

Standard 5**Scholarship, Research,
Creative and Professional Activity****Executive Summary**

The last seven years have been a period of significant growth for the College of Journalism and Communications in the area of scholarship. Our research faculty significantly raised the bar on productivity between 2010 and 2017 as we experienced a more than 63 percent growth rate in total research output since the last accreditation period. Specifically, the faculty presented 527 refereed conference papers, and published 562 refereed articles, book chapters, monographs, and books in the last six years, averaging 87 refereed paper presentations and 94 publications per year.

College Research Faculty Productivity from 2010-2016

Research Productivity Measures	Previous Accreditation Period	Current Accreditation Period	Growth Rate
Books published (scholarly/edited/monographs)	47 (7.8/year)	28 (4.7/year)	-
Chapters in books published	88 (14.7/ year)	111 (18.5/year)	26.1%
Refereed articles published	209 (34.8/year)	423 (70.5/year)	102.4%
Total	344 (57.3/year)	562 (93.7/year)	63.4%

During the period under review, we added three senior researchers to the faculty through the University of Florida's Preeminent Scholar program which was designed to attract researchers with established publication records and significant ongoing research agendas. The College successfully competed for these positions with the University's other units.

Our scholarship was repeatedly recognized for excellence by our peers. Below are the number of accepted refereed papers from members of the College at AEJMC national conferences since 2010.

Faculty Papers Accepted for AEJMC National Conference Presentation from 2010-2016

Year of AEJMC National Conference	Refereed Papers Accepted from UF Faculty
2010	23
2011	27
2012	32
2013	27
2014	32
2015	21
2016	22
Total	184

Additionally, the College's faculty significantly increased its grant seeking efforts and award rates during the period under review, following the hiring of our first grants development director. The grants largely fall into five distinct research categories that reflect the focus and strengths of the College's faculty. These include an increased emphasis on health/science communication, and media effects research. Other areas of emphasis include media law, curriculum development, and applied research. Some grants were individually awarded and others reflect research collaborations. A synopsis of the external grants awarded to College researchers is included in Appendix 5A.

The College also leveraged internal research funding for faculty where possible. For example, the Graham Family Fund for Health Research awards approximately \$30,000 every other year to College faculty conducting research in this area. Between 2010 and 2016, the College dedicated \$15,000 per year, a total of \$90,000, to a seed money grant fund that supports faculty who are launching and expanding research initiatives.

Grant proposal submissions increased from a low of 0 in 2013 to 48 in 2015. Grant direct awards increased from \$0 in 2010, to \$613,764 in 2016.

Total Grants Submitted and Awarded from 2010-2016

Fiscal Year	Proposals Submitted	Grants Awarded	Direct Award	IDC Awards	Total Awards
2010	7	0			\$0
2011	5	1	\$5,000		\$5,000
2012	3	0			\$0
2013	0	3	\$34,974	\$5,508	\$40,482
2014	17	3	\$37,994	\$4,256	\$42,250
2015	48	8	\$507,537	\$39,255	\$546,792
2016	43	15	\$613,765	\$139,811	\$753,576

We are greatly encouraged by the trend lines in this area. However, despite these significant increases in faculty research productivity during the last few years, there have been challenges. Most notably, the College lost some important contributors to our research efforts during the period under review. Most left the unit in order to take positions, often at a higher rank, at other universities. This is not unlike the situation that many of our peer institutions have faced during this time. While challenging, we believe it is an acknowledgment by others of the strength of our faculty.

However, we are mindful of the impact this could have on our program if it were to continue. The increased mentoring efforts described in Standard 3 are focused on retention. We believe that the faculty hires we made during the review period have been strong, including several with well-established research records. Three hires were made under the University's "Preeminent Scholars" program which funds hiring established scholars with strong research agendas. Overall, we see quantifiable evidence that the newer faculty hires – and the increased support for our veteran scholars – is making a real difference.

Question 1. Describe the institution's mission regarding scholarship by faculty and the unit's policies for achieving that mission.

