LANGARA APPLIED RESEARCH CENTRE (ARC)
2021 Faculty and Instructor Research Inventory

Summary Report & Recommendations
May 2021

I. INTRODUCTION

Scholarship comprises a spectrum that includes teaching and learning, creation of original new knowledge through research, the application of knowledge through community engagement, and the synthesis of existing interdisciplinary frameworks to advance knowledge, including improving teaching and learning experiences. In other words, teaching, learning, and research support each other. In this context it is notable that quality research conducted at the college increasingly serves as an important complement to Langara's well-earned standing as a reputable teaching institution. An initial inventory of faculty researchers conducted in 2011 revealed that interest in research was already widespread. Since then, the Scholarly Activities Steering Committee (SASC) has significantly enhanced the supports available to Langara researchers, including by creating the Applied Research Centre (ARC) in 2015 and hiring two research coordinators in 2020. To update the 2011 inventory, ARC conducted the Faculty and Instructor Research Inventory in early 2021. The inventory asked respondents to identify current research interests, current or recently concluded projects, and how ARC can help them achieve their research goals.

The purpose of this report is to provide an overview of the inventory results and propose ways of moving forward based on the findings. Understanding the needs of researchers and potential researchers at the college reveals where SASC and other college leaders need to focus their priorities to further enhance Langara's commitment to academic research excellence and expands the evidentiary base for augmenting research support. Key findings include significant interest in social sciences and humanities research and a high level of preparedness to conduct research, given adequate resources, especially time in which to conduct research and financial resources. In general, constraints to doing research include access to time, capital (money), connections, information, administrative assistance, and institutional support. The report concludes with a set of recommendations based on the findings.

II. METHODS

Once SASC had approved the inventory concept, ARC created the inventory using Survey Monkey. Please note henceforth this report uses the terms "inventory" and "survey" interchangeably when referring to the 2021 Faculty and Instructor Research Inventory. Next, Langara Institutional Research (IR) requested an extract of faculty contact information from IT and sent out invitations using a Communications & Marketing (C&M) tool called Campaigner from the IR account (research@langara.ca). The survey, comprising 4 questions, was anonymous and no identifying information was collected from respondents (see Appendix A). A total of 1,315 Langara Faculty Association (LFA) and Continuing Studies (CS) instructors received an email invitation to complete the survey as well as two reminders (see Appendix B). No incentive was offered, and the survey was open from January 11 until February 7, 2021. A total of 90 people completed the survey, up from 60 in the 2011 Inventory (see Appendix C and D). Respondents took an average of 4:44 minutes to complete the survey. Table 1 shows the

distribution of respondents by department.[1] For a complete list of departments, see Appendix E. For a list of departments with zero respondents, see Appendix F. It is important to note that the absence of respondents from a particular department is not necessarily an indication of whether faculty or instructors in that department are engaged in research or have an interest in doing so.

Table 1. Respondents by Instructional Department Group

Instructional Department Groups	#	%
Health	21	23
Business	5	6
Social Sciences & Humanities	22	24
Arts	16	18
Science & Technology	23	26
Not specified/other	3	3
TOTAL	**90**	**100%**

A potential limitation of the research is that the inventory did not ask respondents to provide their names; this has implications for the type of action that may be taken (discussed below). On the other hand, anonymity may have permitted respondents to share information they may not have shared if their identity were known, thereby enabling a more open sharing of experiences.

The qualitative survey results based on responses to three open-ended questions were coded and analyzed manually by the ARC team to identify the broad themes and illustrative examples that guide the discussion which follows.

III.   KEY FINDINGS & DISCUSSION
The inventory revealed the current state of applied research at Langara. First, there is a strong population of potential and current researchers who feel poised to realize the College's commitment to academic research, particularly in the social sciences, upon the removal of these barriers. The most commonly mentioned barriers revolved around insufficient time and capital (money) to conduct research. Respondents also indicated the other resources they require to conduct research and the barriers they face in accessing needed resources. The recommendations and action items in Section IV build on these findings.

