of the education we provide to our undergraduate and graduate students. Research by college faculty and students exemplifies our contribution to the people of Texas, to the academic community in the nation and beyond, and to the development of human knowledge. This document provides an overview of the topics covered in the report and includes some highlights.

Faculty

Our Research Report discusses clusters of strength in the college, faculty hiring, diversity, productivity and mentoring. It also discusses faculty visibility and research support.

Clusters of Strength: The College of Liberal Arts is home to 524 tenured and tenure-track faculty members engaged in scholarly work in multiple areas. The report identifies six clusters of competitive extramural research and programmatic funding and seven departments that the college has targeted for strategic investment based on their strength and centrality to the mission of the college.

Hiring: In our effort to maintain a balanced budget under the current financial strain, hires will be limited. Hiring will focus on scholars with well-defined research records and trajectories, primarily at the associate and full professor levels. With infusion of one-time money from the Provost's office and massive investment from College funds, we have put together a strategic hire initiative at the core of which lies the hiring of 39 faculty members in the seven targeted departments, 26 of them at the full and associate levels, between 2011-12 and 2016-17.

Diversity: Beginning five years ago, the college established a diversity committee charged with identifying key thematic hiring fields and working with department chairs on possible joint hires. The committee makes recommendations on the allocation of diversity hiring funds. The number of underrepresented minorities among our tenured/tenure track faculty grew from 52 (9.9%) in 2002 to 85 (16.2%) in 2011, and will grow further with forthcoming thematic hires. The college intensified its efforts to increase the number of female faculty, particularly within the senior ranks. The college average between 2006 and 2011 was 33.7% female faculty and 66.3% male faculty. In 2012, females are 36% of the total tenured/tenure-track faculty.

Productivity and Mentoring: Increasing faculty research productivity is a major college priority, especially as it relates to improving promotion rates and shortening time to promotion among our tenured faculty at the associate level. Beginning in 2009, the college instituted a more rigorous post-tenure review process, which allows the college to address cases of unsatisfactory faculty performance. In our work on productivity, we noted the inconsistent or absent mentoring of faculty beyond the first few years of the probationary period and the lack of mentoring at the associate level—we see in this absence one of the factors involved in declining research productivity among some tenured faculty. The college is reevaluating its mentoring practices and will produce a set of recommendations in the spring of 2013.

Faculty Visibility: The college faculty is highly visible in the scholarly community, engaging in international and national collaborative work and inter-college collaborations, and making itself broadly available to national and international media.

The college has a long-standing commitment to internationalizing its curriculum, and departments across the college are routinely linked to international universities through faculty exchanges and study abroad programs. In the past year the college launched its *Global Initiative for Education and Leadership*, with the goal of providing international partners with key educational and professional programming. It is actively engaged in pursuing projects in Abu Dhabi, Saudi Arabia, Algeria, South Africa, Oman, Guatemala, and Bahrain.

Liberal arts faculty members regularly engage in national collaborative endeavors—this is a matter of course for academics in the social science disciplines. Such engagements have intensified as cross-disciplinary and cross-college projects are increasingly sought and preferred by granting agencies.

College of Liberal Arts scholars are highly visible in national and international media markets. The college's Office of Public Affairs receives up to 100 requests per week for faculty expertise. College faculty are regularly sought by broadcast outlets including the BBC, CNN and other major networks, by major print news outlets such as the *New York Times*, *The Wall Street Journal*, the *Economist* and *Newsweek*, and by major blog sites such as *The Huffington Post* and *Slate*.

Faculty Research Support: Support of faculty research is a college priority, and involves investment in release time and direct funding of research.

College Research Fellowships: Absent a formal sabbatical program, the College has invested heavily in its College Research Fellowship (CRF) Program. These awards provide semester-long leaves for faculty to focus exclusively on their research programs. Over the past several years we have begun to use our CRFs in a more strategic manner, by creating three distinct CRF categories: Research Fellowships, Supplemental Fellowships, and Special Service Awards, all of which are awarded with institutional needs and priorities as well as with individual faculty research agendas in mind.

Faculty Research Assignments and Summer Research Assignments: Faculty Research Assignments (FRAs) and Summer Research Assignments (SRAs) provide the same kind of research support as CRFs but are funded, in part, by the Office of Graduate Studies. More limited in number, FRAs have been decentralized in the last year, and award recipients are now being determined at the college level.

Humanities Research Awards: The Dean of Liberal Arts established the Humanities Research Award in 2009. In three years, these awards have supported 30 faculty members of all ranks. Consequently, six of ten 2009 Humanities Research Award recipients won prestigious outside grants and fellowships since the award's inception, and others have been promoted and intensified their research work.

Graduate Students

The success of our doctoral students is a key component in the stature of the college and its individual departments and programs. Our strategic approach to increased success involves the reduction of graduate student cohorts, the recruitment of top students through multiple years of funding and professional development support, the reduction of time to degree, and placement in peer institutions and training-related jobs.

CLASP Meetings: College deans met in 2012 with chairs and directors to discuss graduate programs, focusing on the themes of recruitment and funding of graduate students, time to degree, and training that is research and placement oriented. A summary report of these meetings was distributed to the college community.

Data Collection and Strategic Plans: With graduate programs as our focus, judiciously acquired data inform all our strategic initiatives and plans. We have established a routine of exchanging information with individual departments, yearly, on matters including the number of graduate students who applied, were admitted, and eventually enrolled; departmental investment in graduate student professional development, and graduate students' time to degree. We monitor individual students' progress and rely on data collected centrally for information on placement and student involvement in professional activities within their respective fields.

Graduate Student Fellowships: Our goal is to award graduate fellowships to the top 10% of students, and make these fellowships meaningful in terms of achieving progress to degree as they allow students to be completely immersed in their studies during the fellowship period. CLASP meetings provided us with information necessary to assess our funding over the past six years. The average first-year offer in 2006-2011 was \$15,849. Inflation adjustment for 2012 shows a decline in the value of our offers as of 2010. In a comparison with our peers, our stipends come up short, which pushes some of our top recruits to choose more generous funding at other prestigious universities. As of 2013-14, we will increase stipends to a minimum of \$20,000 and include summer support as part of the funding package to improve our chances of attracting the best students. We will also encourage departments to make more multi-year offers to recruited students.

COLA Graduate Fellows: In 2012-13 we initiated a prestigious and competitive fellowship program that supports four incoming students and one continuing student each year. The awards guarantee funding for up to five years, with alternating fellowship and teaching or research assignments, summer support and a research stipend.

Recruitment Bonus: Targeted departments were invited to compete for extra recruitment funds to be used to attract students to study with high profile faculty and in strategic areas. The proposals were funded with \$50,000 yearly for the past three years. As reported by departments, this funding indeed increased recruitment success in Sociology, Psychology, Anthropology, History, and Government.

Graduate Student Professional Development: In 2011-12 and 2012-13, the college augmented \$72,000 provided by the Office of Graduate Studies for professional development awards with \$49,000 each year of its own funds, distributed among targeted departments. In 2008, the college initiated a matching program, matching one to one personal faculty contributions to graduate student development funds. So far the college has invested some \$225,000 in the matching program, primarily in the departments of Middle Eastern Studies, Sociology, and Psychology, whose faculty contributed large amounts of personal funds to support graduate students.

Graduate Student Placement: Job placement reflects the strength of students' research agendas as well as the investment in their training. The Graduate School's placement data, last updated in November 2011, shows notable academic placement rates of 2010 and 2011 graduates in Sociology, Linguistics, Economics, Germanic Studies, Classics, Anthropology, History and Middle Eastern Studies.

Gender and Ethnic Diversity within our Graduate Student Population: Diversity within the student body is a priority for the college. The college, over the past ten years, had an average of 47.4% male and

52.6% female graduate students and an average of 11.9% underrepresented minorities among its graduate students. We are working toward increasing this representation with thematic faculty hires and increased student support to match these hires.

Liberal Arts Office of Research

The office facilitates the participation of faculty and graduate students in grant and fellowship competitions inside the University of Texas, at the state and national levels, and internationally, with a commitment to maximizing extramural funding while assuring compliance with all regulatory requirements. Federal research funding has been more difficult to obtain than in past years, but we still consider the success rate among our faculty to be high. Annual research expenditures in the College have averaged upwards of \$23 million a year in the past six years, with \$28 million in 2011-12. The indirect cost generated by faculty grants was \$4 million on the average, and over \$4.5 million in 2011-12.

