

Report on Faculty Development and Career Success Planning

Submitted to Dr. David Malik, Executive Vice Chancellor for Academic Affairs

Table of Contents

- 1) Executive Summary of Recommendations
- 2) Introduction
- 3) Promotion Strategies from Associate to Full Professor
- 4) Mentoring Program
- 5) Application Form to Become a Mentor
- 6) Application Form for Junior Faculty Members
- 7) Associate Professor Survey Results
- 8) Academic Career Map

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Report on Faculty Development and Career Success Planning

Executive Summary –major recommendations

- Development of a mentorship program for junior faculty
- Use of Career Maps for junior and mid-level faculty to keep track of accomplishments and keep moving forward on important components of the promotion process
- Two new summer faculty fellowships devoted to associate professors
- Faculty Development opportunities on campus appropriate to junior level and mid-level ranks focused on career success
- Instituting a third year post-promotion review of associate professors, which includes a career plan or map (including proposed timeline) toward further promotion
- Setting up a pool of money in the Office of Academic Affairs to award supplemental travel grant money to enhance the ability of faculty to present their research at disciplinary conferences
- Development of a voluntary 3-5-year review process after the faculty attained the level of Associate Professor.

Introduction

Indiana University Northwest has historically been supportive of faculty contributions and the role they play in enhancing the campus's pursuit of distinction. This section presents faculty development opportunities already in place across the campus.

- 1) During the first year of appointment at IUN, new faculty are assigned 2 courses per semester instead of a normal teaching load of 3 courses per semester.
- 2) To jump start and support the research agenda of faculty, summer faculty fellowships for research are available for faculty.
- 3) To encourage the development of new curricula or courses, summer faculty fellowships for innovation in curriculum are available for faculty.
- 4) Seed money for research is available through faculty grant-in-aid for research.
- 5) Individual colleges and divisions support faculty research/teaching travels to present original papers at professional/scholarly meetings.

- 6) The office of Academic Affairs and CISTL provide opportunities for faculty to participate in teaching and faculty career enrichment workshops.

To further aid the career success and growth of faculty at IUN, the Executive Vice Chancellor for Academic Affairs appointed a task force on Faculty Development and Career Success Planning. The objective of the Task Force on Faculty Development and Career Success Planning is to propose a program that would foster faculty growth in teaching, research and service and ultimately contribute to the career success of the faculty. Although career advancement strategies across ranks are similar, there are subtle differences at the junior and mid-levels. This document proposes career advancing strategies for both junior and mid-level faculty.

Junior faculty members arrive on campus excited to pursue their research agenda, and affect young minds in the classroom. Decisions and choices made on how they spend their time will have an effect on how their career develops over time. Making those decisions requires information and judgment and decisions made with limited information, career guidance and advice could lead to slowed and/or ineffective career growth. To provide informal guidance, advice and information, we recommend that the office of Academic Affairs institute a new structured mentorship program for junior faculty.¹

The mentorship program pairs junior faculty with senior colleagues who have achieved tenure either in the same school/college or in a different school/college than their mentoring partner. The mentor then will advise the protégé by providing information about internal/external grant sources, publishing outlets, key conferences to attend, teaching tips and the promotion and tenure process. The detailed responsibilities of the mentor and the protégé are given in the proposed mentorship program.

The mentorship program is enhanced through the use of an assessment tool, a career map, that helps evaluate career progress of junior and mid-level faculty. The mentor and the academic head should use the map to track the career progress of junior faculty by reviewing current/future research, teaching and service activities. In addition, an annual review of the career map should lead to a discussion of the level of achievement expected for promotion in teaching, research and service activities. Using the career map as a guide, the mentor should advise the protégé by recommending action steps that would strengthen the perceived weakness area(s). For example, if a protégé's teaching area needs strengthening, the mentor may encourage the Protégé to attend faculty teaching development events organized by the

¹ While this guide is particularly aimed at the needs of untenured faculty, tenured faculty also need, and should seek, career advice—about the next career stage (e.g., promotion to full professor), taking on leadership roles or choosing not to, their next project, etc.

campus. The task force has developed a career map to be used for this purpose and it is included in this report.