A. Research Interest by Discipline Group
This section focuses on the respondents' research interests or topics, which they described in an open-ended response to Question 1 (*Please describe your current research interests*). The following categorization based on the description of respondents' research interests differs slightly from the disciplinary distribution in Table 1 because some respondents indicated an interest in conducting research that did not necessarily align precisely with their disciplinary interests (eg. a Physics instructor may wish to conduct qualitative research on international student experiences). The discipline groups used here align with the responsibilities of the ARC Coordinators. Although there is some overlap, Jenny Francis coordinates social science, humanities, and nursing research while Nathan Jones coordinates science, technology, engineering, math, and business research. Table 2 shows research interests according to these discipline groups.

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[1] Based on the typology at <https://langara.ca/programs-and-courses/instructional-departments/index.html>.

Table 2. Research Interest by ARC Coordinator Discipline Group

	#	%
STEM+Business	33	37
SSH+Nursing	57	63
TOTAL	**90**	**100**

Stated otherwise, 33 out of 90 respondents (37%) expressed an interest in STEM+B research, while 57 out of 90 (63%) expressed an interest in SSH+N research. While not necessarily a representative reflection of the research currently taking place on campus, this is important because it shows the high level of interest in social sciences and humanities research which tends to be more time consuming than research in math or science; this is due to the nature of relationship building and development of trust that is required to conduct successful interviews and the obligations to disseminate the knowledge widely among diverse community stakeholders. Social science researchers acknowledge complexity and the existence of multiple variables. Ethical considerations tend to be more stringent in social research. Meanwhile, STEM projects tend to require capital investments and are more likely to involve for profit industry partners who can make cash contributions, are more likely to work with mathematical models that reduce complexity, and do not require the type of trusting relationship that would be necessary to conduct research with an Indigenous First Nation, for example. STEM researchers also tend to have larger numbers of research assistants who can serve as co-authors and draft articles for publication; SSH papers typically have fewer authors and knowledge dissemination also requires careful attention to relationships. For further discussion, please consult the references in Section VI. The key point is that researchers have different disciplinary needs, and the services ARC provides must reflect and honour that diversity.

B. Stage of Research Development

It is helpful to know at which stage researchers are in their research because different supports are needed at each stage. Table 3 shows the stage of development of respondents' current interests based on open-ended survey responses. Over half of respondents described well developed research ideas or programs in progress, while just over one quarter indicated they had some current research interests at an early stage of development, perhaps only as an idea. Finally, 10% of respondents reported no current plans or specific research interests. Importantly, the results show at least 57 faculty and instructors are ready to conduct research and lack only time and/or money to do so.

Table 3. Stage of Research Development

Stage	#	%
Well-developed research idea/program	57	63
Some research interests	24	27
No current plans/specific interests	9	10
TOTAL	**90**	**100**

General Supports Needed at Each Stage
While respondents with well-developed research interests or projects typically indicated time and financial resources as key barriers, a smaller group or respondents who indicated some research interests need varying degrees of support to build research capacity. These are good candidates

for ARC Fund and would benefit from connections to other researchers with whom they could share information, discuss challenges, and gain encouragement. Meanwhile, 9 respondents (10%) indicated no current plans or specific research interest. Presumably, these respondents have at least a general interest in research since they took the time to complete the survey. These individuals could similarly benefit from information and connections to other researchers whose projects they could perhaps join to gain more experience or inspiration before undertaking their own project. Table 4 summarizes these findings. The next section turns to a discussion of more specific needs identified in the research.

Table 4. Research Supports or Resources Needed at Each Stage

Stage	General Support Needs
Well-developed research idea/program	Time (release, admin support) and/or money (grant)
Some research interests	Support to develop/implement a research program; information about how to do research, seed funding, connections to other researchers
No current plans/specific interests	Connections to other researchers

Figure 1 below depicts the same information in a Gantt chart to illustrate how the college may best support researchers at different stages of the discovery process.

