

## Recommendation for a *Center for Student-Faculty Research*

### CPR Report February 2008<sup>1</sup>

#### Introduction

As plans go forward for a major fund-raising campaign at Amherst, the members of the CPR have had wide discussions about how the College might use that initiative to enhance intellectual relationships between students and faculty. One of the major attractions that Amherst has for potential students and current faculty members is the desire that both have to work closely together on mutually productive projects, whether in classes or outside the curriculum *per se*. The recent initiative to encourage students to work more imaginatively and energetically with the communities of which they are members encouraged us to think of ways to do the same in intellectual endeavors. The result is our recommendation that the College and the Trustees initiate a *Center for Student-Faculty Research*.

Amherst is justly proud of its reputation as a formidable teaching college. The numbers of new courses annually introduced by Amherst faculty is testimony to their desire to challenge students intellectually. And our students' enthusiasm is part of the reason that faculty members stay at Amherst. However, we on the CPR believe that this is a good time—as we go through a decennial re-accreditation, compose new initiatives for extra-curricular projects, and prepare for a new comprehensive campaign—to ask if there is a way to build into the College's profile a new sort of faculty-student interaction. We have been convinced by responses from faculty colleagues and students that new pedagogical models are welcome, that the traditional modes of classroom instruction, independent study, and thesis work can be enhanced by the introduction of a new paradigm: extra-curricular research projects of interest to both students and their teachers. We do not intend for this initiative to replace current practices or budgets, e.g., the Dean of the Faculty's support for Academic Interims, Faculty Research Awards, science departments' funds for research and teaching, Hughes Summer Science Program grants, Schupf Fellowships, etc. Rather, we seek to encourage the College and its Trustees to raise funds to begin a new and double-pronged process: first, to encourage faculty and students to think about and develop new ways of intellectual interaction, and second, to fund those experiments.

Our proposal would establish a *Center for Student-Faculty Research*, with a full-time coordinator experienced in the arts of teaching and/or collaborative research; would provide funding for collaborative research projects; would provide stipends for faculty members willing and eager to take new responsibilities, and would provide stipends for

---

<sup>1</sup> Members of the CPR involved in the drafting of this proposal include: Stephanie Gounder '08, Dominic Poccia, Sean Redding (Chair), Ronald C. Rosbottom, Peter Tang '10, Sarah Turgeon, and Normandy Vincent '08; *ex officio* members include: Katie Bryne, Gregory Call, Shannon Gurek, and Peter Shea. A special thanks goes to Lisa Stoffer of the Office of Development for her assistance in researching ongoing programs in peer institutions.

student researchers. The initiatives for collaboration would originate with either faculty members or students.

We estimate that an endowment of \$15 million would provide the \$675,000 annually necessary for such an ambitious project. These projects would take place for six to eight weeks during the summer or during the interterm period. The program would provide housing and stipends for students involved. Professors participating in the program would receive stipends as well as administrative support from the Coordinator, and could apply for funds to hire other personnel as required by the specific project.

We are not so idealistic as to ignore that there will be growing pains for this project, but these will be off-set by the excitement of re-thinking how a first-rate educational institution fulfills its mission. We know that we can rely, as always, on the commitment and dedication of the faculty, and on the energy and imagination of our students to make effective use of this projected endowment. In the end, we would hope that Amherst could come to be known as a school where the sort of productive intellectual colloquy we all dream of could occur.

## **Background**

In 2006-07 the CPR began discussions leading to this proposal. The idea came from our evaluation of the financial implications of the CAP's suggestions, and that led us to a discussion about the intellectual engagement of our students and ways of encouraging broader collaboration between students and faculty. Prompted by our reading of the CAP report's comments on faculty and student research opportunities (see Appendix), by the recent establishment of a Center for Community Engagement, and by recent formal and informal faculty discussions, we attempted to define what such a proposal would entail. We surveyed our faculty colleagues and the student body to find out the intellectual value of faculty and student joint research and mentoring outside the classroom. We were also concerned about the financial costs of supporting these activities, including student salaries and other forms of material support, and about the more hidden costs of placing another potential burden on faculty time.