Promotion Strategies from Associate to Full Professor

The second objective of this report is to examine the level of support available for the advancement of mid-level faculty. In order to provide needed support and encouragement for mid-level faculty it is important for the Task Force to understand why some Associates remain at the Associate Professor level for a prolonged period of time. To discover reasons the Task Force conducted a survey of Associate Professors/Librarians.

There are currently 42 tenure track Assistant Professors/Librarians, 44 Associate Professors/Librarians and 34 full Professors/Librarians at IU Northwest. A survey was sent to 43 Associate Professors/Librarians. We received a total of 22 responses or 51% response rate. This is a significant response rate compared to a typical survey response rate of 15% to 20%. The responses were evenly divided between male and female faculty. The highest response rate came from College of Arts and Sciences (53%), followed by School of Business and Economics (24%) and the College of Health and Human Services (14%). It is interesting to note that 72% of the respondents have achieved the rank of Associate Professor within the last 6 years and 65 percent of the respondents have or had some kind of an administrative responsibility.

About 45 percent of the respondents felt that quality of research is an important factor for promotion to full Professor while 30 percent felt that quantity of research is just as important. It is encouraging that about 70 percent of the respondents plan to produce a promotion dossier within the next 5 years. They cited the following issues as obstacles that might discourage them seeking promotion to Full Professor; research productivity, dossier preparation time, and time to fulfill service commitments. 85 percent of the respondents reported that a significant adjustment to their base salary would influence their decision to seek promotion to full Professor. It is interesting that 55 percent of the respondents are unaware of the current promotion adjustment to the base salary. When asked which of the factors might help them to seek a promotion, 55 percent rated a summer faculty fellowship for Associate Professors as the most important factor. The next two factors are teaching load reductions, and less service obligations. About 37% of the respondents felt that “How-to Information Sessions” would be quite beneficial (for details see the appended survey).

While there is certainly no requirement that an associate professor apply for promotion, the IU academic handbook clearly states that each tenured faculty member has the responsibility to perform, develop and achieve the highest rank possible. Furthermore, it is in

the university's best interests to help and encourage those seeking it. It is suggested that associate professors who have been in rank for approximately three to five years submit a dossier reflective of their teaching, research, and service activities since their promotion. Midcareer review is optional and the request for the review would need to be initiated by the faculty member.

The dossier would be prepared according to the same criteria as would be used in an application for a promotion to full professor as indicated in the IU Northwest Promotion and Tenure Guidelines (2011). The same dates would apply as depicted in the Guidelines. The major difference is that the associate professor is solely requesting review for feedback from an internal committee of IU Northwest. No external reviews would be requested and, therefore, no letters from reviewers would be a part of the dossier requirements.

Said committee would be called the "Midcareer Review Committee" and consist of seven faculty members representing a variety of programs, all at the rank of full professor. No currently serving IU Northwest Promotion and Tenure Committee members would be eligible to serve on the Midcareer Review Committee. The committee feedback would be provided only to the faculty member and could not be used in any way for annual reviews or promotion applications. The purpose of the midcareer review is to provide the faculty member with feedback on progress made toward future promotion to full professor.