The office conducts faculty workshop and information sessions on topics that range from grant writing in general to the specifics of submitting grants through the University of Texas, to drafting budgets and budget justifications. The office supports and promotes graduate student research by introducing the grant process early, and helping students understand that grant seeking is an essential part of the professional development of an academic. In addition to providing graduate students with services similar to those provided to faculty, the office coordinates its work with that of support networks serving graduate students, like the Graduate Student Assembly and the Graduate Coordinators Network, and promotes the professional development of graduate coordinators in the college.

Undergraduate Research

Participation of undergraduate students in research was identified by the University of Texas at Austin Commission of 125 as a key component in a successful undergraduate experience. The College has three strong, highly structured programs designed to increase undergraduate participation in research: Undergraduate Research Apprenticeship Program, Summer Undergraduate Research Experience (SURE) in Psychology, and Research Experience of Undergraduates (REU) in the Population Research Center. In addition to these programs, departments in the College offer undergraduate research courses that provide students with the opportunity to work in an established laboratory or in a one-on-one mentorship with a faculty member.

Financial Resources

The college allocates upward of \$4.5 M yearly to support the various aspects of its research mission.

Research Facilities

The use of facilities and renovation funds is directly associated in our strategic planning with research productivity. We target these resources with three goals in mind: To provide first-class facilities for centers of excellence, especially those engaged in cutting-edge or cross-disciplinary research such as the Center for Perceptual Systems, the Imaging Research Center, and the Population Research Center; To provide sufficient quality lab space to recruit top research faculty; and, through our new LabSpace program, to incentivize and support externally funded research.

College of Liberal Arts: Promoting Excellence in Research

Innovative scholarship in the humanities and the social sciences defines our mission as a liberal arts college in a tier-one institution, and informs the breadth and depth of the education we provide to our undergraduate and graduate students. Research by College faculty and students exemplifies our contribution to the people of Texas, to the academic community in the nation and beyond, and to the development of human knowledge. This report details our strategic approach to optimizing the infrastructure that College of Liberal Arts faculty and students and academic units within the College need in order to fund, conduct, and disseminate compelling and innovative research.

This report illustrates our strategic approach to promoting excellence in research in the College. This approach combines efforts to:

- Identify, support and expand clusters of strength among research faculty and increase faculty visibility
- Recruit and support top graduate students and gear their training toward placement in peer institutions and other training-related jobs
- Maximize extramural funding and provide optimal support to faculty and students who seek such funding

Faculty

The College is home to 20 Ph.D.-granting departments and 30 centers. It has 524 tenured and tenure-track faculty and nearly 1,400 graduate students engaged in scholarly work in multiple areas. Annual research expenditures in the College have averaged upwards of \$23 million a year in the past six years, with \$28 million in 2011-12. The indirect cost generated by faculty grants was \$4 million on the average, and over \$4.5 million in 2011-12. We outline below our strategic approach to enhancing the strength of our faculty in terms of research, extramural funding, and visibility.

Clusters of Strength

Large clusters of competitive extramural research and programmatic funding are found in the Department of Psychology, the Center for Perceptual Systems, the Imaging Research Center, the Population Research Center, the Department of Middle Eastern Studies and the Department of Asian Studies. These clusters correspond in part to what we have identified as of the late 2000s as areas of strategic, targeted investment. The “targeted” status, which has evolved in response to changes in priorities and circumstances within the college and its departments, is determined by a combination of considerations including:

- The Dean's view on the centrality of the department to the mission of a liberal arts college within a tier-one institution
- The quality of the departmental strategic plan and leadership
- The potential of the department to rank among the top ten departments in the country in its discipline or sub-field
- The success of the department as measured by the ability to recruit and retain top faculty, departmental levels of extramural funding, the impact of faculty members' research on their respective disciplines, and the ability of the department to recruit top graduate students and place them in peer institutions and other training-related jobs

The current targeted departments are Anthropology, English, Government, History, Philosophy, Psychology, and Sociology. We build upon the strength of the targeted departments with strategic faculty hires and aggressive recruitment of top graduate students, and with intensified extramural funding efforts in these departments and across the college.

Faculty Hires

In our effort to maintain a balanced budget under the current financial strain, our budget plan calls for the reduction of COLA tenured/tenure-track faculty Full Time Equivalents (FTEs) to 491 by 2016-17 (from a peak of 567 in 2009-10). Our hires will thus be limited, and approved primarily for targeted departments. Following the recommendation of COLA's Academic Planning and Advisory Committee (APAC), the College offered an incentivized retirement option in 2010 and 2011, which resulted in the departure of 33 faculty members, most of whom had exhibited diminished productivity in research and scholarship. We plan to hire future faculty with increased research productivity as our primary goal, and hence will focus on scholars with well defined research record and trajectory, primarily at the associate and full professor levels. With infusion of one-time money from the Provost's office and massive investment from College funds, we have put together a strategic hire initiative at the core of which lies the hiring of 39 faculty members (38.5 FTEs) in seven targeted departments, 26 of them at the full and associate levels, between 2011-12 and 2016-17. In the Psychology department, where we have observed consistent success and timely promotion of assistant professors, we will accelerate the hiring of junior faculty, especially in established research clusters. We have, thus, recently hired Jessica Church-Lang and Mehrad Jazayeri (the latter 50/50 with Neurobiology), and plan to hire three additional Assistant Professors between now and 2016-2017 for the research cluster in Christopher Beevers' group (the Institute for Mental Health Research). Under the hire initiative we have also allocated \$725,000 to recruit and support exceptional graduate students who will work with the hired faculty, strengthening their respective groups.

Table 1: Strategic Hires, by Department and FTE

	Government	Philosophy	Sociology	Psychology	Anthropology	English	History	Total
Full	4	2	4	0.5	4	2	4.5	21
Associate	0	1	1	1	1	1	0	5
Assistant	2	0	0	6.5	0	2	2	12.5

Faculty Diversity

Beginning five years ago, the college established a diversity committee consisting of the directors of the Center for Mexican American Studies, Women's and Gender Studies, the Warfield Center, Asian American Studies, the Native American and Indigenous Studies initiative, and the new department of African and African Diaspora Studies. The committee is charged with identifying key thematic hiring fields related to their institutional interests as well as to work with department chairs regarding possible joint hires. In addition, the committee is charged with making recommendations on the allocation of diversity hiring funds. All recommendations on hiring are subject to the approval of the dean.

Following the recommendations of the Gender Equity Task Force (2008), the college intensified its efforts to increase the number of female faculty, particularly within the senior ranks. The college average between 2006 and 2011 was 33.7% female faculty and 66.3% male faculty. Of the 106 hires of tenured/tenure track faculty since 2009, 47 (44%) were female. Of those, 47% were at the Associate and Full ranks, compared to 32% of the male faculty hires at the same time. In recent years we have worked with Government and Philosophy, two targeted departments in which the number of female faculty is low (10.4% tenured/tenure track women faculty in Philosophy and 14.8% in Government, compared to 33.7% in the College). The paucity of women faculty in these fields is a nation-wide phenomenon, and our two departments have made serious efforts to improve the situation. Three (37.5%) of the eight faculty hired in Government since 2009 were female, as were three (60%) out of the five hired in Philosophy.

Faculty Productivity

Faculty research productivity is the key to the success of our effort to raise the stature of the college, and its individual departments and programs, among national peers and internationally. Increasing faculty research productivity has been a major college priority since the late 2000s, especially as this relates to improving promotion rates and shortening time to promotion among our tenured faculty at the associate level.

Monitoring: As of now, we have not developed a comprehensive method for systematically monitoring our faculty's publications and research projects in terms of quality and quantity. The main obstacles are the great diversity of the disciplines involved and the lack of national standards within some of these

disciplines. The college is discussing the best methods for collecting publication data and organizing it in a way that would make it accessible for evaluation within a disciplinary context. The UT System has contracted with Academic Analytics, which may in the future help to produce citation summaries for faculty members in the social sciences. At this point such summaries are available sporadically, e.g. as a component of promotion dossiers. Until a more comprehensive evaluation becomes possible, the college makes use of departmental evaluation processes, which it monitors very closely.

Beginning in 2009, the college instituted a more rigorous post-tenure review (PTR) process. The Dean appointed a four-member faculty committee to review PTR cases that were judged either by the departmental review committee to be “unsatisfactory” in one or more areas of evaluation, or by the Dean to be potentially unsatisfactory. Three members of the college PTR committee are selected to review each such case and to make a recommendation to the Dean whether an unsatisfactory evaluation is called for and, if so, what course of remediation is appropriate. The Dean meets with the college PTR committee to discuss its recommendations. Faculty members under review may ask at that time to meet with the committee and the Dean if they so choose. The Dean then makes a decision on the case, and that decision and the remediation plan are communicated in writing to the faculty member under review and to his/her department chair. All cases determined to be unsatisfactory in a given year are reviewed by the college PTR committee in the following year to determine whether the remediation plan is being carried out successfully. If a faculty member is judged not to be making a good faith effort to achieve the goals of the remediation plan, the PTR committee will recommend to the Dean additional measures, including possible termination of employment of the faculty member. Since 2009, the college PTR committee reviewed 20 files, and implemented seven full remediation plans and eight plans for other forms of support.