Much faculty research<sup>2</sup> takes place without the active participation of students, but one substantial effort involving joint activities is the model of the senior thesis project (which may or may not be directly linked to a faculty member's own research). Many other forms of research are supported by grants to individual faculty members, by departmental funds when available, by the Hughes Summer Science program, and by Academic Internships (which may not always involve much intellectual input on the part of students), and there are some other sources of funds that have helped engage students and faculty in collaborative work. These activities are possible because of a wide variety of somewhat unevenly distributed resources including external research grants, corporate grants, various Deans' funds, the Faculty Research Awards Program, endowed funds,

---

<sup>2</sup> For the sake of brevity, we will refer to the range of scholarly work, artistic and other creative activities as "research."

departmental budgets, and other sources.<sup>3</sup> The total amount of money available from all sources varies from year to year; the current allocation from the Dean of the Faculty's office for the Amherst Academic Intern Program and the Student Research Grant Program is approximately \$158,000. The money needed to fund the current proposal would be in addition to the existing funding.

These types of intellectual activities are exceptionally valuable to the students and could potentially be more valuable to the faculty. Both the CAP Report and the forthcoming re-accreditation report to be submitted to the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges comment on joint intellectual projects as important parts of the overall life of the mind at Amherst. The favorable student-faculty ratio of Amherst makes possible productive and educational interactions that build upon the classroom experience and potentially expand its development into novel forms of intellectual engagement.

The current status of student-faculty collaboration, on its various levels, is a relative mystery to most students. Few students know that such opportunities exist. Students who have participated in the existing Amherst Academic Internship program or who have worked closely with professors on senior honors theses have overwhelmingly indicated that these experiences were intellectually stimulating. Beyond these limited options, students have indicated strong enthusiasm for more opportunities to become involved in collaborative research with Amherst professors. Collaborative projects would allow students to form closer intellectual relationships with professors by working jointly on scholarly work. The stipends and financial support from the college intended to support the projects would allow all qualified students an equal opportunity to participate in the full intellectual life of the college, regardless of socioeconomic status. By institutionalizing the process to support such experiences, students would be able to work closely with a faculty mentor on long-term projects that could begin before senior year. Therefore, many students see the student-faculty research initiative aptly suited to the ideals of the Amherst College experience.

Experiences of collaborative work between students and faculty vary greatly by discipline. Faculty in the sciences and the performing arts often routinely collaborate with students, while those in the social sciences and the humanities may never have had the opportunity. Collaborating with students offers new pedagogical challenges, but may also provide new insights and allow for broader investigations within research fields.

---

<sup>3</sup> The college currently has a number of sources of funding for faculty-student research projects, particularly in the sciences. These range from endowed funds controlled by individual departments to funds available from the Dean of the Faculty intended for projects across the curriculum. Both Biology and Chemistry have endowed funds which are available to support honors students in the summer before their senior year. In addition, students in these departments, as well as Neuroscience, are eligible to receive funds from Hughes to support summer research. The Physics department is able to support 2 summer students per year through the Albree Trust. The Geology Department relies on Hughes or participation in the KECK consortium to fund summer students. All students are eligible to receive support through the Mellon Academic Intern Program which, last year, supported over 20 students during the semester and 11 in the summer. Finally, students are eligible to apply for Amherst Academic Internships which provide modest funding for research projects across the college.

However, the expansion of student opportunities would entail greater costs in addition to greater time commitments on the parts of both students and faculty. The CPR surveyed the faculty to assess their willingness to assume the additional responsibilities that would come with involving students in their own work and to discover the potential costs of such an expansion. In the same vein, we wanted to know the level of student interest in such projects. Finally, we also decided to survey (informally) some peer-institutions concerning their current policies on joint student-faculty research.

## **Surveys**

In the fall of 2007, the CPR surveyed Amherst faculty members about their interest in student-faculty joint projects, while student members of the CPR designed a questionnaire to gauge the extent of student interest.

### *Faculty*

The CPR invited by e-mail all members of the faculty to answer the following questions:

1. Would you be interested in expanding your interactions with students on joint scholarly or artistic projects, assuming that adequate financial and administrative support existed? (If your answer is no, please let us know that as well).
2. What types of activities would be most pertinent to your scholarship, and how might a student (or small groups of students) with an appropriate academic background participate?
3. In what types of such activities do you currently participate?
4. What kinds of costs might be associated with such projects in your discipline?