Based on the survey findings the Task Force recommends the following actions steps to encourage mid-level faculty to seek the next career stage:

1. Notification/publicizing of salary increment between associate professor and professor rank.
2. Seeking additional funding to support two summer faculty fellowships reserved for associate professors
3. Instituting a third year post-promotion review of associate professor, which includes a career plan or map (including proposed timeline) toward further promotion described more fully above.
4. Offering information sessions (at least one per year) for associate professors, outlining resources and criteria for promotion.
5. Increased sense of responsibility for chairs and directors to focus attention on progress toward promotion (e.g., in Faculty Annual Report)

6. Adding questions in sabbatical/grants applications, on how the proposed activity contributes to progress toward promotion.
7. Increasing the ceiling on the amount awarded for a grant in aid of research.
8. Setting up a pool of money in the Office of Academic Affairs to award supplemental travel grant money to enhance the ability of faculty to present their research at disciplinary conferences
9. Continuing the current practice of offering extended orientation workshops by the Office of Academic Affairs for assistant professors and opening these sessions up to the rest of the faculty as well.
10. Continuing the current practice of offering How-to workshops on Promotion and Tenure sponsored by the Office of Academic Affairs and CISTL.
11. Displaying significant faculty publications/creative activity in library's display case or in campus bookstore.
12. If a long-term associate professor revives her or his research agenda and is progressing well in terms of research, teaching and service, it is recommended that Deans of individual units support this faculty member by assigning a reduced teaching load so that the faculty member achieves the rank of full professor.

Mentoring Program

A new Structured Mentoring Program for faculty at Indiana University Northwest (IUN), initiated by the office of Academic Affairs, provides junior faculty with quality guidance in building long and productive careers at the university. The mentorship program pairs junior faculty with senior colleagues who have achieved tenure either in the same school/college or in a different school/college than their mentoring partner. Each pair works together to help the junior member set priorities, develop a network of advisors, increase visibility in the school/college and understand IUN's institutional culture, and "quick start" the tenure process. The mentorship program will be housed in the office of the Center for innovation and scholarship in teaching and learning (CISTL). It is the responsibility of CISTL to maintain the database of mentors. The CISTL office will then match the mentor with a protégé based on the strengths and weakness of the protégé application. In addition, CISTL will provide mentor training to enhance the skills set of potential mentors.

The Responsibility of the Department Chair/Dean

As soon as the appointment is made, the chair/Dean will then direct the new faculty

member to submit an application to CISTL seeking a mentor. For faculty appointed as Associate Professor or Professor, assignment of a mentor is less critical, but highly encouraged, to serve as a means of acclimating the new faculty member to IUN. The chair is responsible for advising new faculty on matters pertaining to academic reviews, and advancement. As the mentor may also be asked to provide informal advice, it is also the chair's responsibility to see that mentors have current information on IUN's academic personnel process.

The Responsibility of the Mentor

The mentor should contact the new faculty member on her/his arrival at the University and then meet with the new faculty member on a regular basis over at least the first two years. The mentor should provide informal advice to the new faculty member on aspects of teaching, research and committee work or be able to direct the new faculty member to appropriate other individuals. Often the greatest assistance a mentor can provide is simply the identification of which staff one should approach for which task. Funding opportunities both within and outside the campus are also worth noting. The mentor should treat all dealings and discussions in confidence. There is no evaluation or assessment of the new faculty member on the part of mentor, only supportive guidance and constructive criticism.

Benefits for the mentor

- Satisfaction in assisting in the development of a colleague
- Ideas for and feedback about the mentor's own teaching / scholarship
- A network of colleagues who have passed through the program
- Retention of excellent faculty colleagues
- Enhancement of department quality
- A monetary research reward of \$1,000.00

The Responsibility of the New Faculty Member (or Protégé)

The new faculty member should keep his/her mentor informed of any problems or concerns as they arise. When input is desired, new faculty should leave sufficient time in the grant proposal and paper submission process to allow his/her mentor the opportunity to review and critique drafts.

Tips for Mentors

- Exchange CV's with your protégé to stimulate discussion about career paths and possibilities.
- Ask about and encourage accomplishments. Provide constructive criticism and

impromptu feedback.