Faculty Mentoring: In 2007, and again in 2010, the college conducted a study of mentoring practices within college departments. The study indicated that mentoring focuses almost exclusively on research productivity of junior faculty, primarily during the period leading to the third-year review. Mentoring of faculty at the Associate level is practically non-existent, and we see in this absence one of the factors involved in declining research productivity among some tenured faculty. The college is reevaluating its mentoring practices and will produce a set of recommendations in the spring of 2013, focusing on junior faculty and on faculty at the associate level. The mentoring initiative, which aligns with our effort to increase promotion rates, and shorten time to promotion among our tenured faculty, will involve departmental peers, faculty from outside the mentored faculty member’s department, and HR professionals.

Subvention Grants: While not related directly to increased research productivity, the availability of financial support for book publication is critical for faculty members to complete book projects and move forward with their research agendas. Because the university-wide subvention program often falls short of meeting the needs of our faculty, the college has initiated its own subvention program, supporting faculty who were not able to secure university support due to shortage of funds. The college invested \$16,261 in such support between 2009 and 2011. Our future investments depend largely on the availability of funds during this time of flat budgets, but will focus on faculty at the associate Professor level, again as part of our effort to increase promotion rates and shorten time to promotion among our tenured faculty.

Faculty Visibility

The college faculty is highly visible in the scholarly community, in all categories of professional activity that serve the purpose of enhancing academic discourse and disseminating innovation and knowledge. For example, close to 62% of our tenured/tenure track faculty members make use of the university faculty travel grants awarded yearly to faculty who present papers at academic conferences. Liberal arts faculty account for about 28% of the total grants, which is parallel to their percentage among the general University of Texas at Austin faculty. This number, however, fails to account for a large number of faculty who support academic travel off their professorship, chairs, and research accounts. By way of discussing other metrics of visibility, we highlight below internationalization efforts, collaborative efforts involving college faculty and international and national peers, and cross-disciplinary efforts within the university in which college faculty have excelled.

Internationalization: The College of Liberal Arts has a long-standing commitment to internationalizing its curriculum: Some of the first faculty-led study abroad programs at the university were initiated in the college, our Title VI and Area Studies centers have long been active in shaping the university's international agenda, and our faculty members have for many years worked collaboratively with research colleagues abroad.

Departments across the college are routinely linked to international universities through faculty exchanges. While new technologies have made it easier for faculty to collaborate across continents, working on site is still an important way for our faculty to develop deep, long-standing, collaborative relationships. These exchanges provide an opportunity for our faculty to work in an international context and create an environment of mutual understanding related to research and teaching. The same is true when exchange faculty work in our departments, where they often introduce perspectives and approaches to research and teaching that are not found among our own faculty. Some long-standing exchanges include Université Paul Valéry (Montpellier, France, since 1975), Paris-X Nanterre (since 1987) and Paris

III-Sorbonne (since 1997). Our most recent exchanges include Moscow International University, Aga Khan University (London), and Beijing Normal University. Such exchanges are typically funded by external grants, some of them international, as exemplified by the following:

- The South Asia Institute has secured a grant that would allow it to partner with Lahore University of Management Sciences (LUMS), Pakistan, and the Bharat Ratna Dr B.R. Ambedkar University in Delhi (AUD), India, in supporting faculty exchange and joint workshops [Department of State, PI Kamran Ali (Anthropology)].
- Adam Rabinowitz (Classics) works collaboratively with Professor Max Kunze of the Winckelmann Museum in Stendal on the development of a user interface for the gem and gem cast collection in the Arachne database of the German Archaeological Institute. The project has now been submitted for funding as a collaborative NEH-DFG (Deutsche Forschungsgemeinschaft, German Research Foundation) grant.
- The College of Liberal Arts and the Department of Culture Studies and Oriental Languages at the University of Oslo have established a faculty exchange program that is funded by the Norwegian Government Department of Education. The program includes exchange visits of three senior faculty members from each institution and graduate student visits coinciding with graduate student conferences organized alternately each year. [PI for sub-award Oliver Freiburger (Asian Studies)].

Global Initiative for Education and Leadership: In the past year the college has taken an innovative approach to internationalization with its *Global Initiative for Education and Leadership*. The goal of the initiative is to provide international partners with key academic and professional programming as a way of advancing their academic and professional missions. The initiative is organized as a consortium led by the College of Liberal Arts, and includes, to date, the Center for Teaching and Learning, the International Office, UTeach-Liberal Arts, IC², Human Dimensions of Organizations (HDO, a new Option III master's program beginning in Fall 2013), topic experts from colleges across campus, and Alhambra–US Chamber (an international non-profit organization). The initiative is actively engaged in pursuing projects in Abu Dhabi, Saudi Arabia, Algeria, South Africa, Oman, Guatemala, and Bahrain.

National Collaborative Endeavors: COLA faculty members are regularly engaged in national collaborative endeavors—this is a matter of course for academics in the social science disciplines. Some recent examples, all involving extramural funding, are:

- Robert Hummer (Sociology) and Brian Finch (San Diego State University): *A Social Demography of Racial Health Disparities*. Sponsor: National Center on Minority Health and Health Disparities.
- Joseph Potter (Population Research Center), Kari White (University of Alabama at Birmingham) and Jon Amastae (University of Texas-El Paso): *Evaluating the Impact of the Reproductive Health Legislation Enacted by the 82nd Legislature*. Sponsor: anonymous foundation.
- Pamela Paxton (Sociology) and Melanie Hughes (University of Pittsburgh): *Measuring International Nongovernmental Organizations and World Polity Network Embeddedness*. Sponsor: National Science Foundation.

- Russell Poldrack (Psychology), Arthur Toga and Robert Bilder (UCLA): *The Cognitive Atlas*. Sponsor: National Institute of Mental Health.

The Institute for Historical Studies (History Department) is a unique, large-scale collaborative effort with broad impact on faculty and students who come together to create a dynamic and multi-faceted intellectual community. Since its inception in 2007, the Institute has hosted 21 visiting research fellows and 38 research associates from top-tier academic institutions, among them The University of Wisconsin-Madison, Indiana University, University of North Carolina Chapel Hill, University of California Berkeley, The University of Michigan at Ann Arbor, Yale, and Princeton. International scholars invited to the Institute came from McGill University, American University in Cairo, The University of Sydney, The University of Barcelona, The Federal University of Rio de Janeiro, and Cambridge, among others.

Cross-disciplinary and Cross-college Projects: Cross-disciplinary and cross-college projects are increasingly sought and preferred by granting agencies. COLA faculty members are well poised for success in funding such projects. We provide below a sample of projects that involve COLA faculty and faculty from other UT colleges.

- Theresa Jones (Psychology) and Andrew Dunn (Biomedical Engineering): *Neurovascular Mechanisms of Time-Dependencies in Stroke Rehabilitation*. Sponsor: National Institutes of Health.
- James Pennebaker (Psychology) and David Beaver (Linguistics): *Tracking and Shaping the Language of Working Groups*. Sponsor: Army Research Institute.
- Patricia Hurn (Associate Vice Chancellor for Health Science Research, UT System, College of Natural Sciences) and Timothy Schallert (Psychology): *Estrogen and Immunoprotection in Experimental Stroke*. Sponsor: National Institutes of Health.
- Jacqui Angel (LBJ School of Public Affairs) and Ron Angel (Sociology): *The Risk of Long Term Care in Older Mexican-American Families*. Sponsor: National Institutes of Health; *Longitudinal Study of Mexican American Elderly Health*. Sponsor: University of Texas Medical Branch, Galveston.
- Rob Crosnoe (Sociology) and Rebecca Callahan (Curriculum & Instruction – Education): *The Dynamic Nature of Classroom Quality in the PK- 3 years*. Sponsor: Foundation for Child Development.
- Chandra Muller (Sociology) and Sandra Black (Economics): *From High School to Work and Retirement at the End of the Baby Boom*. Sponsor: The Sloan Foundation.
- Chandra Muller (Sociology) and Catherine Riegle-Crumb (Curriculum & Instruction – Education): *Proposed Evaluation of SR Curriculum Training Pilot Program*. Sponsor: Sally Ride Science.