Although we sent the survey out at a busy time of the semester, colleagues responded with broad and thoughtful comments: we received a total of 44 replies (approximately 25% of all faculty) from 21 of 28 departments. These responses are categorized by broad disciplinary areas and summarized in the Appendix. Among the replies we found that: 1) most respondents were enthusiastic about expanding research interactions with students; 2) costs of support and previous experiences with joint research were somewhat discipline-dependent. Generally, the experimental sciences appeared to have the most experience with collaborative research and the greatest need for funds, and the humanities had the least experience and required the fewest funds (with the exception of the performing arts where the projected costs of collaborative projects were often substantial); 3) many respondents emphasized that the chief barrier to their participation in joint projects (or their participation in more joint projects in the case of

the sciences) was the cost of non-student personnel to assist either in supervising or training students as well as in administering the project; and 4) many faculty members who did not immediately see how students might be incorporated into their research were nonetheless supportive of the idea and thought they might need more time to consider further the possibilities. Note that the survey asked only about projects in the professor's immediate area of research and so did not include other possibilities such as advising or participating in areas of expertise not directly involving the faculty member's current research interests.

### *Students*

We also polled the student body and received a phenomenal 758 responses (46% of all students). The results of this survey are also summarized in the Appendix. A majority of the students indicated great interest in more collaborative opportunities, but most students were not even aware of the current Academic Internship program. Only 10% had participated in academic internships. Of those, the majority had found them intellectually engaging, even though not all internships contain an explicit research component. Many surveyed students envisioned that the proposed support for collaborative projects would help develop their intellectual pursuits beyond the classroom, improve their research skills, and better prepare them for post-graduate work.

### *Other Institutions*

A limited survey of peer institutions indicated that most have programs similar to our current program for the support of faculty research and student research. Most research involving joint projects is located in the sciences at all institutions. No other institution at this time has a coordinated program across disciplines, but some are thinking about strengthening support for interactive projects as a way of enhancing their academic offerings. One small liberal-arts college, St. Olaf's College, has a similar program running during the summer that directly pairs related projects developed by students and faculty. This program seems to be relatively small at this point (with seven faculty members participating and eight students), but does provide the funding and support for collaborative research in the humanities and social sciences.<sup>4</sup> Williams College also has some funding available for collaborative research projects. A few other institutions were themselves exploring new directions in collaborative research, and a couple mentioned that their institutions were making student-faculty research a priority for capital campaigns. The support for more collaborative research between students and faculty in all disciplines, and not just in the sciences where such collaborations often already take place, seems to be the beginning of a broader educational current.

### *Summary*

We conclude from these surveys that there is a large pool of both faculty members and students interested in participating in expanded collaborative or joint projects. Not all faculty members have given a great deal of thought to the possibilities for such

---

<sup>4</sup> The website for the St. Olaf's program is: <https://fusion.stolaf.edu/sur/index.cfm?fuseaction=statement>

interactions, but a significant number, particularly in the performing arts, experimental sciences and social sciences, either already look for ways to bring students into more collaborative roles or else look forward to learning about the possibilities. Judging from the open-minded curiosity of many faculty members who had not had much experience in joint research activities, we are confident that the collective ingenuity and dedication of the faculty would engender many new opportunities should resources become available. We are also confident that enthusiasm for such a voluntary program would grow over time. Amherst would be an innovator in establishing such a program.<sup>5</sup>

## **Conclusions**

We believe that an opportunity exists to build upon and strengthen one of the great promises of an Amherst education: the possibility for broader intellectual engagement between students and professors outside of the confines of the classroom. The institutionalization of such a program is likely to set us apart from most of our peer small liberal arts colleges and large universities. To capitalize on this opportunity, we would need to give prominence to these activities, as well as to recognize and to provide for their hidden costs.

## **Recommendations**

1. That the upcoming Comprehensive Campaign incorporate efforts to establish secure funding for joint faculty-student research, artistic and creative projects, as well as a structure for administering and coordinating such a program. Working with rough calculations, we estimate that \$15 million in endowment would be required to provide this funding, based on a spending rate of 4.5% (using the Treasurer's figures) from the income generated by that amount. This would allow for an annual budget of approximately \$675,000. This funding would be in addition to the current funding for Amherst Internships, Schupf Scholars, department grants, etc.
2. That a full-time position be established for a Coordinator and that adequate office space be assigned. A Coordinator would make the program more visible to both students and faculty, and would ensure that its goals are realized. The Coordinator would report to the Dean of the Faculty. Duties of the Coordinator might also include the administration of paperwork for existing research programs such as the Academic Internships and other initiatives, which would have the added benefit of centralizing and streamlining the administration of similar, related programs. The Coordinator would also have responsibility for promoting collaborative projects and assisting students and faculty in identifying opportunities for collaborative work.
3. That a process for evaluating applications and dispensing funds for such activities be established by the Dean of the Faculty.