In line with the University of Florida's research mission, the College of Journalism and Communications strives to be a nationally and internationally recognized leader among research universities in creating new knowledge. We are aiming for original research that creates the highest impact. The College provides a working and learning environment that nurtures scholarship, creates opportunities and innovation, and demonstrates relevance and continuity. A detailed listing of the research and creative activity for our research faculty is provided in Appendix 5B. During the period under review, the College's Research Division focused on growing infrastructure to meet these goals, including the addition of our first grants director, new research labs, increased funding opportunities for faculty, paid research summers, etc.

The research faculty's productivity is evaluated continually, including an annual review, a third-year review, and during the tenure and promotion process. The review includes an assessment of the individual's overall intellectual and/or creative development, the strength and coherence of the body of work, and the regularity of publication and presentation activity. Work is judged by the quality and number of publications as determined by journal tier and impact factors, innovation, contribution, and continuity. Faculty are also expected to be involved in outside grant activities.

Question 2. Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all of the previous six years.

Faculty included in this section are tenured and tenure-track faculty who were employed for at least one academic year during the period of 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016. Included in the list are six faculty who moved to other positions, two retired faculty, and 11 new faculty members.

Question 3. Using the grid that follows, provide counts of the unit's overall productivity in scholarship for the past six years by activity.

Total Research Faculty Productivity from 2010-2016

Scholarship, Research, Creative and Professional Activities	By Unit	By Individuals' Ranks (number of faculty)				
		Full Professor	Associate Professors	Assistant Professors	Other Faculty	Total
Awards and Honors	77	4	6	7	0	17
Grants Received Internal	33	4	7	5	0	16
Grants Received External	71	13	7	3	0	23
Scholarly Books, Sole- or Co-authored	25	7	2	1	0	10
Textbooks, Sole- or Co-authored	1	1	0	0	0	1
Books Edited	2	2	0	0	0	2
Book Chapters	111	14	6	8	0	28
Monographs	4	0	1	0	0	1
Articles in refereed Journals	423	18	11	9	0	38
Refereed Conference Papers	527	16	12	9	0	37
Invited Academic Papers	10	1	0	0	0	1
Encyclopedia Entries	15	2	2	0	0	4
Book Reviews	18	2	3	0	0	5
Articles in Non-refereed Publications	103	10	3	6	0	19
Juried Creative Works	42	2	2	0	0	4
Non-Juried Creative Works	45	4	1	0	0	5
Other (specified)	4	1	0	0	0	1

Question 4. List online the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Limit to 10 per faculty member through the six-year period. Retired or faculty who have left the unit are indicated.

A full listing of the scholarly, research and creative activities of all full-time faculty members from 2010-2017 is provided in Appendix 5B. [Faculty research specializations](#) are listed on the college website.

The College continued to maintain its investment in full-time researchers during the review period. Despite experiencing funding challenges similar to those of many U.S. public universities, the number of full-time research faculty is nearly identical (45 in 2012 and 44 in 2017) but their focus has deepened with three preeminence faculty hires (who have reduced teaching loads and higher research expectations) along with the addition of a clinical research professor who also serves as our director of grants. Funding for the positions came from a combination of: 1) legislative support for state universities that showed national competitiveness for scholarship, 2) an increase in endowment funding for the College, 3) increased entrepreneurial activities, and 4) tuition income from increased enrollment. Additionally, the College competed successfully within the University for funding for three “Preeminent Scholar” positions. The three hires funded by these initiatives are strong researchers with proven track records. Through strategic replacement hiring, we were able to expand our efforts in several research streams including health/science communication, media effects, media law, and industry-focused research.

Question 5. Describe the institution’s policy regarding sabbaticals, leaves of absence with or without pay, etc. List faculty who have taken sabbaticals or leaves during the past six years. Give one-sentence descriptions detailing the academic achievements of each sabbatical.

The University has three types of leave for the purpose of development: uncompensated/reduced compensation leaves, sabbaticals/professional development leaves, and a relatively recent program similar to sabbaticals but with more flexibility: Faculty Enhancement Opportunity Awards. All of the policies related to leaves and procedures for awarding leaves are governed by the [Faculty Contract](#).

Leaves

Faculty applying for a leave of one semester or more must make a written request not less than 120 days prior to the beginning of the proposed leave, or in the case of 12-month faculty, six months prior to the date the leave is requested, if practical. For an extension of a leave of one semester or more, faculty members must make a written request not less than 60 days before the end of the leave, if practicable. The university must approve or deny the request in writing not later than 30 days after receipt of the request.