Availability to Media: College of Liberal Arts scholars are highly visible in both national and international media markets. The college’s Office of Public Affairs often receives up to one hundred requests per week for faculty expertise. College faculty are regularly sought by broadcast outlets including the BBC, CNN and other major networks, by major print news outlets such as the *New York*

Times, *The Wall Street Journal*, the *Economist* and *Newsweek*, and by major blog sites such as *Huffington Post* and *Slate*.

Between January and September 2012, we recorded 159 COLA faculty media citations. We plan to continue to provide faculty expertise in areas of national and international interest, and maintain an online resource for media representatives to locate our faculty experts. In the context of the 2012 elections, faculty members in the Department of Government have been active in media coverage of the election cycle, and will continue to offer insight into post-election reporting. Presidential scholar Bruce Buchanan continues to be a default source on the presidency and presidential politics for the national press corps, while Associate Professor Sean Theriault has gained prominence in the last two election cycles as an expert on Congress, including exposure in *The New York Times* and CNN. Professor Daron Shaw remains a nationally recognized expert on public opinion through his co-direction of Fox News' national polling unit as well as frequent mention in both national and regional press. Among the junior faculty, Jason Casellas and Eric McDaniel have received increasing exposure during the current electoral cycle in their respective areas of expertise, Latino politics and African American political mobilization. Jim Henson and the Texas Politics Project are cited frequently in national and state coverage of Texas politics and the role of Texas in the national political arena, and the University of Texas/Texas Tribune Poll, co-directed by Shaw and Henson, has become the preeminent source of information on public opinion in Texas.

Faculty Research Support: College Research Fellowships

Absent a formal sabbatical program, the College has invested heavily in its College Research Fellowship (CRF) Program. These awards, formerly known as Dean's Fellowships, provide semester-long leaves for faculty to focus exclusively on their research programs. For junior faculty approaching the tenure decision, the program provides the dedicated time that is needed to publish a book or a set of articles. For tenured faculty, it provides a full semester that can be dedicated exclusively to tackling large research projects. The program also serves as a key tool for recruiting and retaining the best senior faculty. Over the past several years we have begun to use our CRFs in a more strategic manner, by creating three distinct CRF categories: Research Fellowships, Supplemental Fellowships, and Special Service Awards, all of which are awarded with institutional needs and priorities as well as with individual faculty research agendas in mind. Between 2010 and 2012, the college awarded 168 CRFs: 113 Research CRFs, 35 Supplemental CRFs, and 20 in the Special Service category. Investment in CRFs is roughly \$2.5 million per year.

Research Fellowships: A Research Fellowship relieves the faculty member of teaching his or her required organized classes for one long semester (fall or spring). While all College Research Fellows are

expected to have a worthy research or writing project, nominations may also be made on the basis of exemplary scholarship or record of outstanding teaching.

Supplemental Fellowships: The funding of “top-offs” for outside fellowships or grants is currently being handled by this fellowship. This award is used to supplement up to fifty percent of the faculty member’s nine-month academic rate. This award is used to supplement prestigious and specialized awards and other fellowships that faculty secure from outside sponsors. The fellowships and granting organizations, which speak of the strength of COLA faculty, include, among others, the American Academy of Arts and Sciences, Andrew Mellon Foundation, Carnegie Foundation, Frankel Institute for Advanced Judaic Studies, Fulbright, Institute for Advanced Study (Princeton), National Endowment for the Humanities, National Humanities Center, Rome Prize, and the Woodrow Wilson Fellowship.

Special Service Fellowships: The College has instituted a sub-category of CRFs to aid assistant and associate professors whose service at the departmental, college, or university level far exceeds the norm. Categories of exemplary service include but are not limited to center directors and associate directors, department chairs, and university-wide administrative positions—awards are handled strategically within these categories, and not all applicants are awarded a fellowship. These CRFs allow awardees to devote time to research even if their service commitments have consumed a large percentage of their time.

Faculty Research Assignments and Summer Research Assignments

Faculty Research Assignments (FRAs) and Summer Research Assignments (SRAs) provide the same kind of research support as CRFs but are funded, in part, by the Office of Graduate Studies. More limited in number, FRAs have been decentralized in the last year and award recipients are now being determined at the college level.

Faculty Research Assignments (FRAs): Faculty members in the college submit a proposal outlining their program of research during the fellowship year, including its impact on their career goals. All proposals are reviewed and ranked by a faculty committee that submits its rankings to the college. The Dean reviews the committee’s recommendations and makes the final selection. FRAs are highly competitive and few in number and are available only to tenured faculty in the college. In 2012-13 the college considered 33 FRA applicants and funded 11.

Summer Research Assignments (SRAs): SRAs provide summer funding to assistant professors. The awards provide summer salary to junior faculty members as a way of supporting their research agenda during the early years of their careers. Faculty members are nominated by their chairs for the SRA, and decisions, again made by a faculty committee, are based on available funds. In 2012-13 the college considered 21 SRA applicants and funded 17.

Humanities Research Awards: Extramural funding in the humanities is highly competitive and relatively low paying. Yet, for many faculty members in the humanities the difference between completing and abandoning a project can be a matter of thousands rather than tens or hundreds of thousands of dollars. For this reason, the Dean of Liberal Arts established the Humanities Research Award in 2009. Each award consists of \$5,000 per year for three years, to be used for research-related expenses. In three years, these awards have supported 30 faculty members of all ranks. Consequently, six of ten 2009 Humanities Research Award recipients won outside grants and fellowships since the award's inception, including multiple awards from the National Endowment for the Humanities, the National Humanities Institute, Rice Humanities Institute, Princeton School of Advanced Studies, Fulbright Scholar Program, the American Council of Learned Societies, and the American Association of University Women. Other award recipients are at the cutting edge of the digital humanities, a growing area that combines disciplines of the humanities with technology. These faculty members have collaborated with Liberal Arts Instructional Technology Services to produce online resources that are available broadly via the Internet. The Humanities Research Award has thus allowed faculty members to complete and disseminate their work and to give life to innovative methods in humanities research and publication, and it will continue to do so – the office is currently accepting nominations for the next round of awards. These awards will extend to 2015.

We provide below a snapshot of the accomplishments of our HRA Recipients:

- 6 assistant professors received tenure
- 3 associate professors were promoted to full professor
- Recipients published 24 book chapters and 21 articles in such prominent publications as the *American Historical Review*, *Cultural Anthropology*, and the *Journal of Asian Studies*.
- Sabine Hake, professor of Germanic Studies, published *Screen Nazis: Cinema, History, and Democracy*. Madison: University of Wisconsin Press, 2012.
- Janine Barchas, associate professor of English, published *Matters of Fact in Jane Austen: History, Location, and Celebrity*. Baltimore: Johns Hopkins University Press, 2012.
- Recipients presented their research to scholarly peers on five continents.
- Arturo Arias, associate professor of Spanish and Portuguese, joined the advisory committee of *PMLA*, the journal of the Modern Language Association.
- Katherine Arens, professor of Germanic Studies, was inducted into the European Academy of Arts and Sciences.

Graduate Students

As with the excellence of our faculty, the success of our doctoral students is a key component in the stature of the college and its individual departments and programs. Our strategic plan, as formulated in the late 2000s, calls for the reduction of graduate student cohorts, the recruitment of top students through

multiple years of funding and professional development support, the reduction of time to degree, and successful placement in American Association of Universities (AAU) member institutions.

CLASP Meetings: In 2012, the College revised the goals for its annual PBIS meetings with department chairs and held them within the framework of strategic planning sessions (CLASP: College of Liberal Arts Strategic Planning). The first CLASP cycle (spring 2012) was dedicated to graduate student affairs, and the 2013 cycle will be dedicated to undergraduate student affairs. Recruitment and funding of graduate students, and training that is research and placement oriented, were the central themes in the 2012 CLASP meetings. A summary report of the meetings has been distributed to faculty and students.

Data Collection and Strategic Plans: Massive data collection efforts began in the College in the late 2000s, and we have now reached a point where data inform all our strategic initiatives and plans. The focus on data collection has resulted in some duplication of efforts when it comes to the Graduate School Information System (GSIS). We are in the process of establishing the optimal strategy for information requests and processing, but since at this point data collected for GSIS does not fully correspond to our needs, we complement it with data collected internally, taking great care not to burden departmental administration with multiple reporting requests.