- Use your knowledge and experience to help junior faculty member identify and build on his/her own strengths.
- Encourage Protégé to attend Faculty development events organized by the campus
- Try to be in contact twice monthly (if possible) about the junior faculty's career and activities. Commit to making one contact per month to show you're thinking about your protégé's career.
- Discuss annual performance reviews with the junior faculty member: how to prepare, what to expect, how to deal with different outcomes. Preview the document before it is submitted to the chairman/Dean.
- Aid the junior faculty in exploring the institutional, school, and departmental culture, i.e. what is valued? What is rewarded?
- Share knowledge of important university and professional events that should be attended by the junior faculty member.
- Encourage junior faculty to seek advice from other senior faculty

Benefits to the Protégé of having a Mentor

- Understanding the organization of the department, college and campus faculty governance structure.
- Understanding what conferences to attend? How much travel is allowed/expected/supported? How to choose between large and smaller conferences.
- Getting insights into where to publish? What to publish? How much/how often? What are the department/school's expectations regarding publication before tenure and promotion? How do journal/chapters in edited collections/conferences compare? Where should your publishing energy go: is a single-author book always preferable to an edited collection? When is it time to worry if you haven't published?
- Having knowledge of research resources that are available to you as a faculty member.
- Getting help in assembling a teaching portfolio for your tenure review? What goes into such a portfolio?
- Understanding how much time to spend on your course preparation? Where's the line between sufficient preparation and over-preparation?
- Understanding the expected committee work within your department, School, Campus. At the beginning of your career at IUN, committees should be served and committees to avoid pre-tenure. Time expected to devote for committee work as a junior faculty member.

Tips for Protégés

- Show initiative in career planning: exchange your CV with your mentor for discussion.

- Find out about, and take advantage of, opportunities for learning about how the university, and your school/department, operate. Write down questions as they occur to you, and then begin searching out the answers.
- Realize that your success is important not just to you, but also to your department and the university. Consider that "going it alone" doesn't work that well for anyone.
- Make your scheduled meetings with your mentor a priority, and take advantage of e-mail and the telephone to keep in touch informally.
- Be willing to ask for help.
- Make and maintain contacts with other junior faculty, within your department as well as in other departments and schools.
- Become familiar with the resources available to support and strengthen your teaching and research.
- Set a meeting with your chair to discuss departmental expectations for tenure and promotion.
- Share your annual report with the mentor to seek feedback on the report

Suggested Topics of Discussion for Mentor/ Protégé

General

- How is the junior faculty member's department organized? (Divisions, Committees?) How are decisions made? What are the opportunities for junior faculty involvement?
- Is support staff available to junior faculty? What can be expected of support staff? What supplies and expenses are covered by your department? By your school? Are there other resources available to cover expenses related to teaching and research?

Research and Resources

- What research resources are available to you as a faculty member?
- How important are grants? How do you get hooked into the grant-writing process? How much effort should you be investing in capturing research funding? How can you find people to assist you in writing the best possible proposal, to draw up the budget? What are departmental expectations of percent of your salary to be supported by external grant funding?
- What is the expected percent of indirect cost funding on grants you received? Are there funding agencies to which you should not apply for grants because of inadequate indirect cost recovery? For laboratory space, what is the expectation of the amount of indirect funds recovery per square foot of laboratory space you occupy? How does the department assess shared cost for use of common equipment and its service contracts?
- What do you see as your research "niche" in your department, in your area of research?
- What does your chair see your area of research contributing to the department, eventually to the school?
- What conferences should the junior faculty attend? How much travel is allowed/expected/supported? How do you choose between large conferences and smaller events? What can you do at professional gatherings to gain the type of exposure that can lead to good contacts, and potential names of tenure-file reviewers?

- Authorship etiquette: On collaborative efforts, how are the authors listed? How important is first authorship? How is alphabetical listing of authors viewed?
- Where should you publish? What should you publish? How much/how often? What are your department/school's expectations regarding publication before tenure and promotion? How do journal/chapters in edited collections/conferences compare? How much "new" work is necessary to make something a "new" publication? Where should your publishing energy go: is a single-author book always preferable to an edited collection? May material published be submitted elsewhere? When is it time to worry if you haven't published?
- Is it worthwhile to send published reports to colleagues here, and elsewhere? What's the line between sharing news of your accomplishments and appearing self-congratulatory?