Figure 1. Research Supports or Resources Needed at Each Stage
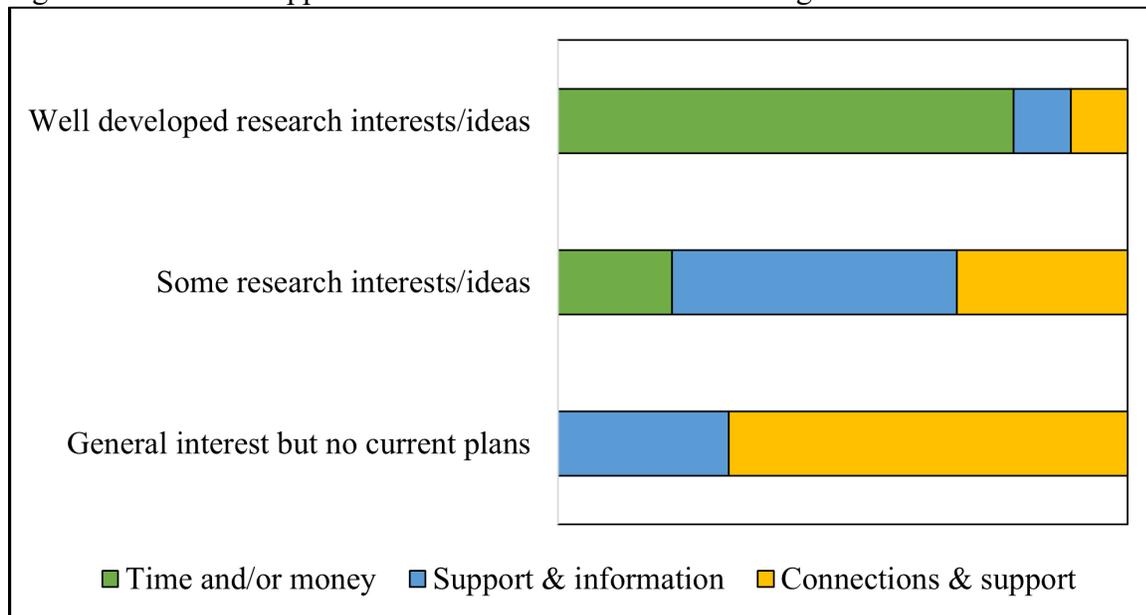
C. Specific Supports Needed or Missing

Questions 2 and 3 of the inventory asked respondents to describe any current or recently completed projects as well as the support they need to conduct future research. Putting together the responses to those two questions produced a list of needed resources. Many respondents

noted how the lack of such resources had inhibited their ability to conduct research in the past. Table 5 shows the categories of support respondents noted, as well as the number of times each resource was mentioned and the proportion of respondents who mentioned each type. Time, money, information, and connections to other researchers clearly stand out as important to research success. The lack of such supports creates barriers to research. Other supports mentioned by fewer people, but which may have considerable impact on research or even on an individual's interest in completing the survey, include support from supervisors and institutional recognition or acknowledgement.

Table 5. Type of Support Needed or Missing

Type of Support Needed/Missing	# mentions	% of respondents who mentioned it
Time (eg. teaching release or paid research sabbatical)	32	36
Money (ie. flexible funding to support scholarly activity)	30	30
Information on how to conduct or fund research	21	23
Connections to other researchers or community partners	12	13
Human resources incl. student RAs and admin support	6	7
Changes to contract re hiring and/or scheduling	6	7
Office/lab space, equipment, software, computing	6	7
Support from supervisors	3	3
Institutional acknowledgement/recognition	3	3
More journals in databases and access to archives	3	3
TOTAL	**122***	

*totals more than 90 as some respondents identified more than one major support needed.

Time. Noted by over one third of respondents, time—or more properly, the lack of it—came up as the most frequently noted barrier to potential researchers' ability to conduct research while working at Langara. For example, in response to the question about current research interests, one respondent noted, *"None (sadly). Too much time spent teaching…"* Relatedly, several respondents commented on the difficulties of conducting research when teaching four courses in a semester. One person stated, *"Given the time it takes to teach properly (e.g. all my midterms and exams were completely new), I cannot see myself doing ANY research."* Another respondent suggested Langara support research by providing course section releases for faculty to devote time to research projects,

> *For a social sciences project, a realistic timeline would be devoting about 1 full year of at least 50% workload to a project, though smaller side projects could be done in less time as well. Impactful research will take about 1 year and being able to hire students as assistants can help greatly as well. But mostly, having available free time is the issue preventing me from pursuing research.*

Full time, regularized Langara faculty complete approximately 8 weeks of non-instructional duty (NID) each year during their non-teach semester. While this time is helpful, several respondents indicated it is insufficient to carry out a research project. The following two comments are representative:

> *Having a bit of time outside of the NID time in one semester would allow me to focus more on research. That time would not necessarily need to be course release, it could be teaching assistance that would allow me to spend less time marking assignments and exams, and more time preparing research in advance of the NID time when I can be fully immersed.*