---

<sup>5</sup> More details on the faculty and student survey results plus a brief synopsis of the responses from other liberal arts colleges can be found in the Appendix.

4. That a project funded by this program involve the faculty member's own research or a project of common interest to the student(s) and the faculty member. Thus, the faculty member's role might be considered collaborative, mentoring, or both. The projects would potentially take place over interterm or during a six or eight week period in the summer months.
5. That awards might include funds for personnel (to supervise labs, for example), materials and travel related to the project, as well as stipends for both students and faculty participating, but would not include funds for faculty salaries or for course development.
6. That details of the program be worked out by the Dean of the Faculty in consultation with faculty members representing a range of disciplines.
7. That annual budget recommendations be determined by the CPR, the Dean of the Faculty and the Treasurer.

## Appendixes

### I. Relevant Excerpts of CAP Recommendations Related to Strengthening Faculty and Student Research Activities

#### *Section 3*

#### *Expanding Our Reach in Ideas*

#### 3.6 Support for Scholarship and Creative Work

*10. We recommend that all assistant professors be assured of a year of sabbatical leave at full salary after reappointment.*

*11. We recommend that the existing program of Senior Sabbatical Fellowships be expanded to cover as much as two semesters of leave after six years and that the College make every effort to secure sufficient funds to support all qualified applicants.*

Amherst puts faculty at a competitive disadvantage in gaining external funding by providing less staff support for grant seeking than most peer institutions.

*12. We recommend that the College create a staff position to assist faculty in applying for grants to support their research and creative work.*

We also endorse the further study of proposals to create a more broadly defined research center to bring to campus post-doctoral fellows and senior scholars who would share their work with the college community.

#### *Section 4*

#### *Learning Beyond the Amherst Classroom*

Although many list community service as part of their high school resumés, few have had opportunities within the classroom to engage critically with the history, policies, and cultural practices that have shaped those communities. As is equally true of foreign language acquisition, experimental science, and the performing arts, we lose an important learning opportunity when we fail to integrate direct experience into learning.

#### 4.1 Research and Internship Opportunities

Student collaboration with faculty on projects of intellectual import plays a central role in pedagogy in the natural sciences and attracts talented future scientists to the College. Amherst lags behind peer institutions in the quantity, though not the quality, of the opportunities that we provide. The vagaries of government-driven grant funding create an element of unpredictability that our peers have increasingly mitigated through endowed funding for summer science research. We urge that such funding be increased at Amherst.



Support for semester and summer internships through the Amherst Academic Interns program and the Dean of the Faculty’s grant program for student research has proved to be increasingly popular over the last three years. Some of these internships have provided assistance to faculty research in the sciences and other areas; others have supported course development, as have the Curricular Computing Summer Interns. The College’s libraries, museums, and outreach programs provide other locations beyond the classroom for students to work closely with faculty and staff on projects related to their academic interests. We look forward to the creation of additional internship opportunities in these areas.

*13. We recommend that funding for the Amherst Academic Interns program and the Dean of the Faculty’s resources to support student research across the disciplines be enhanced.*

*Section 5.*

*Supporting the Open Curriculum*

*5.4 Pedagogy*

We cannot meet the needs of our students simply by increasing the number of faculty and courses. Our recommendations call upon the faculty to teach new material in different ways, to build bridges between disciplines and explore the ground between disciplines, and to find innovative ways to make their subjects accessible to all Amherst students.