With graduate programs as our focus, we have now established a routine of exchanging information with individual departments, yearly, on the following matters:

- **The number of graduate students who applied, were admitted, and eventually enrolled:** This dataset has already helped us evaluate compliance with the Dean's request that departments reduce their graduate cohorts by 25% (2009), and now helps us plan toward the goal of a steady state of 1,300 graduate students in the college by 2015, with entering cohorts constituting 20% of the total for a given year. Currently we have 1,399 students, 17% of them newly admitted. We will be much closer to the 1,300 target next year, following the graduation or dismissal of roughly 90 students who have been enrolled in their Ph.D. programs for seven years or more.
- **Departmental investment in graduate student professional development** (primarily travel to professional conferences). We increasingly allocate professional development money based on the departmental investment in student travel to conferences to present papers and the percentage of presentations relative to the total graduate student population. While in 2011 we collected this information directly, we are in the process of figuring out the mechanism for gleaning student presentation information from 18-characteristics reports so not to duplicate reporting requests.
- **Graduate students' time to degree**, by individual students, with focus on students who have remained in their doctoral programs for six or more years. We now require departments to submit detailed graduation/dismissal plans for such students, and follow up on these plans. Framing this effort is our determination to reduce the average time to Ph.D. to six and a half years across the college (with two years average to MA and a year and a half to exit with no degree). Starting in 2012 we will release a yearly list of COLA departments with the number of doctoral students enrolled for seven or more years and their percentage within the total departmental graduate student population.
- By spring 2013 we will have the programmatic ability to study graduate student time to doctoral candidacy and from candidacy to exit, and identify students who prolong their stay after

candidacy. In collecting this information our goals are to reduce the time from candidacy to exit to an average of two years across the college and reduce attrition among ABDs. Our CLASP meetings have indicated that some departments have made concentrated efforts to reduce time to candidacy, and we will recommend that other departments consider that as well.

Graduate Student Fellowships

The quality and reputation of graduate programs rely on the ability to recruit and retain exceptional students, and the college supports its top students through fellowships and professional development awards. Our goal is to award graduate fellowships to the top 10% of students, and make these fellowships meaningful in terms of achieving progress to degree. Fellowships should allow these students to be completely immersed in their studies during the period of fellowship funding: For new students, this means learning the field and best practices in conducting responsible research. For continuing students, a fellowship gives the opportunity to conduct research, write up research outcomes, and finish degrees.

Stipends: Over the past year, graduate fellowships were decentralized from the Office of Graduate Studies. In Liberal Arts, we recognize that individual academic units can best articulate their priorities and know where their fellowship money should be invested, and thus we empowered departments to make decisions about fellowships. The outcomes of this funding experiment were promising – more students than ever received full funding packages, including tuition and insurance allocations as well as a stipend. Unfortunately, in a comparison with our peers, our stipends come up short, which pushes some of our top recruits to choose more generous funding at other prestigious universities. As of 2013-14, we will increase stipends to a minimum of \$20,000 and include summer support as part of the funding package to improve our chances of attracting the best students. Summer support for continuing students will keep current students engaged in research year-round. Absent major success in fundraising for graduate students, this will mean a significantly smaller number of offers, an outcome that with time may run contrary to our goal of recruiting and supporting the very best applicants.

In preparation for our 2012 CLASP meetings, we requested data on the funding of students as of the 2006 cohort. What we have learned from departmental reports is as follows:

- 60% of entering students (1,113 students during the entire time period) received multi-year offers, including a combination of fellowships, TAships, and research assistantships.
- 881 (79%) of the multi-year offers were for four years or more.
- Summer support was included in the offers made to 108 students (9.7%) out of the 1,113 who received multi-year offers. This low level of commitment highlights the need to find ways to increase summer support in recruitment offers.
- The average first-year offer in 2006-2011 was \$15,849. Inflation adjustment for 2012 shows a decline in the value of our offers as of 2010.

COLA Graduate Fellows: In an effort to recruit top students who are likely to place in peer institutions upon graduation, the college put together a prestigious and competitive fellowship program that supports

four incoming students and one continuing student each year. Incoming students are guaranteed full support for five years, including summer and research support, with two of the years as fellowships and the rest as TA/AI/GRA support. Continuing students are guaranteed support for 3-4 years. The fellows enjoy structured mentoring by a professor in their departments and by the program director (Professor John Huehnergard, Middle Eastern Studies). An annual research stipend allows the fellows to conduct their own research and participate in their scholarly communities. Our goal is to reach a steady state of 20 students in the fellowship program by its fifth year, and start placing students in 2016-17, with the graduation of the first continuing fellow. The investment in each student is calculated at \$40,000 per year during the fellowship years, and \$20,000 per year during the TA/AI/GRA years.

Recruitment Bonus: Working with the hypothesis that small investments in summer support or professional development could make a difference in recruitment success, the college invited its targeted departments to submit proposals for such support, with the idea of attracting students to study with high profile faculty and in strategic areas within the departments. The proposals were funded with \$50,000 yearly for the past three years, on a competitive basis. As reported by departments, this funding indeed increased recruitment success in Sociology, Psychology, Anthropology, History, and Government.

Graduate Student Professional Development: In 2011-12 and 2012-13, the college augmented \$72,000 provided by the Office of Graduate Studies for professional development awards by \$49,000 each year of its own funds, distributed among targeted departments. In 2008, the college initiated a matching program, matching 1 to 1 personal faculty contributions to graduate student development funds. So far the college has invested some \$225,000 in the matching program, primarily in the departments of Middle Eastern Studies, Sociology, and Psychology whose faculty contributed large amounts of personal funds to graduate student support.

Graduate Student Placement

Job placement reflects the strength of a student's research agenda as well as the investment in their training. We believe that College of Liberal Arts graduate students produce topnotch research, and we endeavor to do our part and support them in their efforts to find training-related jobs, with the goal of increasing placements in AAU and other peer institutions. In 2008 and 2009 the job market for new Ph.Ds in the Humanities and Social Sciences dipped with the economy. In the past two years, we have seen an increase in jobs posted in some humanities disciplines, per published reports from the Modern Language Association and the American Historical Association.¹ Indeed, in Liberal Arts, we have witnessed an

¹ Townsend, Robert B. "Small Signs of Improvement in Academic Job Market for Historians," *Perspectives on History*, January 2012, <http://www.historians.org/perspectives/issues/2012/1201/Small-Signs-of-Improvement-in-Academic-Job-Market-for-Historians.cfm>, accessed October 9, 2012; McDermott, Ryan, "For MLA Jobs Market, Cautious Optimism," *The Chronicle of*

upward trend of graduate students finding employment in tenure track positions. In 2010, the Chronicle of Higher Education reported that UT's Department of History had the best record of placement in the country.² In 2012, every graduate of that department placed in an academic position. The Department of Middle Eastern Studies has had notable success in placing graduates in academic positions, with 100% academic placement in 2011 and 2012 (including four ABDs), and six placements, half of them tenure track, in AAU member institutions.

Table 2: Placement of 2011 and 2012 graduates from the Department of Middle Eastern Studies

Name	Degree	Title	Institution
Blake Atwood	Ph.D.	Lecturer of Persian	University of Pennsylvania*
Farkondeh Shayesteh	Ph.D.	Senior Lector of Persian	Yale University*
Peter Glanville	Ph.D.	Assistant Professor of Arabic	University of Maryland*
Shon Hopkin	Ph.D.	Assistant Professor of Ancient Scripture	Brigham Young University
Zeina Halabi	Ph.D.	Assistant Professor of Arabic Literature	University of North Carolina, Chapel Hill*
Andrey Bredstein	Ph.D.	Instructor of Yiddish	Emory University*
Benjamin Koerber	Ph.D., ABD	Assistant Professor of Arabic	Rutgers University*
Cory Jorgensen	Ph.D., ABD	Assistant Professor of Arabic	George Washington University
Greg Ebner	Ph.D.	Academy Professor, Deputy Dept. Head	West Point, USMA
Kevin Burnham	Ph.D., ABD	Lecturer of Arabic	Appalachian State University
Martin Isleem	Ph.D.	Assistant Professor of Arabic	Bucknell University
Summer Loomis	Ph.D., ABD	Assistant Professor of Arabic	George Washington University

*American Association of Universities member institution.

The GSIS placement data, last updated in November 2011, shows noticeable academic placement rates of 2010 and 2011 graduates in Sociology, Linguistics, Economics, Germanic Studies, Classics, and Anthropology, in addition to History and Middle Eastern Studies. We will follow up on placement patterns using the GSIS and the 18 Characteristics reports, but are encouraging departments to maintain updated web sites dedicated to placement, which will help us in collecting data as well as in showcasing the strength of the individual departments.

Higher Education, <http://chronicle.com/blogs/conversation/2012/09/26/for-mla-jobs-market-cautious-optimism>, accessed on October 9, 2012.

² "Where Recent History Ph.D.'s are Working," February 12, 2012, *The Chronicle of Higher Education*, <http://chronicle.com/article/Where-Recent-History-Ph.D.s/130720/>, accessed October 9, 2012.