> *TIME. Some BC colleges have timed & paid sabbaticals for instructors (e.g., every 5 years): see Okanagan College. That's what we need. NID is mainly spent on upgrading current courses and/or designing new ones. To do proper academic research (that might lead to publication), a person needs time. Most of us cannot afford to take a "Leave of Excellence" or an "Ed Leave" as the pay cuts are too substantial.*

Money. Mentioned by one third of respondents, financial resources constitute the second most frequently mentioned resource needed. Together two thirds of respondents mentioned time or money and it is very difficult to separate one from the other. Arguably the human resource issues discussed below are also essentially questions of time and/or money, which means nearly three quarters of respondents mentioned such issues. The following response draws attention to the close relationship between time and money: "*Essentially, to continue my research activities, I need two things: time and money. Please provide teaching release for active researchers. We also need money to support research trips and conference travel, book purchases, journal subscriptions, and other research-related expenses.*" Another respondent noted, *"In addition to [ARC] funding, awards for teaching releases would really help more people undertake research. Trying to conduct research while teaching 4 courses is near-impossible."*

Similarly, providing funds for marking support for faculty, suggested by a couple of respondents, reflects how time may be purchased with money if the funding criteria allow it. Several respondents called for increased financial support for conference attendance (beyond annual PD funds) for those presenting their research or wanting to network with other researchers working on similar topics for collaboration, support, and inspiration. The comments below are illustrate these themes.

> *In the past I have found the ARC guidelines restrictive. It would be great to get funding to travel to archives, or conferences. Our PD funds definitely do not cover more than one conference per year. And while I do appreciate the "applied" aspect, it would be nice to also support publications, dissemination of knowledge, and other forms of research.*

> *Funding! The funding process could be more streamlined, transparent, and lucrative. My impression is that the College has few resources and little interest in financially supporting research, as suggested by the official notices relating to funding and the requirement to seek various approvals before even applying. I have linked my projects to other institutions and funding bodies, meaning Langara misses out on the advertising.*

Respondents also noted the need for additional funding to cover research travel costs to access archives or external sites, and student hours, including through WOC and SWAP. Funding is also needed to pay international student RAs whose salaries may not be eligible for

coverage through other programs (eg. WIL). One stated, "*The most important part is the funding, which so far I have been able to obtain from [ARC Fund]. I have also been able to pay students through SWAP. The research goes slow, as it is all volunteer by me and my students, so if Langara were interested in me doing more research on the area, I would need some release time.*"

Information about how to conduct and fund research. Nearly a quarter of respondents indicated a desire for information about how to conduct and fund research. For example, one stated, "*I have research interests I just don't know where to start or what the process or path is at Langara. Seems like every time I reach out regarding something like this it's either no or a shrug. If I had an understanding of that, I'd definitely start the process.*" Similarly, another respondent wrote, "*I would be interested in knowing what supports there are.*"

In some cases, respondents wished for supports that already exist, but of which they were not aware. In other words, sometimes the information is out there and the barrier is the lack of knowledge of how to access the information. For example, one person wished for "*greater connection to, and awareness of, external funding opportunities (national, provincial, civic). Support in the creation of grant applications (help with writing, the managing of application requirements, time to write (offset NID time? ie: not only in non teach semester).*" Another desired, "*a research advisory team that we can walk into with ideas and support around materializing those ideas would be great.*" Given that ARC provides these services already, such responses point to the need for greater promotion of ARC to increase knowledge of its resources and services in the Langara community (see below for further discussion).

Connections with other researchers and/or community partners. A total of 12 respondents drew attention to the need for greater connections among researchers at Langara, arguing the development of such networks will enhance the quality of research and teaching create additional applied research opportunities for instructors and students. For example, one person urged ARC to "*help faculty connect with each other and exchange ideas regarding common research interests. Create opportunities for instructors to meet and share research interests and collaborate. Offer support to instructors interested in doing research but who are too busy to take on a project on their own.*" Making funding available for conference attendance was also mentioned in this context. The following comments further elaborate on these concerns:

> *I would love the opportunity to connect with other Langara faculty who share similar research interests, particularly those who have more research experience than I do…Providing a "hub" where faculty can come together to discuss possible research questions and can form teams to move things ahead. Encourage "cross-fertilization" can lead to fantastic outcomes. … Providing support by connecting or providing access to faculty expertise from across the college - access to faculty that are strong in analytical, writing or research skills. We don't even know the power/talents we have! Share with the College the research being conducted and profile it beyond Langara to share with the broader community. I would say reach out to us - this survey demonstrates an interest, additional actions to support and give lift to ideas would be amazing. Thanks for asking!*

The Data Analytics program urgently needs partnerships with researchers who can extract secondary data for various experiments, especially Capstone Projects. Having a researcher, who can explore various datasets as well as addressing the currently debated topics, both locally and regionally would bring benefits to students and instructors in particular, and Langara College in general.

Human resources including student RAs and admin support. In total a dozen respondents mentioned HR concerns. Six of these noted the need for additional research support in the form of student RAs as well as administration assistance (for example, to hire student RAs). The comments shared in this regard also relate to the expressed need (noted above) for additional funds to hire students along with more information about how to access such funds. With respect to support for administrative activities, one person wished there were "*more support in setting up an [ARC Fund] grant after being awarded the grant.*" Another respondent shared similar thoughts:

It's challenging to complete research while teaching full time, but the greatest difficulties I faced surrounded making actual use of my research and scholarly activities fund. It'd be helpful for a staff member to be hired to support the bureaucratic aspects of scholarly research, if only by serving as a point person for researchers hiring SWAP students, conducting paid interviews and focus groups, and applying for ethics approval.

Changes to contract re hiring and/or scheduling. An additional 6 respondents pointed to HR issues related to faculty hiring practices. These suggestions recall the professed need for time in the form of course release discussed above. Some respondents suggested providing for partial teaching loads when at work on a research project, suggesting other colleges in BC provide this for their faculty researchers. Providing NID earlier in one's career was suggested as a possible means of supporting faculty researchers who have not yet been regularized. Another respondent pointed to contract length as a potential research facilitator, noting, *"If the College provided more job security that could be helpful with planning a research project. For instance, if the college could offer a contract on a 12-month basis instead of a 4-month basis, then it would be more compatible with planning out a year-long research project."* Another concluded, *"It would be nice if the language in our contract was consistent with being able to do research…Research can't be done in 2 months of NID. Who is kidding who?"*

Office/lab space or equipment; computing; journal databases and archives. A few respondents pointed to a need for additional equipment or space in which to conduct research, in some cases relating this to the goal of creating a research community of practice. For example, one respondent stated a need for "*dedicated on-campus physical space for research, meetings, dissemination, community building, awareness,*" while another suggested the college *"provide office space or at least a desk for faculty (for almost 3 years, I worked off the side of several other faculty members desks; it is impossible to do research…without a place to do it)."* A third summarised, *"Lab space is on ongoing issue."* Other respondents noted the need for enhanced internal computing infrastructure for high-volume research involving artificial intelligence, increased access to humanities databases through the library, and greater access to historical archives through leave, travel grant or other means.

Support from supervisors. Although raised by a relatively small number of people, the concerns expressed in this section are of note because the point to an underlying tension in some departments between a perceived conflict between the demands of teaching and those of research. For example, one respondent stated, *"Research represents "volunteer" work and is generally not well supported by lab staff, nor many faculty, which are of the opinion that it detracts from or competes with other work that still needs to be done as it relates to teaching."* Another offered, *"Frankly, I've had no support for any of my research so far. There doesn't really seem to be any interest in scholarship."* In fact, teaching and research support each other. However, the following comment indicates this may not be well-understood and there is some work for SASC and ARC to do to address these issues.

> *I have been reprimanded for doing research that directly benefits my teaching. I have been specifically told by my higher ups that Langara is not a research institute and that if I want to do research, I should go elsewhere. Consequently, I feel the need to hide my research activities. Perhaps ARC can speak to Chairs at various levels and clarify Langara's support for research.*

Finally, one respondent requested that research work be allowed to count towards their NID activities. This seems to imply that is not currently the case. However, research is a perfectly valid type of NID work which could fall under scholarly activity or maintaining currency in one's field. In the absence of further information, it is not possible to say with certainty, but this comment could indicate a lack of support for research on the part of the respondent's supervisor who reviews their NID form.