**II. Summary of Student Responses to a Survey Organized by the Student Members of the CPR and circulated by the AAS**

728 total responses

**Student-Faculty Collaborative Research Survey**

The Faculty Committee on Priorities and Resources (CPR) is investigating opportunities to enhance student-faculty collaborative research. We are currently gathering student input on the interest level on campus. Please answer the following questions.	
Class Year:: <b>728 voters</b>	
2010	27% (196)
2011	26% (191)
2008	24% (174)
2009	20% (146)
2009E	1% (8)
2010E	1% (6)
2008E	1% (4)

2011E	0% (3)
-------	--------

Major/Intended Major: : <b>706 voters</b>	
Humanities	38% (266)
Social Sciences	27% (191)
(Natural) Sciences	23% (164)
Unsure	12% (85)

How interested would you be in collaborative faculty-student research opportunities?: <b>693 voters</b>	
Very Interested	51% (356)
Somewhat Interested	37% (258)
Minimally Interested	9% (60)
Not Interested	3% (19)

Are you familiar with the research interests of your professors?: <b>693 voters</b>	
Somewhat Familiar	35% (241)
Minimally Familiar	29% (198)
Not Familiar	25% (170)
Very Familiar	12% (84)

Are you familiar with the academic internship program?: <b>691 voters</b>	
Not Familiar	63% (438)
Minimally Familiar	23% (162)
Somewhat Familiar	11% (73)
Very Familiar	3% (18)

During what time periods would you be interested in participating in student-faculty research? (check all that apply): <b>639 voters</b>	
Interterm	36% (228)
Summer	35% (225)
Academic School Year	29% (186)

Have you participated in an academic internship (academic internships include Hughes fellowship, Academic Intern Program, Mellon Internship, Schupf Scholar, etc.) before?: <b>659 voters</b>	
No	89% (589)
Yes	11% (70)

If you haven't participated in an academic internship (including academic intern program, Hughes Fellowship, Schupf Scholar), what factors prevented you from doing so? (check all that apply): **543 voters**

Don't know about the programs	50% (273)
Don't know how to find academic internships	17% (90)
Too busy with other engagements	15% (83)
Prefer other types of internships (i.e. non-profit, professional, etc.)	8% (42)
Others	5% (28)
Lack of Interest	5% (26)
Tasks not intellectually engaging	0% (1)

If you have participated in an Academic Internship,

How did you obtain your internship?: **67 voters**

In response to an advertisement/announcement	58% (39)
I approached the professor	27% (18)
Professor approached me	15% (10)

How intellectually engaging were your tasks?: **71 voters**

Very Engaging	49% (35)
Somewhat Engaging	42% (30)
Minimally Engaging	8% (6)
Not Engaging	0% (0)

How prepared did you feel for the work assigned to you?: **69 voters**

Somewhat Prepared	65% (45)
Very Prepared	26% (18)
Minimally Prepared	7% (5)
Not Prepared	1% (1)

How involved was your supervising professor in your tasks?: **69 voters**

Very Involved	43% (30)
Somewhat Involved	41% (28)
Minimally Involved	13% (9)
Not Involved	3% (2)

### ***Excerpted Responses from Students***

I think there are a fair number of opportunities for research in the sciences but a lot fewer in the humanities. It would be nice if there was a program for undergrads that was the equivalent to the Hughes program for the sciences.

-Publicize student-faculty research opportunities! I find that there are a lot of great programs on campus that I never hear about until they're over with simply because the sponsor of the event didn't push his program. E-mail and online notices do NOT count as publicity!!! Post notices around campus, put info sheets into students' mailboxes, hold information sessions, etc.

-There should be more opportunities available during all times of the year.

-I think the social sciences especially (well, I don't know much about psychology) offer very few opportunities for student research. This is unfortunate because it offers students first-hand experience with the methods of the field. Not just in a superficial way, but when a student has work to do which is slightly more challenging than she could do unsupported-- it really makes her struggle with the epistemology of the field; she must consider how a discipline knows, and what counts as knowledge before she can do her own investigation. So, I think the pedagogical benefits are tremendous.

-I'd love to see more student faculty research, and also post-graduate fellowships for creative work in the humanities.

-As far as I am aware, there were no internships in my department. And if there were, I just didn't know how to find them.

-I actually was not accepted into the Hughes Fellowship.

### III. Summary of Faculty Responses to CPR Mailing

We received at least one response from 21 of 28 departments, a total of 41 responses from 165 FTEs. These are broken down into three somewhat arbitrary groups for simplicity.

*Science and Math.* 15 responses from the Departments of Biology, Chemistry, Geology, Mathematics and Computer Sciences and the Program in Neurosciences.

