

TO: Senate Agenda Committee
FROM: Faculty Development Committee
DATE: February 23, 2018
RE: Report on Support for Faculty Professional Development

Members of the Faculty Development Committee

George Alverson, COS – Physics
Rebecca Carrier, COE – Chemical Engineering
Deniz Erdogan, COE – Electrical & Computer Engineering
Jamie Ladge, DMSB – Management & Organizational Development
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Introduction

In the Fall of 2017, the Faculty Development Committee was charged with reviewing support for faculty professional development. The specific charge stated:

The FDC shall undertake a study of the support, including funding levels, for professional development for all categories of full-time faculty across the institution, at both the university and college level. This study would include opportunities for internally funded research/scholarship, professional training, travel to conferences, etc. The committee will make recommendations for the appropriate minimum levels of funding.

Following this charge, the FDC reviewed faculty development activities at both the university and college levels. It was soon apparent that considerable variation exists across the colleges. While we also reviewed efforts at the university level, our focus became collecting information from each college (see Table 1).

In this report, support for faculty professional development is organized into three categories:

- Direct Financial Support – includes monies allocated for faculty travel, conference attendance, research activities and other professional related activities. Allocation is typically on a per faculty member basis or through a competitive process.
- In-Kind Support and Related Activities – includes support for programs and other activities related to professional development in research and teaching. This category includes staff and related support for seeking and administering external grants.
- Mentoring – includes programs to provide mentorship for faculty in teaching and research.

Direct Financial Support

University Level

At the university level, direct financial support is focused on promoting interdisciplinary research by faculty teams. This is most evident in funding support for teams of tenured and tenure-track (T/TT) faculty through the TIER competitive grants, with award amounts ranging from up to \$50,000 For TIER 1 grants to \$150,000 for TIER 3.

On a smaller scale, there are several grant programs to provide full-time faculty with financial support for diversity and inclusion-related activities, as well as a program specifically for full-time non-tenure track faculty (NTT) for grants up to \$2,000 for professional development.

College Level

Across the colleges, there is wide variation in direct financial support for faculty professional development. Variation is evident along several dimensions, including the funding levels available and the criteria for distribution. The variation in funding levels reflects, at least in part, the availability and role of external grants. Colleges that offer less direct financial support, such as COS and CCIS, often expect faculty to use external grants as the funding source for professional development activities. In contrast, those colleges in fields with fewer grant opportunities, such as CSSH and CAMD, typically provide more direct financial support.

The criteria for distribution is often on a per faculty member basis (e.g. \$2,000 per faculty member), or monies are awarded competitively. When monies are awarded on a per faculty member basis, each faculty member can use the monies during the academic year for professional development expenses. If monies are distributed on a competitive basis, faculty members submit proposals that are reviewed by a panel of faculty and/or administrators. In some cases, there is a combination or variation in which monies are awarded to a department on a per faculty member basis, but part of the money is reserved for distribution through a merit-determined or competitive process.

Several other characteristics are important to note as well. First, unlike the university level in which direct financial support is targeted to cross-unit faculty teams, college level support is often intended for individual faculty, whether on a competitive or per faculty basis. However, there are examples in which college-level support is also team-focused, as with the research clusters in CSSH.

Second, there is some variation across the colleges in the timing of financial support. That is, most often monies are made available throughout the academic year, but in some cases, the award is made in the form of summer salary.

And third, an important trend in direct financial support is the use of start-up packages for new tenure-track and tenure-upon-entry faculty. In the science-related fields, start-up packages have long been important in establishing laboratories, but in recent years the practice of offering start-up packages has spread to other colleges. These packages often include an annual research budget that

is higher than that available to other faculty, summer financial support, and research assistance support. While start-up packages play an important role in the competitive process of bringing faculty to Northeastern, they have the effect of increasing the gap in available support between new and current faculty.

In-Kind Support and Related Activities

University Level

At the university level, teaching support is organized primarily through the Center for the Advancement of Teaching and Learning Through Research (CATLR), which provides a range of professional development opportunities for all faculty, including graduate students who teach. Research support is provided by the Office of Research Administration and the Office of Research Finance. Both units provide extensive staff support to assist faculty in identifying grant opportunities, applying for grants, and administering grant awards.