Gender and Ethnic Diversity within our Graduate Student Population

Diversity within the student body is a priority for the college. The college, over the past ten years, had an average of 47.4% male and 52.6% female graduate students, and with the exception of Philosophy and Government, where male students make the great majority, the college does not have concerns in terms of gender distribution. We are working closely with these departments, and have made some gains, especially in the Government Department where incoming female graduate students in 2010 dropped below 15% of the entering cohort. With concentrated efforts of faculty and advisors, the percentage rose to over 20% in 2011 and 50% in 2012.

The College had an average of 11.9% underrepresented minorities among its graduate students in the past ten years, and we are working toward increasing this representation with thematic faculty hires and increased student support to match these hires and attract underrepresented minority students. Toward that goal, in the 2012-13 recruitment cycle and following the decentralization of fellowship support, the college made a decision to invest some 30% of its fellowship funding in diversity fellowships. A similar goal will remain in place for the upcoming years.

In preparation for our CLASP meetings, we requested that departments provide short narratives on “success cases” in recruitment, funding, and time to degree from among their students. The 69 success cases provided by the departments offered valuable information on diversity as well as other aspects of student training. Placing success cases side by side with cohort funding offers since 2006 we have observed distribution of awards by gender and in support of diversity.

Gender: Of the 69 success cases, 36 (52.2%) were males and 33 (47.8%) were female students. Female students were less represented in the success cases than in the general student population. In terms of funding level, however, we found no significant differences between male and female student offers. When broken down by gender, we saw almost no difference in the duration of offers, with women receiving offers on average of 4.5 years with a standard deviation of 1.4 and men receiving offers on average of 4.5 years with a standard deviation of 1.3. For those students in our cohort-based data set who had first-year funding offers, the average first year offer for female students was \$15,829 and for male students \$15,873.

Ethnicity: Of the 69 success cases, 10 (14.5%) were Black and Hispanic (five each), 49 (71%) were white and two (2.9%) were Asian American.³ Underrepresented minorities, then, had a slightly higher presence in the success cases than in the general population.

³ We have no information on the ethnicity of the foreign students and of one US citizen within the 69 test cases.

Under the decentralized process of awarding graduate fellowships, underrepresented minority students in the college fared very well. Taking into account college fellowships and those still administered by the Office of Graduate Studies, underrepresented minority students received 23.9% of the fellowships distributed to liberal arts students. They fared slightly better in competitions held within the college (26% of the fellowships), which can be attributed to direct efforts by departments to recruit and support underrepresented minority students.

College of Liberal Arts: Office of Research

To carry out our research mission, our Office of Research staff identifies opportunities for faculty and graduate students and coordinates collaborations with research sponsors and partners. The office facilitates the participation of faculty and graduate students in grant and fellowship competitions inside the University of Texas, at the state and national levels, and internationally, with a commitment to maximizing extramural funding while assuring compliance with all regulatory requirements. Office of Research support allows COLA faculty to become more productive, more innovative, and more effective in their work.

- The office is the contact point to the Office of Sponsored Projects (OSP) and the University Development Office (UDO). It facilitates the submission of research proposals through OSP and the clearing of contacts with foundations through UDO.
- The office provides help in identifying federal and foundation funding opportunities for faculty, graduate students, centers and departments in the College.
- The office channels all limited submission applications by COLA faculty.
- The office provides grant proposal support that includes editing and budget design, with the goal of encouraging faculty to adhere to sponsor-specific formatting and to write for the educated non-specialists who serve on the review boards of federal agencies and foundations.
- The office organizes workshops and information sessions for faculty and graduate students, focusing on grant seeking and grant writing skills.
- The office helps highlight and publicize the work of COLA scholars, creating opportunities for public and donor interest.
- The office offers limited support to faculty at the post-award stage with setting and managing grant accounts.

The COLA Office of Research was reconfigured in fall 2011. One senior grants and contracts specialist was reassigned to Psychology, a targeted department with a high level of grants activity. The office staff now includes an expert senior grants and contracts specialist and a specialist in foundation relations. The two have rebuilt the office and significantly increased its level of activity. Extramural funding has been more difficult to obtain than in past years, but we still consider the success rate among our faculty to be high.

The hiring of a foundations specialist in the Office of Research acknowledges a shift toward seeking research support from private foundations, and represents an innovative way to merge the goals of the Office of Sponsored Projects with the University Development Office. The foundations specialist ensures that faculty work within the proper structure that governs university development activities. She supported grants inquiries for 55 individuals during the past fiscal year: 30 faculty members, including two department chairs and eight center or institute directors; 16 graduate students; three non-faculty researchers and five staff members, coming from 26 units within the college. At this point we are aware of 28 submissions, eight of them funded for a total of \$725,342.

The future of federal research support, which constitutes the lion’s share of our extramural funding, hinges on budget decisions that will be made before January 2, 2013. Potential cuts to the National Science Foundation, National Institutes of Health, Department of Education, and the Department of Defense, follow a trend of decreased funding since 2007 (per published information on usaspending.gov). For some agencies, funding spiked in 2009 because of the American Recovery and Reinvestment Act (ARRA). In 2012, NSF's annual spending was lower than in 2007; Department of Defense spending in 2012 equaled that of 2007; Department of Education spending in 2012 was greater than in 2007 but less than in 2008, 2009, and 2010; and in 2012, the National Institutes of Health spent more than in 2007, but less than in 2009, 2010, and 2011. Researchers in the College of Liberal Arts have weathered this storm thus far, but the decline in the number of grants after the peak year of 2009 is observable in our submission and success rates, even though our grant expenditures this year have increased significantly, still reflecting our increased success during the peak years.

We summarize below six years of grant applications by COLA faculty members, based on information drawn from RMS reports. We are in the process of consolidating these data with our accounting information.

Table 3: College of Liberal Arts, Composite Grant Submission and Award Information

Year	Submitted	Awarded	Success Rate	Amount	Average Award per Year
2006	463	325	70%	\$31,360,181	96,493
2007	234	123	53%	\$16,454,999	133,780
2008	203	94	46%	\$10,127,745	107,742
2009	378	147	39%	\$24,139,436	164,214
2010	315	121	38%	\$15,110,561	130,263
2011	294	91	31%	\$13,483,167	148,167
Total	1,887	901	46%	\$110,676,089	123,522

Office of Research: Faculty Support

Support of COLA faculty constitutes the core mission of our Office of Research. In an effort to optimize this support the Office keeps exploring new venues for service, and, periodically, via user satisfaction surveys, evaluates its success in meeting the needs of the faculty effectively and efficiently.

In spring 2012, our staff surveyed all of the faculty, graduate students, and staff, who had worked with the office of research over the course of the year.

- The response rate was 30% overall.
- The response rate was 37% among tenured faculty and graduate students.
- 41% of the visitors were interested in federal funding.
- 37% of the visitors were interested in foundation funding.
- 20% of the visitors sought international funding.

Respondents were very satisfied with the overall experience, the helpfulness of staff, the timely response of staff, and with the Grants Digest, which we now provide regularly. Respondents especially valued grants staff's communication with OSP and guidance in preparing budgets and budget justifications. Several action items emerged from the survey, including the need to implement and enforce internal deadlines and the need for training and support for grants management staff. The grants office timeline and the Research Support Network, described below, respond directly to these requests. Likewise, our Grants Digest is a response to faculty requests for more assistance with locating grant opportunities.

Effective Communication: The office has streamlined communications between office staff, grant-seekers, and research administrators in the College. One of the recent innovations is the COLA **Grants Digest**, a weekly electronic publication featuring new opportunities relevant to the diverse disciplines of the liberal arts. The digest provides a curated resource that allows faculty members and graduate students to be proactive in their search for extramural funding. The digest is posted online and sent by email to an opt-in listserv that now includes 239 members from the College of Liberal Arts and other colleges. The Grants Digest is search optimized and is a top hit in internet searches. As a result, we have a growing number of subscribers to our Digest from Austin and national non-profit organizations. Our web page receives close to 2500 hits every week, with the home page and the Grants and Contracts page topping the list in number of hits. General searches (like Google) account for 60 or so hits per week.

Structured Timeline: Office staff members have held sixty-four consultations with faculty members and their delegates so far this year, working with them on all stages of proposal planning and submission with the goal of increasing the chances for successful application. Since the Office of Sponsored Projects has become increasingly overburdened, the Research Office staff has implemented a structured grant submission timeline. By setting firm internal deadlines and sending reminders as necessary, the office has

encouraged grant-seekers to turn in materials early and to use the extra time to refine each element of their proposal.