Most current activity involved lab or field experiments. Virtually all respondents said they were interested in expanding their interactions (some said they would be happy just to maintain their current high levels of activities). In most cases, particularly those involving laboratory or field research, the limiting factor was non-student personnel, which might include research assistants, post-docs or recent post-baccalaureate students. The personnel issue was frequently related to time pressures, the difficulties for faculty availability to direct and train students or maintain instruments associated with increased student participation in research projects. A smaller but significant set of responses involved costs of supplies and equipment. In math and computer sciences, stipends and housing for summer students were generally not available but costs of materials and supplies were minimal. Only one respondent thought money for joint research would be better spent on expanding the faculty.

*Social Sciences.* 10 responses from the Departments of Anthropology and Sociology, American Studies, History, Law and Jurisprudence, Political Science, and Psychology.

Most current activities cited had a survey or interview component. Expenses included summer student housing and travel. One respondent was enthusiastic about groups of students working together on a project and suggested support for post-baccalaureate assistants. In general, aside from student salaries, estimated costs were modest. One respondent thought that his research was unlikely to be appropriate for undergraduates to participate in, but nevertheless was supportive of the possibilities of more joint projects with students. Another noted restrictions of students participating in research involving personal information of other students.

*Arts and Humanities.* 21 responses from the Departments of, Classics, English, French, Fine Arts, Asian Languages, Music, Philosophy, Religion, Spanish, Theater and Dance.

Ten of these did not think their research was appropriate for joint work with undergraduates or were skeptical or unsure of how such projects could be accomplished but five of these nevertheless came up with ideas of how students might be incorporated. Of the 16 indicating their openness to involving students in research only a few required substantial funding; most required nothing. Costs included research assistants or postgraduate students, travel (local and foreign). The exception was in the performing arts facing costs of putting on performances in music, drama and dance (both personnel and materials) and expenses for rehearsal, recording, score and part preparation and coaching/consulting. Many respondents in arts and humanities mentioned and even apologized for not having fully thought through the possibilities of collaborating with students, having had limited experience with such joint projects in the past.

## ***Excerpted Responses from Faculty***

### *Science and Math.*

The best way to buy us more time is to hire permanent full-time technicians to help maintain the research labs, instruments, and facilities in which students conduct research.

Students find these experiences rewarding and life-changing, and as result we encourage all of our students to engage in at least one research experience

(Referring to technical assistants' duties) These are tasks that require long-term institutional memory, high levels of training, and are not accomplishable by undergraduate students or by the types of postgraduate 'interns' that typically spend a post-baccalaureate year working in the IT, Admissions, or Athletics departments. All of the latter fail to provide the long-term institutional memory needed to operate and maintain a modern laboratory and field research program.

I can also imagine that faculty in other disciplines could benefit from a prolonged intellectual interaction with some of our recent graduates.

We often can't take on all the underclass students (after 1st and 2nd year) who would like to do research in our labs, even if they have stipends from (for example) the Hughes grant, because we don't have the resources to train and supervise these students. [We need] 1) student summer stipends and salaries for academic year lab work; (2) technical staff to assist faculty in training and supervising student lab research; and (3) supply costs for student research projects.

The most important and by far the most expensive element of my research program is salary for a research assistant or post-doc. I believe all experimental scientists at the College should have an expectation of uninterrupted support for one such position in their labs. ... The importance of continuity cannot be overemphasized.

Coming to the point where I am now, I need to stop taking so many students so that my technician can spend more time on research and less on student training....needing to turn away students is NOT where I would like to be, and so I would like to see College support for this. The greatest single determinant, or limiting factor, to incorporating students in my research, is the availability of expert help - this comes in the form of myself, my technician, and even previous students.

The only caveat to keep in mind is that an effective technician is not easy to find, and takes time to train, so that getting such awards on a short-term (one or two years) basis is problematic.

Much of the need for supply and equipment support is dependent on an individual faculty member's level of outside grant support, so it's tough to gauge numbers.

### *Social Sciences.*

Yes, although I would need to do some more thinking about how this would be valuable for my own research and for students.

... collection and analysis. e.g. conducting interviews, help with analysis of images, students could play key roles in research I do, from conception to publication.

It is easiest for me to envision this as a group of students working together on one or more projects it would be VERY useful to my research (and beneficial to students) to have a post-bac program in which a few thesis students could remain on campus (in Green Dean type capacities) working on finishing up thesis projects, conducting other research in collaboration with faculty, mentoring younger students, etc.