Teaching

- Will you be expected to assemble a teaching portfolio for your tenure review? What goes into such a portfolio?
- What are you expected to teach? Graduate, undergraduate, seminar, lecture, practicum, recitation, special topic, service course(s)? Are some types of teaching more valued? How much flexibility is there in teaching schedules? Who controls the schedule?
- Which are the "good" subjects to teach? Is it good to teach the same course semester after semester, stay with a single area? Or should you "teach around"?
- Is it good to develop new courses? Specialized courses in your research area?
- How can you use a special topics course to get a new research project off the ground?
- How much time should you spend on your course preparation? Where's the line between sufficient preparation and over-preparation?
- Are there departmental/school standards for grading? What degree of freedom do you have in determining course content? Does your department expect midterm and final exams?
- How are you evaluated on teaching? What importance is placed on peer observation of your teaching? On student evaluations? If senior faculty do observe your classes, who asks them to come? To whom do they report, and in what way? What resources are there for improving your teaching?
- If a classroom problem arises you aren't sure how to handle, what are your options for seeking advice, help?
- What documentation related to teaching should you keep? Syllabi? Exams? Abstracts?
- How should you develop a teaching portfolio? What form should it take? What should it include?

Service

- How much committee work should you expect to perform within your department? School? University? At the beginning of your career at IUN? What committees should you push to serve on? Are there any you should avoid pre-tenure? How much time should you expect to devote to committees and other forms of service as a junior faculty member?
- How important is professional service outside of the university? How much paper and proposal reviewing is reasonable? Review boards? Journal assistant editorships?
- How do you weigh the prestige of organizing a national event in your field versus the time commitment?

- How important is to get engaged in the community service and how do you turn such service into a publishable research.

Review Process

- How long is your appointment? When will you come up for review? What sort of reviews? How is a third-year review, for example, different from the tenure review? What is the process? (What do you submit for review? When? How do you hear the results? How are the reviewers selected? Do you have a role in that process?)
- If you are responsible for submitting your own list of potential outside reviewers, how do you go about assembling such a list? What kind of reviewers should you try for? Are international and domestic reviewers regarded equally? How are the reviewer's own credentials evaluated? How much prior contact with a potential reviewer makes them unsuitable for your list? (Is having been on a panel together acceptable, but not a professional friendship?)
- What information is important in your vita? Is there any activity too trivial to include? Should you send copies of congratulatory letters to your department chair, or simply retain them for your dossier?
- How are raises determined in your department? School? How will you find out about your raise? What's the process for discussing your raise in a given year?
- How can you get feedback on how you're doing at any point in your pre-tenure career?

Mentoring Minority and Underrepresented Faculty

Minority and underrepresented faculty experience additional sources of stress in the areas of review, promotion, and tenure and subtle discrimination. Such stressors may disrupt minority faculty from performing tasks satisfactorily and affect their career advancement. Therefore, in mentoring the minority and underrepresented faculty the following additional considerations should be taken:

- It is important to recognize that the research interests of minority or faculty of color may fall outside of mainstream research and that may lead to marginalization of their scholastic contributions. Therefore it is important to pair minority faculty who need to build research credentials with recognized senior scholars.
- Since minority and underrepresented faculty are diversity representatives, they are overburdened with committee assignments and may not have time to commit for research. It is essential to appoint a mentor with minority background that guides the protégé in prioritizing the service commitments.
- A connection exists between perceptions and student evaluations. Typically minority faculty gets lower ratings in their teaching because students perceive minority faculty as the products of affirmative action and therefore their teaching is marginalized. Mentors should encourage underrepresented faculty to network with other underrepresented faculty in other departments to seek advice on measures to dispel students' perceptions.
- The minority and underrepresented faculty have difficulty interpreting unwritten expectations of collegiality. The resulting isolation may prevent minority faculty to be a greater part of IUN's academic community. It is the responsibility of the mentor to encourage protégé to seek advice, support and counsel of other minority faculty in other departments and schools.

