

It's all about the Mission

**Building and Sustaining Structures and Cultures to
Support Research
(and Scholarship and Creative Activity)**

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Opportunities for Growth & Improvement

Small- to Mid-sized Primarily Undergraduate Institutions

- Communicating the holistic benefits of research, internally and externally.
 - An investment in research can deepen a commitment to high-impact teaching and robust student learning and success. Combating the false dichotomy narrative.
 - The goal is not to become an R1.
- Leveraging – and thriving in – dynamic environments.
- Finding the right balance between research development and research administration and level of support.

The College of New Jersey

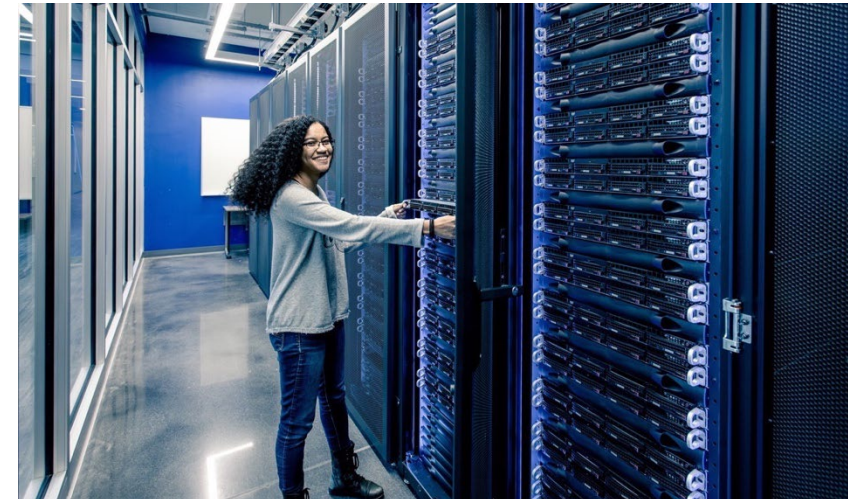
Institution

- Public, comprehensive (strongly liberal arts grounded)
- Primarily undergraduate institution
- “Research College” – Carnegie Classification
- Eight schools
- Enrollment
 - ~ 7,500 undergraduate students
 - ~ 600 masters students



School of Science

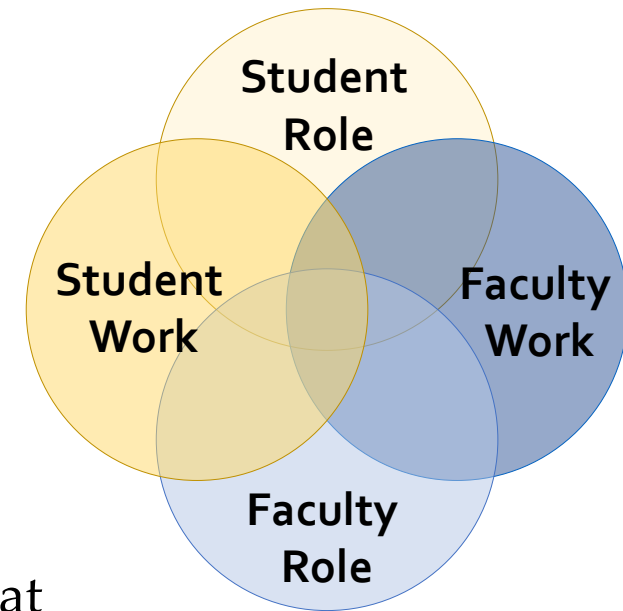
- 5 academic departments
 - Biology | Chemistry | Computer Science | Mathematics & Statistics | Physics
- Many interdisciplinary programs and connections



Academic Transformation at TCNJ

Reconceptualizing Learning

- Simultaneously transformed our undergraduate curricula and faculty workload. Implemented in 2006.
- Backward designed – Began by **defining the learning environment** we desired.
 - Framed conversations around the respective roles of students and faculty members needed to achieve the new learning environment.
 - Defined and revised curricula (core and program-level).
 - Shifted to a teacher-scholar faculty model and culture.
 - Shifted from a traditional “teaching load” system to a holistic “workload” system.
 - Revised T&P documents and processes to recognize and reward what is important and align these with our values.