College Level

As with direct financial support, variation exists across the colleges with respect to in-kind support and similar activities in support of faculty development (see Table 1). In the area of research, for example, COE has 8 FTE staff to support grant seeking and grant administration, while DMSBA has only .5 FTE at the college level for similar activities. In general, faculty in colleges with a long-standing practice of relying upon external grants, such as COS and COE, have access to college-level support staff as well as university-level staff. The Offices of Research Administration and Research Finance have long-provided support in identifying, applying for, and administering external grants. Faculty in other colleges, in which grant support is less common, are more recently developing within-college capacity and often rely upon university-level support. CSSH, for example, has 2 FTE staff support and CAMD is now hiring two staff to support its faculty in various pre- and post-award activities.

In the area of teaching, support from the colleges is variable and somewhat more limited. Colleges often sponsor speaker events, like the Pedagogy-in-Progress series in CSSH, teaching excellence awards (some include dollar awards), and teaching assistants, but staff and financial resources are more limited in this area. Rather, colleges and faculty rely more extensively upon CATLR at the university level to provide professional development support. The expansion in recent years of CATLR programs and services has provided a more robust set of offerings to support the development of faculty instruction.

Mentoring

University Level

The ADVANCE Office of Faculty Development offers a variety of programs and services to assist new and current faculty in their professional roles. Support ranges from a new faculty orientation to workshops on the tenure and promotion processes.

College Level

Mentoring at the college level is typically less formal and often undertaken by departments or units within the college. A common pattern is for one or two current faculty to be assigned as mentors for newly-hired faculty. The focus is most often on mentoring assistant professors in their preparation for tenure, but colleges also are providing mentors for associate professors seeking promotion. While mentorship typically involves faculty at Northeastern, examples exist, as in COS, of faculty from other universities serving as mentors for Northeastern faculty.

Recommendations

Direct Financial Support

- As noted, colleges have different research and teaching profiles, most notably the role of external grants, which lead to different policies and practices with respect to providing direct financial support for faculty professional development. Even within each college, the demand for direct financial support can vary significantly across faculty. In this context, we recommend that each college develop an appropriate level of support that includes:
 - Per faculty allocation of funding support: Whether through grant overhead or directly from the college, each research-active faculty member should have available a minimum of \$5,000 per year for conference travel, organizational memberships, and other professional development activities. The amount may vary by discipline, but should be competitive with peer institutions. For NTT or TT faculty who are not research active, each member should have available a minimum of \$1,500 per year for professional development, primarily in the area of teaching.
 - Competitive pool of funding support: Each college should offer monies through a competitive process that allows faculty to augment the per faculty allocation through summer salary, fellowships, or other sources. This is particularly important for current faculty who do not have access to higher support levels often provided to new faculty in start-up packages.

In-Kind Support and Related Activities

- Faculty research activities continue to increase across the university, prompting a growing need for staff and resource support. This is apparent not only in colleges where external grants have traditionally been important, but in other colleges as well. Given this increase, as well as the different types of research activities across colleges, it is important that each college develop capacity to support grant activities. We recommend an overall increase in research capacity:
 - Enhanced college-level staff support is particularly important in assisting faculty in pre-award activities, such as identifying grant opportunities in appropriate fields and preparing applications.
 - Enhanced university-level support is important for ongoing administration and monitoring of external grants.

Mentoring

- The ADVANCE program plays an important role by directly facilitating mentoring activities and supporting college and department-level mentoring. We recommend continued coordination and an increase in college-level capacity:
 - Continuation of ADVANCE activities is important for overall mentoring efforts and facilitating the spread of 'best practices' across the university.
 - College-level capacity needs to be increased so junior faculty are provided consistent and effective mentoring experiences.