Sabbaticals/Professional Development Leaves

According to the Faculty Contract, Article 20, “Sabbaticals are granted to tenured faculty members to permit them to engage in intensive programs of research and/or study. Sabbaticals constitute a research assignment and are granted to faculty members to enable them to further their research or other creative activities, to improve teaching skills, to enhance the University’s distinction and a faculty member’s value to the University.”

Procedures for selection of sabbaticals and FEOs in the College adhere to the University guidelines and involve the College's Sabbatical Selection Committee. The College is allocated a certain number of sabbaticals each academic year and mandated by the Faculty Contract to award a minimum number at full pay. At the beginning of the Fall semester, eligible faculty are notified and instructed to consult with their department chair if they wish to apply for a sabbatical. Completed applications are forwarded for review to the College's Sabbatical Selection Committee, which submits its recommendations to the dean. The dean reviews the committee recommendations and then forwards her recommendations to the Associate Provost for Faculty Development who makes the final decision.

The University also provides support for professional development for full-time faculty members with at least three years in the bargaining unit who are not on a tenure-track or in a tenured position. The policies and procedures for selection of professional development leaves are nearly identical to those for sabbaticals. However, none of the current eligible faculty in the College has applied for one of these awards in the last six years. The faculty members who fall into these categories (lecturers, assistant- and associate-ins) tend to have heavier (and in most cases unique) teaching, advising, and/or service assignments, which makes it more difficult to buy out their time and replace them with another faculty member, an adjunct, or a graduate student.

Faculty Enhancement Opportunity Awards

For faculty not in the Collective Bargaining Unit, Faculty Enhancement Opportunity awards are available, but note that they were previously available to all faculty and were removed during contract negotiations during this accreditation cycle. According to the University "FEOs are intended to advance the academic/professional/scholarly abilities of faculty members. Thus they are similar in intent to sabbaticals. However, FEOs are intended to be more flexible in nature and duration than traditional sabbaticals." Faculty can apply for any amount of FEO funding, but the funds should be used primarily for salary/benefit offset, travel costs, and/or fees for conferences or professional development experiences.

There are two FEO proposal review and selection cycles each academic year: one in the Fall semester and one in the Spring. Eligible faculty members are alerted to the UF proposal guidelines and their completed proposals are submitted to the Sabbatical Selection Committee for review. Although UF has allocated central funds for FEOs, all units are expected to cost-share, so faculty members work with the dean's office to develop a proposed budget.

Development of the budget involves working with the faculty to determine the appropriate timing for the project including number of pay periods if salary is requested, and forecasting other costs such as travel. Applications recommended by the committee are reviewed by the dean and forwarded to the Associate Provost for Faculty Development and the FEO Central Taskforce for review. All of the proposals supported by the committee have been endorsed by the dean and forwarded for university-level review. For the awards that have been granted, the College has split the total costs with the university.

Below is a summary of completed sabbaticals and FEOs since the last accreditation cycle:

2010-2011

- Robyn Goodman (Fall) Dr. Goodman started a research project in a new area of body image research, namely cosmetic surgery. She found, read and synthesized 68 journal articles and six books and then conducted a content analysis of cosmetic surgery websites and wrote a paper, which was later published.
- Sandra Chance (Fall) Professor Chance researched “New Technology and Traditional Notions of Governmental Transparency,” focusing on the increasing use of new technologies by public officials and how states were statutorily protecting the public’s right to know. This research analyzed the 50 states and their varying approaches by reviewing relevant statutes, attorney general opinions, and case law across the nation. She published a refereed journal article in *Fordham Intellectual Property, Media and Entertainment Law Journal*, two referred papers at national AEJMC conventions, and presented the findings at the National Freedom of Information Conference in 2012.

2011-2012

- John Freeman (Fall) Professor Freeman self-published a 56-page book titled *Berlin Black and White*. The book was awarded second place in the VisCom Division’s creative projects competition at the 2012 AEJMC annual convention.
- Churchill Roberts (Spring) Dr. Roberts attended a Great Lectures course and a short language course in Mandarin Chinese in preparation for a trip to China.
- Melinda McAdams (Fall/Spring) – Professor McAdams’ sabbatical coincided with a 10-month Fulbright Senior Scholar grant for teaching in Indonesia (September 27, 2011-July 30, 2012).
- Ron Rodgers (FEO) – Dr. Rodgers’ project involved completing research on, writing a book proposal for, and then beginning the writing of a book on the history of religion’s influence on journalistic conduct and content leading to the concept of the social responsibility of the press.