Strategic Trajectory & Context

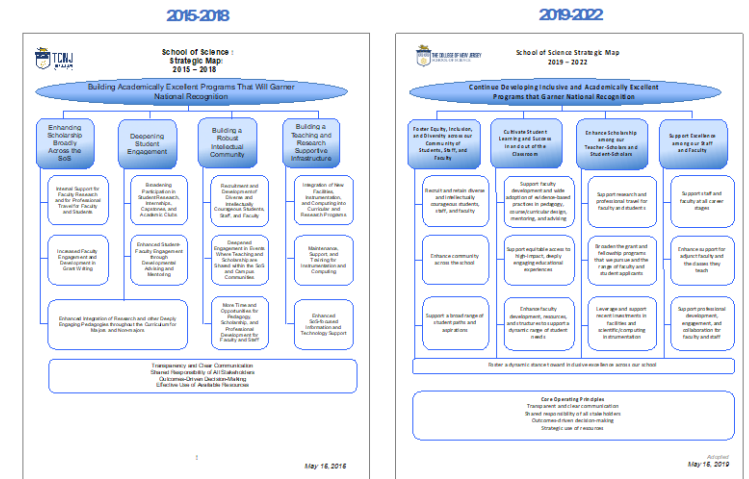
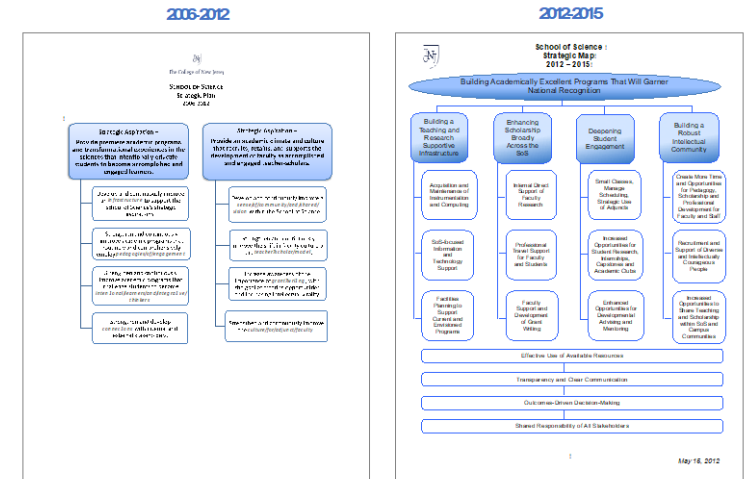
Philosophy, Approach, Messaging, & Communications

- Where to start? School-level and/or institutional-level.
- An investment, not an expenditure.
- Intellectual benefit of grant proposal writing.
- Efforts must be mission-aligned (not just chasing \$). Willing to say “no.”
- Proposal types: discovery research, instrumentation, programmatic, student support, curriculum, etc.
- Collaborative, interdisciplinary, & programmatic proposals
- Submit and re-submit proposals
- Celebrations!

Strategic Trajectory & Context

Strategic Priorities and Objectives (School of Science)

- 2006–2012: “Increase awareness of the importance of grant-writing, with the goal of creating opportunities and increasing intellectual vitality.”
- 2012–2015: “Faculty Support and Development of Grant Writing.”
- 2015–2018: “Increased Faculty Engagement and Development in Grant Writing.”
- 2019-2022: “Broaden the grant/fellowship programs that we pursue and the range of faculty and student applicants.”



Select Outcomes

School of Science

- Increased interest and engagement in grant-writing, submission rates, and funding rates.
- Improved recruitment and retention of faculty and staff members.
- Improved student learning and student success.
- Grant writing and well-reviewed proposals – not just awarded grants – are recognized and rewarded in reappointment, tenure, and promotion.
- Language is now included in advertisements for new faculty positions.