**Table 1
Programs and Services in Support of Professional Development
For Full-Time Faculty, By College**

	Direct Financial Support	In-Kind Support and Related Activities – Focus on Staff Support for Research	Mentoring
University	<p><u>T/TT</u> -Tier 1, 2, 3 Grants for Interdisciplinary Research</p> <p><u>NTT</u> -Full-Time Faculty Professional Development Fund: Up to \$2,000 for development in areas of research and teaching; competitive</p> <p><u>Open to All</u> -Office of Institutional Diversity and Inclusion: Two grant programs to support diversity and inclusion activities; competitive</p>	<p>-Office of Research Administration and Office of Research Finance: support for identifying and applying for external grants as well as post-award activities for external grants</p> <p>-Center for the Advancement of Teaching and Learning Through Research (CATLR); workshops, consultations, cohort programs (T/TT and NTT)</p>	<p>-ADVANCE Office of Faculty Development: various programs for faculty orientation, mentoring, writing groups, promotion information</p> <p>-ADVANCE Mutual Mentoring Advancement Program: Up to \$3,000 for mentoring activities; competitive</p>
College of Social Sciences and Humanities	<p><u>T/TT</u> -\$2000/faculty for professional activities (department flexibility in allocation process)</p> <p>-Research Development Initiative: Competitive awards to develop external support; 5-7 awards/year; \$45,000 total/year</p> <p><u>NTT</u> -\$500/faculty for professional activities</p> <p><u>Open to All</u> -Research Clusters: Competitive awards up to \$2,000 to support research; 6-8/year; \$15,000 total/year</p>	<p>-2 FTE staff to support faculty grant-related activities</p>	<p><u>T/TT</u> -Assistant Professors: 2 faculty in department serve as mentors and possible third outside mentor</p> <p>-Associate Professors: Beginning mentoring program</p>

<p>D'Amore-McKim School of Business</p>	<p><u>T/TT</u> -\$4,000/faculty for conference travel -\$350/faculty for professional expenses</p> <p>-1/6 summer support for minimum of 5 years (TT); competitive pool for tenured faculty</p> <p><u>NTT</u> -\$4,350/faculty, if research-active, for conference travel, and professional expenses</p>	<p>-0.5 FTE staff to support faculty grant-related activities</p>	<p><u>T/TT and NTT</u> -Mentoring program and activities within DMSBA Groups</p>
<p>College of Science</p>	<p><u>T/TT</u> -\$1,000/faculty allocated to departments; distributed on a competitive/need basis</p> <p>-Expectation is that most travel and other professional development monies come from grants</p>	<p>-3 FTE staff to support faculty grant-related activities; additional support in some departments</p>	<p><u>TT</u> -Four tenured faculty form a peer review group</p> <p>-External mentor program for Assistant Professors; up to \$5000</p>
<p>College of Arts, Media and Design</p>	<p><u>T/TT</u> -\$1000/faculty for professional development -\$1000/faculty at discretion of chair (also NTT)</p> <p>-Up to \$1000 for conferences and publication costs; competitive (also NTT)</p> <p>-Up to \$3,000 for summer research; competitive</p> <p>-“Dean’s fellows” pilot program of \$15,000 to each of three group research efforts</p> <p><u>All Faculty – FT and PT</u> -Seed funding of \$200-\$2000 for proposals in one of the three core research areas</p>	<p>-2 new FTE staff hired to support faculty grant-related activities</p>	<p>- General mentoring activities</p>

College of Computer and Information Sciences	<u>T/TT</u> -Expectation is that travel and other professional development monies come from grants	- 5.5 FTE staff to support faculty grant-related activities	- General mentoring activities
College of Engineering	<u>T/TT/NTT</u> -Expectation is that most travel and other professional development monies come from grants or overhead return accounts. Additional funds available for professional development on a case-by-case basis. - Grants are not required to cover tuition, providing more monies for professional development - Faculty Fellow Awards of \$7,500 for Associate Professors; competitive	- 8 FTE staff to support faculty grant-related activities -Seminars/programs sponsored by COE Research Development Team	- General mentoring activities
College of Bouve Health Sciences	<u>T/TT</u> - \$2000/faculty for professional activities. Distributed to departments, allocated by departments using policies developed by department.	- 4 FTE staff to support faculty grant-related activities -Teaching Excellence Awards -Seminars/programs sponsored by Associate Dean of Faculty and Associate Dean of Research	- General mentoring activities
Law School	<u>T/TT</u> -\$3,000/faculty for professional development -\$1,200 available for RA support -Additional monies available for conferences and professional development; competitive -Off-quarter support for research; competitive; \$7,500 stipend in most recent year	-No dedicated staff support	<u>T/TT and NTT</u> -Senior faculty matched with junior faculty

College of Professional Studies	<u>FT and PT</u> -\$1000/faculty based upon request -\$70,000 total for additional professional development; 15-20 applications		<u>FT and PT</u> -Various mentoring activities in the four academic units
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