Institutional acknowledgement/recognition. The above responses point to a sense of resentment among some Langara researchers that their efforts are unappreciated by their supervisors; the same sense of their work being unacknowledged was also expressed at the college level. Several noted that the lack of compensation for research work creates inequities within departments. For example, one person reflected, *"Those involved in research are in for a lot more work than those who are not. Unfair. There is no incentive to engage in research. I will no longer be doing research; thus, I need no support."* Other respondents linked the need for greater recognition to the role of research in supporting both teaching and community building. One suggested, *"Institutional recognition of the place of research as an integral and important complement of our institutional mandate (research is not an add on or in conflict with our mandate)."* The following response reflects similar concerns: *"[We need] some sort of recognition of the work being done… very few individuals realize the scope of the research that occurs at Langara, even though they work here."*

The following section takes these expressed needs as starting points for the development of recommendations to address the concerns researchers identified in the inventory. The need for a variety of actions to be taken in the short and long term to implement the recommendations underline the vital role ARC will continue to play in supporting research at Langara, in line with the Strategic Plan. In effect, the capacity of Langara researchers reflects the capacity of ARC; therefore, if research capacity at Langra is to expand (along with all the benefits that has for teaching and learning), then ARC also needs to grow. In this regard, SASC's leadership in advocating for research at the highest levels of the college remains critical moving forward.

IV.   RECOMMENDATIONS

The inventory reveals the types of supports current and future researchers at Langara need to conduct excellent research. This information forms the basis of the following recommendations, which in turn ground ARC's short-, medium- and long-term strategic planning. Table 6 summarizes the recommendations, actions, responsible leads, and current status as of April 15, 2021. Because the inventory did not ask respondents to identify themselves, the interventions listed below target issues related to research support that benefit researchers working in different fields at various stages of research, rather than addressing the particular needs of specific individuals.

1) **Increase researchers' access to time and money.**
   Actions:
   - Increase flexibility of ARC Fund by allowing a wider range of eligible expenses, eg. hire a marker for one assignment; pay a colleague to teach one unit of a course) (ARC Fund is not required to fund all eligible expenses, which must be clearly justified by applicants).
   - Streamline hiring of students and other research team members to save time
   - Create RA and Research Associate positions in WD
   - Increase ARC Fund limit from $3,000 to $5,000 incrementally over time
   - Increase funding for hiring students, esp. those who do not qualify for WIL
   - Increase the administrative assistance ARC provides to researchers by hiring a research manager at ARC
   - Increase available ARC Release sections
   - Create ARC Research Sabbatical fund
   - Advocate with NSERC/SSHRC to increase funding for release time
   - Review hiring policies to explore options for research release sections

2) **Enhance access to information about how to conduct and fund research.**
   Actions:
   - Offer a webinar series each semester
   - Improve ARC website to make it more user-friendly
   - Increase ARC profile in The Post
   - Coordinators attend dept and 3DC meetings
   - Rebrand RSAF 1&2 to ARC Fund and ARC Release

3) **Deepen connections to other researchers and/or community partners.**
   Actions:
   - Create Yammer community of practice
   - Offer a webinar series each semester
   - Hold events like ARD that bring partners in
   - Increase ARC profile in The Post
   - Hire research manager at ARC
   - Identify projects for Data Analytics students to work on

4) Increase support from supervisors and institution more broadly.
   Actions
   - Coordinators attend dept and 3DC meetings
   - Increase ARC profile in The Post
   - Hire research manager at ARC
   - SASC and SLT advocate with higher ups

5) Expand access to research workspace, equipment, software, databases.
   Actions
   - Look into possibility of physical ARC location with small workspace
   - Conduct survey among STEM+B researchers to identify specific needs
   - Pass inventory feedback along to library

6) Propose changes to LFA & CUPE hiring/scheduling.
   Action
   - Research the issue and create plan to propose changes