Research Support Network: The newly established Research Support Network organizes sixteen COLA research administrators into a local community of experts. The network has already improved cooperation and collaboration between the Dean's office and other units within the College, among them units like the Psychology department and the PRC that have their own research staff. The network has allowed us to streamline the submission of cross-disciplinary and collaborative grants, corresponding with granting agencies' growing interest in these types of research projects. We are poised to support increasing numbers of applications for extramural funding in the future, which we have set as a priority.

Faculty Workshops—Rethinking our Model: Workshops offer an efficient way to reach multiple faculty in one sitting, to introduce the research office staff, and to share information about the services the office provide to researchers. Workshop topics range from grant writing in general to the specifics of submitting grants through the University of Texas, to drafting budgets and budget justifications.

Between 2008 and 2011, the Office of Research held intensive workshops to train junior faculty members in best practices for searching for and applying for grants. The model for the workshops involved stipends for senior faculty sponsors and workshop participants, totaling roughly \$60,000 per year. In January of 2012, to evaluate the effectiveness of these workshops, the Office of Research studied participant outcomes and conducted a survey of faculty participants and workshop leaders. While some participants were effective in winning grants, only 52% of participants applied for grants after completing the workshops, which put our investment into question. Survey results indicate that demand for grant workshops remains high in the college, but suggest that a change in format to include a stronger peer support and review component and clear expectations for submission may be required. During the 2011-2012 fiscal year, five information sessions and presentations drew thirty-one faculty participants. As we continue to offer general information sessions, we are preparing to offer revamped intensive workshops beginning in summer 2013, with one workshop per year as our goal. We will assess outcomes by the number of grant applications submitted and awarded in the three years following the workshop, to build in time for multiple application cycles.

Office of Research: Graduate Student Support

The office supports and promotes graduate student research by introducing the grant process early, and helping students understand that grant seeking is an essential part of the professional development of an academic. In addition to providing services similar to those provided to faculty, the office coordinates its work with that of support networks serving graduate students, like the Graduate Student Assembly and

the Graduate Coordinators Network, and promotes the professional development of COLA graduate coordinators.

Grant Application Training and Support: From September 2011 through August 2012, the Office of Research held large open meetings and conducted workshops in nine departments, centers, and programs (American Studies, Anthropology, Comparative Literature, English, Germanic Studies, History, Linguistics, Middle Eastern Studies, and Women’s and Gender Studies), reaching a total of ninety-eight students. In addition to providing workshops and presentations, office staff meets regularly with individuals or small groups of students to assist with grant searches and preparation of grant documents. Our tally of face-to-face interactions with graduate students was 117 for the 2011-12 fiscal year. For fall 2012, the office already held one grant workshop—a session focused on strategies for finding grant opportunities—that was attended by 27 students from 13 units (American Studies, Asian Studies, Comparative Literature, Economics, English, French and Italian, Government, History, Mexican American Studies, Philosophy, Religious Studies, Rhetoric and Writing, and Spanish and Portuguese). Two additional workshops are scheduled at the College level, a repeat of the grant seeking workshop in October and a grant-writing workshop in November. Three additional workshops are scheduled in departments by request (American Studies, Geography, and Germanic Studies).

NSF DDRIG Grants: Students from Anthropology, Geography and the Environment, History, Psychology, and Sociology apply regularly for National Science Foundation Doctoral Dissertation Research Improvement Grants (NSF DDRIG). To improve applications and outcomes, our senior grants and contracts specialist has produced a toolkit that summarizes the application instructions provided by NSF and provides sample forms and templates. The DDRIG Toolkit is available online. Additionally, the Office of Research offered two DDRIG workshops in 2011-2012 and will offer another in October 2012. The office staff works extensively with students and their advisors to ensure that we submit the best possible grants to the National Science Foundation.

COLA graduate students submitted 74 DDRIG applications between 2009 and 2011, 24 (32%) of which were funded. Our goal is to increase the number of applications and, at a minimum, to remain within this level of success. Some examples of NSF DDRIGs awarded to Liberal Arts Graduate Students in 2011-12:

- Marcos Amengual Watson, “An experimental approach to phonetic transfer in the production and perception of early Spanish-Catalan bilinguals.” Department of Spanish and Portuguese. Faculty Advisor: Barbara Bullock.
- Daniel Velleman, “Focus and focus-sensitivity in Kichee.” Department of Linguistics. Faculty advisor: David Beaver.
- Noman Baig, “Esoteric Islam and Capitalism: Vertical Time and Sacred Aspirations in Pakistan’s Marketplace.” Department of Anthropology. Faculty advisor: Kamran Ali.

- Niti Mishra, “Characterizing Land Management Impacts on Ecosystem Structure in the Botswana Central Kalahari using Integrated Field and Multi-scale Remotely Sensed Data.” Department of Geography and the Environment. Faculty advisor: Kelley Crews.

Dissertation Boot Camp: A committee of four graduate coordinators approached the Associate Dean for Research with a proposal to create a dissertation “boot camp” for Liberal Arts students who have recently advanced to Ph.D. candidacy. The idea grew from a panel at the National Association of Graduate Admissions Professionals in April 2012. The committee of graduate coordinators had taken note that many students reach candidacy and complete their dissertation research, but struggle with feelings of isolation at the writing stage, which puts them at risk of leaving programs without completing their degrees. This phenomenon has been documented in the Ph.D. Completion Project.⁴

It is through the completion of the dissertation that graduate students bring their research to the world and advance to good jobs, academic and otherwise. To support students in this effort, the office will sponsor its first boot camp in summer 2013. It will be a two-week intensive writing experience for 25 graduate students, with faculty mentors, writing specialists, food and activities to support health and wellbeing. The office will assess immediate outcomes by numbers of dissertation pages written in the course of the workshop, and long-term outcomes by the number of student participants who graduate within two years after candidacy, which is our goal for all participants. Similar programs around the country have improved Ph.D. completion rates. If the pilot succeeds, the office will continue to offer the boot camp yearly and pilot a longer version that would last for one summer session as an organized course.

\$5,000/year

Graduate Student Advisory Council: In April 2011 the office began the process of establishing a graduate student advisory council whose mission is to weigh in on important matters facing the College, as they arise. Our goal is to articulate the structure and short-term goals of the Council by the end of fall 2012. In early meetings, we discussed the end to federal subsidized graduate student loans, parental accommodations, and various climate issues, including the stagnation of UT fellowships and support packages. This initiative introduces a rare opportunity for self-selected, and eventually, perhaps, elected representatives to have the ear of the Deans and a say in policies that affect them directly. We believe that involving the council in our work will improve the climate for graduate students and consequently their success in conducting research and producing scholarship.

Graduate Coordinator Professional Development: The Office of Research creates opportunities for outreach to graduate students through close cooperation with departmental graduate coordinators. Over

⁴ Council of Graduate Schools. (2010) *Ph.D. completion and attrition: Policies and Practices to Promote Student Success*. Washington, DC: Council of Graduate Schools.

the past year, the office has offered Graduate Coordinator Professional Development Awards – travel grants to support attendance at disciplinary association meetings. The top academic conference of the year is our preference, and departments have agreed to contribute matching funds to cover most of the expense. Four graduate coordinators have received awards to attend the annual meetings of the Latin American Studies Association Conference, the American Sociological Association, the Women’s History Association, and the American Historical Association. By attending these meetings, graduate coordinators acquire information and observe the job search experiences in their disciplines. These staff specialists carry forward the knowledge they gain at conferences as they continue to work with new cohorts of graduate students. \$3,000/year

The Graduate School Teaching Fellowship: The College of Liberal Arts, with support from the Office of Graduate Studies, introduced in 2011 measures intended to strengthen the profile of doctoral students who are about to enter the academic job market. Because teaching is likely to remain the primary work activity of most of COLA graduates, the office has increased its efforts to prepare students for teaching and to highlight their training and experience as instructors, which is likely to translate into better success in placement. Advanced graduate students are at the cutting edge of their fields, and they have much to offer undergraduates in specialized upper division seminars. The Graduate School Teaching Fellowship is awarded yearly to a select group of departments. The fellowship comes in the form of a \$5,000 stipend. The department selected for the fellowship appoints an Assistant Instructor to teach a course that is grounded in her or his dissertation project, with close mentoring by a faculty supervisor and the expectation that the course will contribute to the teaching mission of the department. In turn, participating undergraduates are given the opportunity to share in the excitement of emerging research. The College piloted this initiative in 2011-2012 with doctoral students from Comparative Literature, Government, History, and Linguistics. In 2012-2013, the program supports students in American Studies, Geography and the Environment, and Middle Eastern Studies. We will continue the program in future years. The current investment level is \$20,000 per year.