2012-2013

- Cory Armstrong (Fall/Spring) Dr. Armstrong developed and completed a 280-page edited book entitled *Media Disparity: A Gender Battleground*.

2013-2014

- Michael Leslie (Fall) Dr. Leslie spent his sabbatical in China teaching and conducting research at Beijing Foreign Studies University (BFSU) and Nanjing University of Aeronautics and Astronautics (NUAA).
- Jon Morris (Spring) Dr. Morris was the chair/co-chair for five Ph.D., two master’s and two independent study students and developed a three-part article on Facebook advertising
- Ted Spiker (Spring) Professor Spiker finished researching, writing and revising a book, compiled research on controversial magazine covers, worked on various magazine stories, and worked on video editing skills to help with teaching.

- Johanna Cleary (Fall/Spring) Dr. Cleary conducted a multi-faceted research study on the news and social media platforms Twitter and YouTube. Her work resulted in four articles published in peer reviewed journals and six conference presentations.

2014-2015

- Sylvia Chan-Olmsted (Fall/Spring) Dr. Chan-Olmsted completed three research projects: a cross-national study of mobile apps usage, a mobile film consumption study, and a cross-national IPTV/OTT study. Working with collaborators from both the United States and overseas, she finished three grant proposals, one in digital/mobile lifestyle among the millennials aiming at the Swedish Knowledge Foundation, one in branded content and engagement targeted at a group of German media companies, and one in concurrent media usage for the Council of Research Excellence here in the United States. Chan-Olmsted also conducted 15 workshops/research presentations in Sweden, Germany, and Korea.
- Tim Sorel (Fall/Spring) Professor Sorel researched and produced a feature length documentary concerning Pediatric Autoimmune Neuropsychiatric Disorder Associated with Streptococcus. (PANDAS). The NIH estimates that 1 in 250 children suffer from this debilitating disorder yet very few receive proper treatment. Sorel's film investigates why this group has fallen through the healthcare cracks.
- Kim Walsh-Childers (Fall/Spring) Dr. Walsh-Childers wrote the manuscript for her book, *Mass Media and Health: Examining Media Impact on Individuals and the Health Environment* (Routledge, 2016). The book explores the way media influence both individual health behavior and public health policy.

2015-2016

- Ron Rodgers (Fall/Spring) – Dr. Rodgers completed a book proposal, signed a contract with the University of Missouri Press, completed research involving data collection from primary source publications from the nineteenth and early twentieth century and secondary sources in media history and on the topic of modernity. He spent several months writing a book on the history of religion's influence on journalistic conduct and content leading to the often-debated concept of the social responsibility of the press.
- John Kaplan (Fall) – While on sabbatical, Professor Kaplan documented the *Denver Post's* Craig F. Walker and Scott Ostrom, a war veteran fighting post-traumatic stress disorder. Kaplan was invited to Hong Kong as a Hong Kong Baptist University Scholar, and as an extension of his sabbatical activities, he continued his role as a founding member of the Pulitzer Prize Winners Workshop Advisory Board.
- Moon Lee (part-time Fall/Spring) – While on sabbatical Dr. Lee analyzed data for a grant proposal and engaged in writing 13 scientific research papers/publications.