I would like to continue (rather than expand) my interactions with students on joint scholarly projects. ....collecting or coding data, sometimes it means developing stimuli, sometimes it means reading the literature and helping to formulate a research question... travel money to send students to conferences, either to present their own work or to learn about work in a particular area.

Desk-based work is not expensive at all. Field work is more expensive naturally but students are enormously ingenious about saving money.

If this were more of a developed program I could see taking a student or two with me on short research trips.

*Arts and Humanities.*

Building in spontaneity - being able to request modest funds on short notice - would be good.

I have ongoing for my projects and professional projects, students can become working partners. There is a need for dramaturgical research, production research, score and part preparation, rehearsal piano work, real-time production assistance. Students are able to participate in many of these activities.

...production preparation and will need many hours of assistance planning the recording sessions, rehearsing the musicians-students can work as rehearsal pianists- and then planning the video with story boarding and shot planning.

I don't currently collaborate with students in any real way..... It's not that I'm not interested--I am; more that I lack imagination.

It is difficult to envision working with a student on a joint compositional project, though possibly a larger enterprise such as a multimedia project involving another faculty member might engage students as part of an artistic team. I could imagine there being production expenses for such a project beyond simply supporting the students, such as sound equipment, sets, and costumes.

I doubt that I would do any of the things that you inquire about in your CPR letter.

...bringing students to on site work ... [in America and Latin America]



As collaborators in acting, directing, and design on projects in progress. The summer provides the time, facilities, and focus for us to examine new theater pieces.

If the student were sufficiently bright & interested, it might be possible to integrate them into the formulating of the ideas for a scholarly paper. This type of collaboration is almost unheard of in musicology, but I'd be interested in giving it a try. In terms of creative artistic collaborations there are expenses associated with performing (publicity, hiring of additional musicians), recording, and consulting/coaching with renowned musicians would be expenses that could be significant

It takes a lot of time and work in graduate school before students reach the point where they can begin to do meaningful scholarly research. I don't anticipate that I would engage in collaborative research with Amherst students, regardless of what level of financial support was available for it

I can't imagine how even the best of our students could work jointly with me on a writing project. I can see why this might be possible in a lab context, but in the humanities . . . well, just about never. Have them learn four or five languages, master several literatures and the intellectual history of the past three centuries, and then let's talk.

its quite hard to imagine a context in which it could be truly collaborative to work with an undergraduate on a joint scholarly project.

So, while I'm all in favor of seeing liberal support for those who can and want to bring students into their research, I can't say that I'd be making use of it myself.

Joint projects with students are simply not done in my field

If we had graduate students, they could help me. Undergraduates do not know enough about my field to be helpful.

Our daughter who is a junior at [a small liberal arts college] has been a formal research assistant to the same professor in her major for the last two years and the work has opened up for her all sorts of new avenues of interest and trained her in various skills.

Perhaps my imagination is limited, but I have not yet figured out a way to do true joint research with a student in my field, although I wholeheartedly support the idea at the College level. Thus far, I have found independent study and the Honors Thesis to be preferable venues for working with students who want to engage in research.

I can't imagine having students go on their own abroad and find the kind of things that I would ordinarily look for.

#### **IV. Programs at Other Liberal Arts Colleges**

The CPR asked the Office of Foundation and Corporate Relations to look into what certain comparable institutions were doing on joint student faculty research projects. They asked:

1. Does your institution provide support for faculty-student research along the more collaborative lines just described?

2. If so, is money (from the Dean or an outside funder) available?
3. Does the faculty member or student (or do both) submit an application for support?
4. How are applications and awards managed, and does your institution have staff dedicated to managing such research funding?

We heard from nine other prestigious small liberal arts colleges concerning such opportunities. All had programs that provided student stipends. A few provided faculty stipends as well. Many had endowed funds for supporting research activities and several mentioned their enthusiasm for expanding such opportunities. A few commented on the appeal for fund-raising of these activities to alumni, Trustees, individual donors and foundations. Some noted making student faculty research a recent campaign priority. Most of them noted that collaborative research was more typical in the sciences, but all had participation from outside the sciences too. Sometimes the distinction was made between collaborative and mentoring research, the former involving the faculty member's own research area, the latter not.

It should be noted that most institutions did not mention hidden costs of doing the research such as allowances for supplies, performance costs or personnel or a center with a director for coordinating, encouraging and publicizing these activities.