Table 6. Recommendations, Roles, Leads, Status

Recommendation	Action	Lead	Status
Increase researchers' access to time and money	Increase flexibility of ARC Fund by allowing a wider range of eligible expenses (eg. hire a marker for one assignment; pay a colleague to teach one unit of a course)	ARC	Underway/ In discussion
	Streamline hiring of students and other research team members to save time	ARC, HR	Underway
	Create RA and Research Associate positions in WD		
	Increase ARC Fund limit from $3,000 to $5,000 incrementally over time	SASC	In discussion
	Increase funding for hiring students, esp. those who do not qualify for WIL	ARC, SASC	
	Increase the administrative assistance ARC provides to researchers by hiring a research manager at ARC	ARC, SASC, HR, Finance	Underway
	Increase available ARC Release sections	ARC, SASC	In discussion
	Create ARC Research Sabbatical fund	ARC	
	Advocate with NSERC/SSHRC to increase funding for release time	ARC	Ongoing
	Review hiring policies to explore options for research release sections	ARC, SASC, LFA, CUPE	
	Continue to support grant writing through Coordinator positions	ARC	Ongoing

Enhance access to information about how to conduct and fund research	Offer a webinar series each semester	ARC	May 2021
	Improve ARC website to make it more user-friendly	ARC, C&M	Underway
	Increase ARC profile in The Post	ARC, C&M	Ongoing
	Coordinators attend dept and 3DC meetings	ARC	Fall 2021
	Rebrand RSAF 1&2 to ARC Fund and ARC Release	SASC, ARC	April 2021
Deepen connections among researchers and/or community partners	Create Yammer community of practice (CoP)	ARC, SASC	April 2021
	Offer a webinar series each semester	ARC, TCDC	May 2021
	Hold events like ARD that bring in partners	ARC, SASC, C&M	Ongoing
	Increase ARC profile in The Post	ARC, C&M	Ongoing
	Hire research manager at ARC	ARC, HR, Finance, SASC	Underway
	Identify projects for Data Analytics students to work on	ARC	Underway
	Increase flexibility of ARC Fund to allow conference attendance for networking and inspiration	SASC, ARC	In discussion
Increase support from supervisors and institution more broadly	Coordinators attend dept and 3DC meetings	ARC, HR, SASC	Fall 2021
	Increase ARC profile in The Post	ARC, C&M	Ongoing
	Hire research manager at ARC	ARC, HR, Finance, SASC	Underway
	SASC and SLT advocate with higher ups	SASC	Ongoing
Expand access to research work-space, software, equipment, databases	Look into possibility of physical ARC location with small workspace	ARC, SASC, Finance	
	Conduct survey among STEM+B researchers to identify specific needs	ARC	
	Pass inventory feedback to library	ARC	Complete
Propose changes to LFA & CUPE hiring/scheduling	Research the issue and create plan to propose changes	ARC, SASC	

V.   CONCLUSION

Research is a scholarly activity that fundamentally supports teaching. The 2021 inventory of faculty and instructor research revealed deep and widespread interest in applied research and identified a number of barriers preventing potential researchers from undertaking research. Time

and financial resources comprised the main impediments, along with need for greater access to information, deeper connections among researchers, and enhanced support from supervisors and leadership. However, these barriers are not insurmountable. Research capacity at Langara is a reflection of ARC's capacity to support faculty and instructor research. Under SASC's leadership, ARC is committed to implementing the recommendations in this report and continuing to develop and support excellent research at Langara.

VI.   REFERENCES

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VII.   APPENDICIES

APPENDIX A: Faculty and Instructor Research Inventory questions

Q1. Please describe your current research interests as well as any current projects.

Q2. Please let us know about any research projects you have completed in the last three years (i.e., completed between 2018 and 2020).

Q3. Please tell us how Langara can support your future research efforts.

Q4. Please indicate your department.

APPENDIX B: Email Invitation

Dear Colleague,

The Applied Research Centre (ARC) at Langara is conducting an inventory of researchers and research interests at Langara to update the previous inventory conducted in 2011.

We invite you to respond to our short survey. The questions will ask you to list past research projects you have conducted, your current research interests, and how Langara can support you in pursuing those interests.

This updated inventory will enable ARC to ensure new and experienced researchers receive the supports they need to successfully conduct excellent research at Langara.

Please complete the survey by January 24th at 11:45pm.

Answer the survey now.

We greatly appreciate your participation.

Thank you,

ARC Team
Kelly Sveinson, Chair
Jenny Francis, Coordinator – Social Sciences & Humanities
Nathan Jones, Coordinator – Science & Technology

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THE COLLEGE OF HIGHER LEARNING.