Undergraduate Research Programs

Undergraduate research enhances learning, increases retention, develops critical thinking, creativity, problem solving and intellectual independence, and promotes an innovation-oriented culture.⁵

Participation of undergraduate students in research was identified by the University of Texas at Austin Commission of 125 as a key component in a successful undergraduate experience, and the Commission

⁵ Council on Undergraduate Research, fact sheet, http://www.cur.org/about_cur/fact_sheet/, accessed 10/10, 2012

recommended that every undergraduate be offered the opportunity to “engage in open discussion, inquiry, discovery, research, problem-solving, and learning to learn”.⁶

The College has three strong, highly structured programs designed to increase undergraduate participation in research:

Undergraduate Research Apprenticeship Program: The program provides a structured opportunity for faculty to involve undergraduates in research projects in the various Liberal Arts disciplines. As apprentices, students work between seven and ten hours per week, and receive course credit for a research conference course. Faculty members assign tasks to students that are performed on a weekly basis. Faculty and students meet to discuss the assigned tasks, the scope of the research project, and its relation to the disciplinary field. Upon successful completion of the course and meeting other criteria, students receive a \$300 scholarship in the semester following their apprenticeship. The program began in 2007-8, and its current yearly budget is \$28,600. As of today, 88 faculty mentors and 94 apprentices have participated in the program.

Summer Undergraduate Research Experience (SURE) in Psychology: SURE is a summer internship program for undergraduate psychology majors from the state of Texas who are interested in research in psychology. Priority in enrollment is given to students from groups historically underrepresented within the field of psychology. The program provides hands-on training that will make students more competitive for top doctoral programs. Students who are accepted into the SURE program are involved in all aspects of the research process, increasing their knowledge about and enthusiasm for laboratory and field work in psychology. The SURE program provides stipends for students to conduct two months of full-time (40 hours/week) summer research under the supervision of a Psychology faculty member. Students present their work at an end-of-the-program poster session and also have opportunities to give oral presentations on their work during the course of their participation. The College contributes \$20,000 per year to support the SURE program.

Research Experience for Undergraduates (REU): Each year the PRC, in collaboration with the Department of Sociology, hosts the Research Experience for Undergraduates program. This eight-week summer program, which is funded by a grant from the National Science Foundation, offers eight competitive students from UT-Austin and institutions around the country the opportunity to study social demography through course work and a mentored research experience with senior PRC graduate students. The program provides a stipend and pays for tuition, room and board, and computer expenses. Students enroll in a three-hour summer course during the first half of the summer and dedicate the second half to

⁶ Commission of 125, final report, p. 16, <http://www.utexas.edu/com125/final.html>, accessed 10/10, 2012

their own projects in collaboration with their graduate student mentor and under the overall guidance of the faculty co-directors. Student papers are then presented at the annual fall meeting of the Southern Demographic Association. The program is specifically geared toward students with junior standing who are seriously thinking about attending graduate school in the social sciences and, particularly, in sociology and demography. The College contributes \$18,000 per year to the REU program.

Other Opportunities: In addition to these programs, departments in the College offer undergraduate research courses that provide students with the opportunity to work in an established laboratory or in a one-on-one mentorship with a faculty member. This type of experience prepares students for their undergraduate theses, trains them to conduct their own research, and helps them to gain experience preparing them for future graduate degrees. The success of our undergraduate research programs is evident in the number of winners of the **University Co-Op / George H. Mitchell Undergraduate Awards For Academic Excellence:** Of the 25 award winners in the 2010-2012 competitions, 13 were COLA majors from various humanities and social science disciplines. Our goal is to increase the number of applications to this and other competitions, thereby increasing the visibility of our undergraduate research programs.

Financial Resources

The annual funds allocated to support the various aspects of our research mission, upward of \$4.5M yearly, include the following:

- Liberal Arts Research Office—\$169,000 per year to support staff positions and operational expenses.
- Humanities Research Award—\$150,000 per year to support ten awards of \$15,000 each distributed over three years.
- College Research Fellowships— \$2.5 million per year
- Faculty grant-writing workshops—\$30,000 per year
- Graduate student stipends—\$725,000 per year to enhance the financial aid offers to incoming students in targeted departments; \$200,000 per year to support recruitment of COLA Fellows; \$370,000 per year for graduate student support across the college; \$49,000 per year for professional development; \$225,000 per year in our matching program; and \$20,000 per year in support of teaching fellows
- Undergraduate Research Apprentice Program—\$28,600 per year as scholarships for student interns and stipends for faculty mentors
- SURE Program in Psychology—\$20,000 per year as scholarships for student interns
- REU—\$18,000 per year as support for student participants
- Faculty subvention grants—\$20,000 per year
- Dissertation boot camp—\$5,000 per year
- Graduate Coordinators Professional Development Award—\$3,000 per year

Research Facilities

The use of facilities and renovation funds is directly associated in our strategic planning with research productivity. We target these resources with three goals in mind:

- To provide first-class facilities for centers of excellence, especially those engaged in cutting-edge or cross-disciplinary research such as the Center for Perceptual Systems, the Imaging Research Center, and the Population Research Center
- To provide sufficient quality lab space to recruit top research faculty
- Through our new LabSpace program, to incentivize and support externally funded research

LabSpace assigns space to departments and individual faculty researchers through a competitive proposal process. A committee of senior research faculty reviews proposals and makes award decisions. Individual research labs are assigned for a specific term that can be extended if additional external funding is secured. Departmental labs are assigned subject to periodic reviews based on regular annual reports submitted by the departments. Competitive proposals and review assure that space is used productively and that there is always space available for the best externally funded research.

LabSpace also centralizes technical support, lab management, and post-award grant administration to increase the depth, breath, and professionalism of research support by college staff. This frees researchers to focus on research rather than administration and management, thus adding to their productivity.

Facilities and Student Research: The new Liberal Arts Buildings Phase I and II were designed from the ground up to encourage and facilitate student research and student involvement in faculty led research. Graduate students are housed in clusters that include faculty offices and research labs. Provisions have been made for senior graduate students to have offices within research labs themselves. Most research labs in the building are designed as dual research/teaching labs so that undergraduate students have real lab experiences alongside graduate students and faculty researchers. There are also a number of dedicated teaching labs in subjects as diverse as Geographic Information Systems (GIS), statistics, physical geography, sign language, archeology, DNA, and phonetics. These teaching labs are connected to research labs and collections to provide large numbers of students the opportunity to learn using real data and specimens.

Research Facilities: Significant Additions: Below we list significant projected additions that will contribute to the research productivity of COLA faculty and students.

Seay Building (SEA) 2nd Floor: About 7,000 square feet of SEA is being converted from staff and academic support offices to research space to house the Imaging Research Center. This work began in the Spring of 2012 and will be completed in three phases to be completed by the end of 2013.

Bellmont Hall (BEL): The college will convert approximately 16,000 square feet of BEL from athletic offices into research labs in phases over the next four years. Design for the first lab, the 7,500 square foot Institute for Mental Health Research, has begun and renovation will start in January 2013. The first phase of this lab will be completed by September 2013 with a second and third phase to follow in September 2014 and September 2015. The additional 8,500 square feet will become available for lab use in fall 2014 and will be assigned based on the Dean's priorities. Renovation will be completed by fall 2016.

College of Liberal Arts (CLA): We will open the new 200,000 square foot Liberal Arts Building Phase II (CLA) in January 2013. The building houses classrooms, student facilities, a conference center, faculty and graduate student offices, and over 30,000 square feet of Social Science research space. On opening, this will include 20,000 square feet of dedicated research labs for the departments of Linguistics and Geography, and the PRC. An additional 10,000 square feet of unassigned shell space will be available for future research labs including three labs totaling 1,400 square feet currently planned for the departments of Sociology and Anthropology.

In addition to dedicated lab space, other design elements and spaces in CLA are intended to support research. Developing young researchers – both junior faculty and graduate students – and fostering cross-disciplinary research are two important goals of the college. Accordingly, faculty and graduate student offices, research labs, and collaborative spaces have been clustered together throughout the three floors housing academic departments. The layout is structured to facilitate interactions – both intentional and accidental – between researchers of different ranks and experience, and from different departments and fields of study.

The new Liberal Arts Buildings Phase I and II were designed to constitute a 250,000 square foot Social Science research complex. When completed, the two connected buildings will house three of our targeted units – Anthropology, Sociology, and the PRC – and one of our up-and-coming departments – Linguistics. Geography will join them, creating a complimentary and multidisciplinary mix of research teams and facilities. The college will dedicate space and staff resources within this complex to help propel our best social science research teams into national prominence.

Animal Research Facilities: The College of Liberal Arts is also participating in university-level planning for critically needed animal research facilities. A consulting firm is currently assessing campus-wide need and a report is forthcoming.