Changing Mentors

In cases of changing commitments, incompatibility, or where the relationship is not mutually fulfilling, either the new faculty member or mentor should seek confidential advice from his/her Chair. It is important to realize that changes can and should be made without prejudice or fault. The new faculty member, in any case, should be encouraged to seek out additional mentors as the need arises.

Annual Conference of Mentors and Protégés

Protégés and Mentors are expected to attend an annual conference organized by CISTL. At this forum Mentors and Protégés are expected to share their experiences and get to know other members of this community.

Application Form to Become a Mentor

Name:

Work Phone: Title:

Fax: Department:

Email Address:

School Address:

Years at IUN:

Home Address:

Answers to the questions below will help us pair mentors and protégés.

Please describe in a few sentences your research interests.

Please describe in a few sentences the kinds of teaching you do (i.e., lectures, seminars, laboratory teaching, online teaching etc.).

Please describe your particular strengths as a mentor (for example: teaching techniques; time management; networking with other faculty; etc.).

How available can you be to your protégé?

Do you desire a protégé inside or outside your department?

If you have already chosen a protégé, please provide that person's name and school/department below:

Application Form for Junior Faculty Members

Name:

Work Phone: Title:

Fax: Department:

Email Address: School

Address: Years at IUN:

Home Address:

Answers to the questions below will help us pair mentors and protégés.

Please describe in a few sentences your research interests.

Please describe in a few sentences the kinds of teaching you do or expect to do (i.e., lectures, seminars, laboratory teaching, online teaching etc.)

Each mentor/protégé will agree on a plan for the mentoring partnership. Please state 3 areas where you feel a mentor could help you:

Do you desire a mentor inside or outside your department?

If you have already chosen a mentor, please provide that person's name and school/department below:

Survey Results

1)

How long have you been a faculty member at IUN?

Answer Options	Response Percent	Response Count
5 or fewer years	0%	0
Between 5 and 10 years	36.4%	8
Between 10 and 15 years	31.8%	7
Greater than 15 years	31.8%	7

2)

Your primary appointment is in:

Answer Options	Response Percent	Response Count
College of Arts and Sciences	52.4%	11
College of Health and Human Services *	14.3%	3
School of Business and Economics	23.7%	5
School of Education	4.8%	1
Library	4.8%	1
* all SPEA		

3)

Which of the following administrative position(s) did you hold?		
Answer Options	Response Percent	Response Count
Department Chair	46.2%	6
Director	30.8%	4
Associate Dean	23.1%	3
Dean	23.1%	3
Other (please specify)	23.1%	3
<i>answered question</i>		13
<i>skipped question</i>		7

4)

First full academic year you held the rank of Associate Professor.

Answer Options	Response Percent	Response Count
1990-91	4.5%	1

1991-92	0%	0
1991-92	0%	0
1992-93	0%	0
1993-94	0%	0
1994-95	9%	2
1995-96	0%	0
1996-97	0%	0
1997-98	0%	0
1999-00	9%	2
2000-01	0%	0
2001-02	0%	0
2002-03	0%	0
2003-04	4.5%	1
2004-05	0%	0
2005-06	0%	0
2006-07	13.6%	3
2007-08	13.6%	3
2008-09	9%	2
2009-10	9%	2
2010-11	13.6%	3
2011-12	13.6%	3

5)

How many years did you hold any of these administrative positions?			
Answer Options	Response Average	Response Total	Response Count
Department Head	2.83	17	6
Director	5.00	25	5
Associate Dean	1.50	6	4
Dean	5.00	20	4
Other	2.50	10	4
<i>answered question</i>			13
<i>skipped question</i>			7

6)

What was your tenure status when you started in this position?		
Answer Options	Response Percent	Response Count
Tenured	65.0%	13
Tenured Track but not Tenured	35.0%	7
Not on Tenure Track	0.0%	0
<i>answered question</i>		20
<i>skipped question</i>		0

7)

What do you believe is the most important factor for promotion to Full Professor?