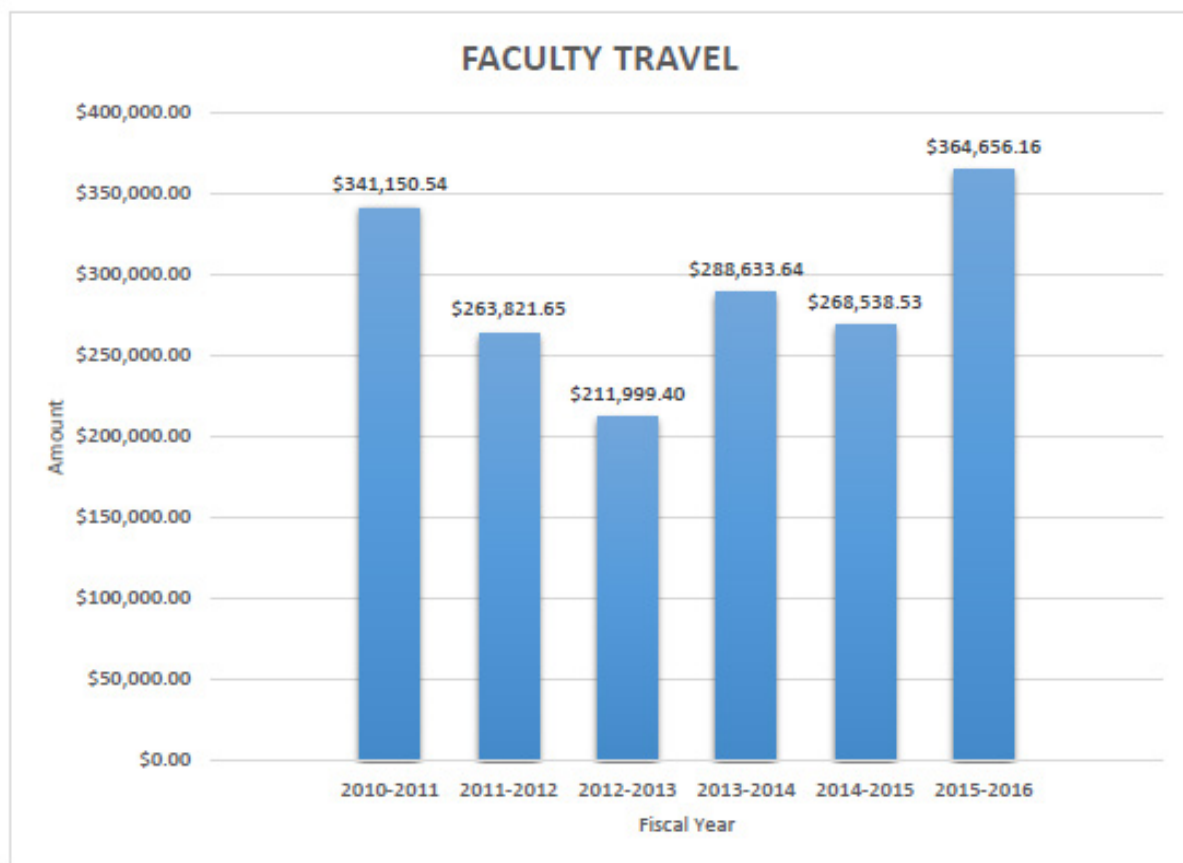
Sabbaticals Awarded from 2010-2016

	Fall	Spring	Salary & Fringe
2015-2016			
Ron Rodgers (2 semesters, full pay)	X	X	\$92,121
John Kaplan (1 semester, full pay)	X		\$65,854
Moon Lee (2 semesters, part time)	X	X	\$29,307
2014-2015			
Sylvia Chan-Olmsted (2 semesters, full pay)	X	X	\$148,539
Tim Sorel (1 semester, full pay)		X	\$49,308
Kim Walsh-Childers (2 semesters, full pay)	X	X	\$122,407
2013-2014			
Michael Leslie (1 semester, full pay)	X		\$41,084
Jon Morris (1 semester, full pay)		X	\$59,229
Ted Spiker (1 semester, full pay)		X	\$47,680
Johanna Cleary (2 semesters, full pay)	X	X	\$99,758
2012-2013			
Cory Armstrong (2 semesters, full pay)	X	X	\$87,705
2011-2012			
Mindy McAdams (2 semesters, full pay)	X	X	\$146,266
John Freeman (1 semester, full pay)	X		\$57,490
Churchill Roberts (1 semester, full pay)		X	\$65,605
Ron Rodgers (FEO, 1 semester)		X	\$41,602
2010-2011			
Robyn Goodman (1 semester, full pay)	X		\$45,057
Sandra Chance (1 semester, full pay)	X		\$53,593

Question 6. Describe travel funding, grant support, or other methods the unit uses to encourage scholarship, research, and creative and professional activity.