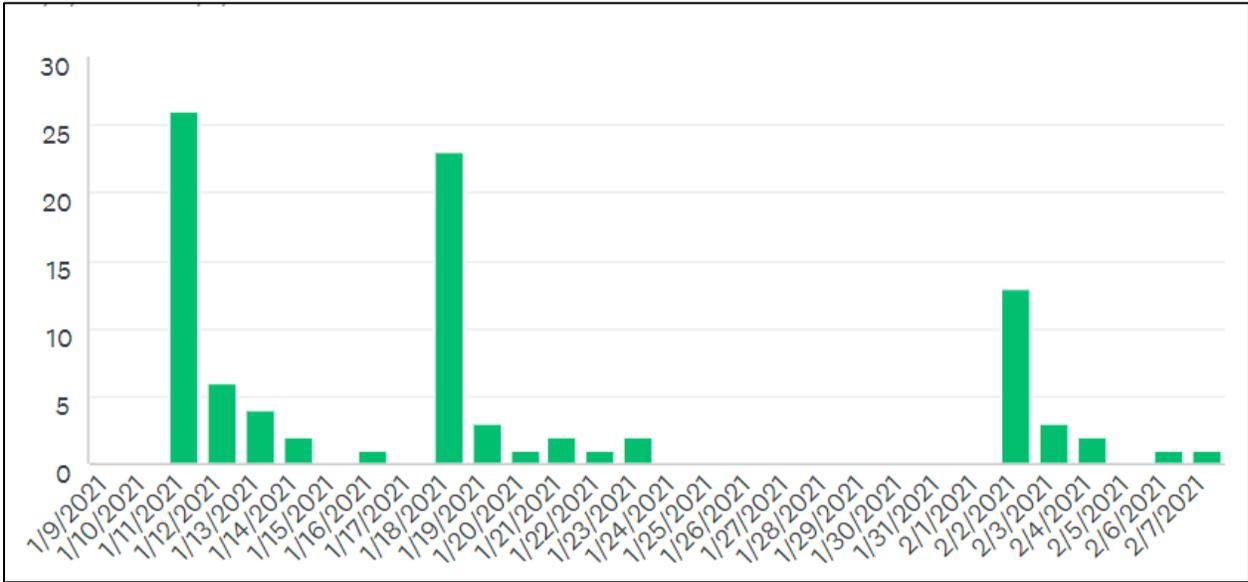## Langara.
THE COLLEGE OF HIGHER LEARNING.

Available at: http://secure.campaigner.com/csb/Public/show/g6t4-2c5zny--st3kp-ayhxqjf6

APPENDIX C: Survey Responses by Day

APPENDIX D: Respondents by Question

Question		# Responses	# Skipped	Total
Q1	Current research interests	90	0	90
Q2	Recent/current projects	83	7	90
Q3	Support needed going forward	83	7	90

APPENDIX E: Respondents by Departmental Affiliation

Specific Affiliation	%	#
Nursing	10	9
Biology	8.9	8
English	7.8	7
Mathematics & Statistics	7.8	7
Langara School of Management	5.6	5
Sociology & Anthropology	5.6	5
Chemistry	4.4	4
Geography & Geology	4.4	4
Health Sciences	4.4	4
Nutrition & Food Service Mgt	3.3	3
Psychology	3.3	3
CS Registered Massage Therapy	3.3	3
Design Formation	2.2	2
Fine Arts	2.2	2
Philosophy	2.2	2
History, Latin & Political Science	2.2	2
Interdisciplinary Studies	2.2	2
Kinesiology	2.2	2
Aboriginal Studies	1.1	1
Applied Planning	1.1	1
Art History & Religious Studies	1.1	1
Computing Science & Information Systems	1.1	1
Criminal Justice	1.1	1
Journalism	1.1	1
Library & Information Technology	1.1	1
Modern Languages	1.1	1
Professional Photography	1.1	1
Social Services	1.1	1
Theatre Arts at Studio 58	1.1	1
CS Computer Tech	1.1	1
CS Web and Mobile App Design & Development	1.1	1
Co-op & Career Development Centre + CIE	1.1	1
Continuing Studies – not specified	1.1	1
Prefer not to say	1.1	1
TOTAL	**100%**	**90**

APPENDIX F: Departments with Zero Respondents

Asian Studies
Physics & Astronomy
Early Childhood Education
Economics
Education Assistant
Publishing
Recreation Studies
Film Arts