Metric	2005-06	2019-20
# of proposals submitted	6	38
# of Pls, Co-Pls, Sr. Pers.	5	29
# of awards	2	18
Total award funding (\$)	~ \$90K	> \$3.4M

Select Outcomes

TCNJ

- Increased submission rates and funding rates.
- Developed a new indirect cost (F&A) policy and rate to better support proposers and the institution, with a shared distribution model.
- Created a better balance and synergy between research development and research administration, including improved alignment between pre- and post-award, along with more support.

Metric	2007-08	2024-25	3-yr Avg. (2023-25)
# of proposals submitted	74	97	95
# of awards	46	55	50
Total award funding (\$)	> \$5.2M	> \$16.9M	> \$24.7M

In Summary

Structural and Cultural Change

- **Adopting structural and cultural changes** ensures that our efforts are not 'add-ons' or 'one-offs' but rather woven into the fabric of the units and institution.
- Developed a strong academic and faculty culture of grant writing.
 - This cultural shift has been grounded in our mission and in the important role that grant writing and grant support can play in enhancing the intellectual climate overall, and, in particular, for student success, faculty success, and institutional success.

Thank You



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Rumination About Racial Privilege Increases Guilt and Willingness to Support Collective Action for Racial Equality

By Larissa Boughton, Kaitlyn Crenard, Stefanie Lantique, Rebecca Morrow, and Leanne Villareal, and Shaun Wiley

Introduction

- While Americans who acknowledge their ingrained racial privilege are more supportive of racial equality (Smith et al., 2019), this is at least in part because unexamined racial privilege makes White Americans feel guilty, an emotion associated with compensatory action (Swain & Miller, 1998).
- However, guilt is aversive (Olekalns et al., 2012; Wheeler et al., 2014). White Americans may be motivated to reduce their negative feelings (Olekalns et al., 2012; Wheeler et al., 2014; Smith et al., 2019; Swain & Miller, 1998; Phillips & Corley, 2015), making them less willing to support racial equality as a result.
- In the present study, we argue that White Americans' support for racial equality depends not only on their feelings of guilt about racial privilege, but also whether they sustain those feelings over time. In other words, it depends on emotion regulation (Barlett et al., 2007; Ford et al., 2010).

Methods

- We recruited 15 participants from TCU using MTurk and 150 participants from TCU, making for a total number of participants of 165 (M_{age} = 20.64, SD = 13.12, 54% women; 56% straight, 44% LGBTQ+; 26% Black, 74% White; 100% U.S. born). We used the "Design of Studies" from Swain & Miller (1998) to assign participants to "read" "White Privilege: Unpacking the Invisible Backpack" by Peggy McIntyre.
- The participants were then randomly assigned to read for eight minutes or 15 minutes. After reading, participants completed a questionnaire about their personal and professional support for racial equality. Participants were then asked to report levels of guilt and related emotions, as well as their willingness to engage in collective action to support racial equality.



Results

- The Mixed factorial ANOVA (see Fig. 1) revealed a significant two-way interaction between levels of rumination and time (F(1,163) = 13.12, p < .001). The simple effects analysis (see Table 1) revealed that participants who read for 15 minutes and reported high rumination were more willing to support collective action (M = 4.12, SD = 0.85) than participants who read for 15 minutes and reported low rumination (M = 3.12, SD = 0.85).

Discussion

- Readers interested in research on the importance of emotion regulation in social justice research should consider the importance of rumination in this research. Rumination about racial privilege is a negative emotion that can lead to collective action (Olekalns & Smith, 2012) and the importance of rumination in this research is particularly important for White Americans. Further, this study has implications for the research on rumination and collective action.
- Future research should explore rumination as a target of intervention, and explore other emotions as mediators of the relationship between rumination and collective action.

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