Travel funding for faculty is largely the purview of the departments. Each faculty member is guaranteed at least one trip per year to present scholarship or for professional development. Faculty can also apply for additional support for other sources listed in this standard such as Dean's Seed Money. College-level funds are also provided from endowments to supplement resources when departmental resources are limited. An overview of how much funding has been spent on faculty travel on an annual basis since the last accreditation cycle can be found in the figure below.

Financial Support for Faculty Travel



Grant support has significantly increased and expanded with the addition of a full-time Director of Grants Development, Dr. Yulia Strekalova; a part-time, pre-award staff member, and budget support from the Graduate Division's financial administrator, Kim Holloway. The grants team identifies grant opportunities that match faculty members' areas of research interest and expertise, identifies cross-disciplinary collaborators, works with the funding institutions to stay current with their rules and submission guidelines, works with the university's grants office to ensure timely and correct submissions, helps with budgets, detailed paperwork and post award reporting and expenses. In other words, the grants team supports faculty to the point where they need only write the grant narrative to submit a grant.

Faculty Research Support

The College strongly supports excellence in research and creative activities, and this support is reflected in the recent increases in research and grant productivity (See table on page 161 for a list of faculty who have received these awards.). For example, each year faculty are able to submit proposals for College Seed Money funding grants. This \$15,000 annual fund is designed to stimulate original mass communication scholarship and creative activities that lead to the pursuit of additional sponsored research funding. Work supported by the fund is expected to “demonstrate high standards of relevance, continuity, significance, and accomplishment.” All full-time permanent faculty members of the College with the rank of instructor or above are eligible to apply for these funds. Priority is often given to tenure-track faculty. Proposals are reviewed by the College’s Research Committee, and that committee’s recommendations are forwarded to the dean for final approval.

Additionally, every other year, faculty members whose research area falls in the science and health communication area may submit proposals for the Graham Professional Development Health/Science Communication Research Fund which began making awards in 2015. There is normally between \$30,000-\$32,000 available in this fund and the objective is to stimulate original health/science communication scholarship and to encourage pursuit of sponsored research funding. Work supported by the fund is expected to “demonstrate high standards of relevance, continuity, significance, innovativeness, and accomplishment.” Full-time permanent faculty members of the College with the rank of instructor or above are eligible to apply. The Research Committee reviews these applications and makes a recommendation to the Dean.

To ensure that its tenure-track faculty have the summer period to work on their research and/or creative projects, the College also provides at least one Research Summer Award to all incoming new faculty. Specifically, new faculty are paid \$6,500 in the summer to conduct research or creative projects. Additionally, beginning in 2015, all tenure-track faculty can submit a proposal to receive summer support for research. One award for tenure-track faculty is guaranteed each summer.

Through a research assistant application process, the College also offers most faculty who request a research assistant at least a quarter-time research assistant every semester. Preferences are awarded to tenure-track junior faculty. Most recently, the College has guaranteed a research assistant to all new faculty for 1-2 years. During this accreditation period, all junior tenure-track faculty who requested a research assistant received at least one. Additionally, almost all tenured faculty received a research assistant if requested.

To encourage and support faculty and graduate student research, the Graduate Division sponsors and directs an annual research symposium. Faculty and graduate students who submit papers to the symposium receive two detailed faculty reviews to strengthen their work. A half-day poster session is held each Spring, and three winning papers are awarded: best faculty paper, best graduate student paper, and best faculty-graduate student paper. The authors of these winning papers receive a \$500 award to use for their research. Each year approximately 30 papers are submitted to the symposium.

The College Research Lab is located in Weimer 2052 and is equipped with a projector screen, digital recording devices, IP phones, and 22 research stations, computers and station dividers useful for experimental research. The Lab provides the tools for conducting both quantitative and qualitative research. All students and faculty affiliated with the College have access to the research lab by appointment.

The College of Journalism and Communications' Media Effects and Technology Lab (METL) is dedicated to conducting experimental research on the psychological effects of media messages, form, and technology. The lab also serves as a repository for creating and pretesting stimuli, and its personnel offer assistance with study design, data collection, and analysis. Consistent with the University's Preeminence mission, the lab's vision is to promote trans- and inter-disciplinary initiatives with faculty and students from other departments and schools as well as from other universities.