Answer Options	Response Percent	Response Count
Quality of Teaching	20.0%	4
Quality of Research	45.0%	9
Quantity of Research	30.0%	6
Quality of Service	5.0%	1
<i>answered question</i>		20
<i>skipped question</i>		0

8)

When are you planning to prepare a promotion file for Full Professor?

Answer Options	Response Percent	Response Count
1-2 years	45.0%	9
3-5 years	25.0%	5
6-10 years	5.0%	1
Never	25.0%	5
<i>answered question</i>		20
<i>skipped question</i>		0

9)

Which of the following factors might discourage you from seeking Full Professor? (select as many as applicable)

Answer Options	Response Percent	Response Count
Too time consuming	44.4%	8
Have not published enough research	44.4%	8
Subjected to peer evaluation	22.2%	4
Too many service commitments	44.4%	8
No interest	5.6%	1
Unclear of the process	5.6%	1
Other (please specify)	38.9%	7
<i>answered question</i>		18
<i>skipped question</i>		2

Specified Other Reasons are:

No funding opportunities for research after tenure
 I'm not sure that the process is straightforward
 Requirements are unclear
 Current fulltime administrative responsibilities
 Heavy teaching load and advising responsibilities
 I'm retiring
 Quality vs. Quantity issue
 Too dedicated to teaching

10)

How long do you think an individual should wait on average after receiving promotion to Associate Professor before applying for promotion to Full Professor?		
Answer Options	Response Percent	Response Count
1-2 years	0.0%	0
3-5 years	36.8%	7
6-10 years	57.9%	11
10+ years	5.3%	1
<i>answered question</i>		19
<i>skipped question</i>		1

11)

Would your decision to go up for Full be influenced if there is a substantial adjustment to the base salary?		
Answer Options	Response Percent	Response Count
Yes	85.0%	17
No	15.0%	3
<i>answered question</i>		20
<i>skipped question</i>		0

12)

What is the current adjustment to the base salary for promotion to Full Professor?		
Answer Options	Response Percent	Response Count
\$2,000	5.0%	1
\$3,500	0.0%	0
\$5,500	20.0%	4
\$7,500	20.0%	4
Don't Know	55.0%	11
<i>answered question</i>		20
<i>skipped question</i>		0

13)

Which of the following would help you to apply for promotion to Full Professor? (Select as many as applicable)		
Answer Options	Response Percent	Response Count
Less service	47.4%	9
Fewer credit hours of teaching	47.4%	9
Mentorship	26.3%	5

More research resources	31.6%	6
Summer fellowships for Associate Professors	57.9%	11
"How to" information sessions	36.8%	7
<i>answered question</i>		19
<i>skipped question</i>		1

14)

Of those selected in item 11 which is the most important factor?						
Answer Options	Less service	Fewer credit hours teaching	Mentorship	More research resources	Summer fellowships for Associate Professors	"How to" information series
Most important to assist in application process	4	3	1	2	5	4
<i>answered question</i>			19			
<i>skipped question</i>			1			

15)

Gender

	Response Percent	Response Count
Male	50%	11
Female	50%	11

16)

Do you identify as?

Answer Options	Response Percent	Response Count
White	90%	18
American Indian or Alaska Native	0%	0
Asian	10%	2

Black or African American	0%	0
Native Hawaiian or Pacific Islander	0%	0

17)

Are you of Hispanic Origin?

	Response Percent	Response Count
Yes	3	14.3%
No	19	85.7%