In 2014, the College developed the Research Collaboration Room in Weimer 2010. This room is designed to facilitate meetings involving inter-disciplinary collaborations, grants development, idea generation and storage for grants and research materials. The room is used several times a day for this purpose. After a several-year hiatus, the College re-instituted an annual faculty research award which recognizes one faculty member's productivity and carries a \$2,000 award.

The University also recognizes scholarship accomplishments through two initiatives. First, the University of Florida Research Fellowship program is awarded to faculty at the associate level who have been with the University five or more years. This fellowship provides a three-year salary boost and research funds. The second program is the Excellence in Assistant Professor Award. Our College receives one of these awards per year and it provides a salary boost and research support.

The College's Graduate Division supports graduate student research to the maximum amount the budget allows. We support dissertation data collection and travel to attend annual conferences.

Question 7. List faculty who have taken advantage of those programs during the past six years.

Faculty members who have received the various funds described above for research and creative activities are summarized in the table below.

College Support for Faculty Research 2010-2016

Year	Recipient	Amount	Type
2010-2011	James Babanikos	\$970.00	Faculty Seed Award
2010-2011	Sylvia Chan-Olmsted	\$2,875.00	Faculty Seed Award
2010-2011	Amy Zerba	\$4,626.00	Faculty Seed Award
	Total	\$8,471.00	
2011-2012	Lisa Duke-Cornell	\$3,200.00	Faculty Seed Award
2011-2012	Tim Sorel	\$850.00	Faculty Seed Award
2011-2012	Lu Zheng	\$3,300.00	Faculty Seed Award
	Total for 2011-2012	\$7,350.00	
2012-2013	Sylvia Chan-Olmsted	\$2,000.00	Faculty Seed Award
2012-2013	Norm Lewis	\$2,400.00	Faculty Seed Award
2012-2013	Juan-Carlos Molleda	\$3,500.00	Faculty Seed Award
2012-2013	Lu Zheng	\$4,100.00	Faculty Seed Award
	Total	\$12,000.00	
2013-2014	James Babanikos	\$715.50	Faculty Seed Award
2013-2014	Johanna Cleary	\$5,556.90	Faculty Seed Award
2013-2014	Tim Sorel	\$2,759.10	Faculty Seed Award
2013-2014	Kim Walsh-Childers	\$2,412.00	Faculty Seed Award
2013-2014	Amy Jo Coffey	\$500.00	Faculty Research Award
	Total	\$11,943.50	
2014-2015	Sri Kalyanaraman	\$6,000.00	Graham Health Science Award
2014-2015	Janice Krieger	\$10,000.00	Graham Health Science Award
2014-2015	Eunice Kim	\$6,000.00	Graham Health Science Award
2014-2015	John Kaplan	\$8,000.00	Graham Health Science Award
2014-2015	Tim Sorel	\$10,000.00	Graham Health Science Award
2014-2015	Yu-Hao Lee	\$8,154.00	Faculty Seed Award
2014-2015	Lu Zheng	\$6,846.00	Faculty Seed Award
2014-2015	Yu-Hao Lee	\$14,000.00	New Faculty Start Up
2014-2015	Janice Krieger	\$100,000.00	Preeminence Start Up
2014-2015	Kim Walsh-Childers	\$500.00	Faculty Research Award
	Total	\$169,500.00	
2015-2016	Rita Men	\$3,000.00	Faculty Seed Award
2015-2016	Kim Walsh-Childers	\$2,950.00	Faculty Seed Award

2015-2016	Churchill Roberts	\$5,000.00	Faculty Seed Award
2015-2016	Robyn Goodman	\$1,200.00	Faculty Seed Award
2015-2016	Eunice Kim	\$2,330.00	Faculty Seed Award
2015-2016	Rita Men	\$500.00	Symposium Best Faculty-Student Paper
2015-2016	Rita Men	14,000.00	New Faculty Start Up
2015-2016	Jasmine McNealy	\$10,000.00	New Faculty Start Up
2015-2016	Rita Men	\$500.00	Faculty Research Award
2015-2016	Kim Walsh-Childers	\$7,000.00	Research Summer Award
	Total	\$46,480.00	