REPORT OF THE AD HOC ASSEMBLY COMMITTEE ON FACULTY DEVELOPMENT

April 13, 2002

I. Introduction

In its Strategic Plan, the College's Board of Visitors committed William and Mary to "recruit, retain, and develop an excellent faculty." The Plan sets high priority on preserving and enhancing the quality of a faculty "who place high value upon their role as teachers as well as researchers and who unite these aspects of their professional lives to provide an education that is acknowledged to be among the best in the nation."

What do faculty members believe is needed in the faculty development program at the College? To answer that question, the Faculty Assembly charged a sequence of committees to propose a model faculty development program that would address all aspects of faculty members' professional lives in every stage of their careers.

The starting point for this report was the work of three earlier committees that considered faculty development issues. The first was the Arts and Sciences Faculty Affairs Committee. The second and third were Faculty Assembly ad hoc committees in previous years. Our report is an extension and elaboration of their work and we are happy to acknowledge the valuable guidance received from those earlier committees.

Faculty development has both an individual and a collective component. While the next four sections (the majority of this report) focus on steps that the College should take to foster the growth of individual faculty members, Section VI discusses important actions that are aimed at broader groups and at improving the faculty as a whole. Some of the items in our charge from the Faculty Assembly fall into this latter category.

II. The Individual Components of Faculty Development

Because the tenure system involves such a long-term commitment on the part of the College, programs to foster the development of existing faculty members are crucial. The next three sections deal with teaching, with research, and with retirement transitions and continuing association between the College and its emeriti faculty.

There is one item that does not fit particularly well into any one of those three categories, namely development support for the service component of our professional lives. William and Mary has a faculty governance system that rotates many administrative positions (e.g., department chair positions, associate dean positions) among existing faculty. Faculty members who accept such major administrative positions often must devote so much time to the governance and service component of their professional lives that the other components are disrupted. That is particularly true in the research area. For example, a faculty member who accepts a five-year term as a department chair often creates a five-year deficit in his or her research program. If the College wants its faculty members to be willing to accept such major

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governance assignments, the College must be willing to take special steps to facilitate revitalization of the faculty member's research program after completion of administrative duties. The same kind of career disruption can occur, albeit to a lesser extent, when a faculty member becomes chair of some of the more time-consuming faculty committees.

III. Faculty Development in Teaching

The College's Strategic Plan, as adopted by the Board of Visitors, makes a strong statement about the importance of committing additional resources to faculty development in the area of teaching. "Despite the faculty's commitment to teaching," the Plan says (p. 18), "the College has not devoted significant resources to faculty development. With the implementation of the Plan, it will begin to do so." This section suggests how the College can achieve this objective.

This section is organized according to the administrative level at which responsibility for specific teaching development programs should be primarily positioned. There are two reasons for this: (1) an organization based on career stage is inappropriate because most, although not all, programs that we advocate are appropriate for faculty at all career stages; and (2) we strongly urge the creation of a new Coordinator position at the university level, and the organization of this section allows us to highlight what this new Coordinator position would allow the College to accomplish.

A. General Principles

1. Faculty development in the area of teaching should address the changing needs of all faculty, from first-year faculty to senior faculty.

2. Many institutions have *"professionalized"* their teaching development programs, dedicating significant resources to teaching centers with large staffs of pedagogical "experts." These centers may suit the needs of some institutions, especially universities where large numbers of teaching assistants need to be trained. But a *"collegial"* model better suits the size, values, and culture of the College of William and Mary. This model relies on peer, colleague-to-colleague, exchange as the mechanism to help faculty learn about alternative or new teaching methods, and to invigorate enthusiasm for teaching. The establishment of institutional structures is critical to facilitating this exchange at the university, school, and department levels. This model will, of course, take advantage of the expertise of specific faculty, for instance, asking a colleague or an outside consultant who is skilled at assigning and evaluating student oral presentations to present a workshop on this subject. However, the collegial model does not seek to employ a full-time professional staff of teaching "experts" to systematically train the faculty.

3. Classroom Maintenance and Upgrades

To teach effectively faculty need classrooms with appropriate architecture, lighting, and technological capabilities. As a central part of its commitment to high-quality teaching, the College must continue to improve upon the environments in which our teaching takes place.

4. Programs the offer substantial levels of support for faculty development in teaching should include appropriate reporting requirements, to provide some measure of the benefits accrued to the College for having supported faculty development in one way or another. The existing requirement for May Seminar leaders to file follow-up reports to the Charles Center is an example of an appropriate reporting requirement.

B. Implementation

Priority: The creation of a Teaching Enhancement Coordinator position should be the highest priority in the teaching component of the College's overall faculty development program.

The collegial model of teaching development cannot be accomplished with a single "silver bullet": if the College wants to build and sustain an inclusive and productive conversation about teaching, this model must be built into a wide variety of programs and institutional structures. At present, no one is responsible for coordinating this effort: teaching is *a* concern of a lot of people but *the* concern of no single individual.

To remedy this deficiency we propose the creation of a Teaching Enhancement Coordinator, a faculty position, housed in the Charles Center, with a three-year renewable term. This person will be responsible for developing and maintaining a variety of programs aimed at enhancing and extending the faculty's teaching skills in a manner consistent with the collegial model. This Coordinator, then, will *not* be an "expert" employed to teach faculty how to teach; he or she will be a facilitator charged with the task of maintaining a fabric of workshops, seminars, mentorships , etc., that sustain a peer dialog on teaching.

C. University Level Programs

Many of the programs described in this section – for example, the Teaching Project – already exist and should continue to be funded whether or not the proposed Teaching Effectiveness Coordinator position is created. However, it would not be possible to sustain the entire list of university-level programs presented here without the addition of the Coordinator position. Furthermore, we believe that existing programs in this section will be enhanced by creation of the Coordinator position.

While some initiatives, such as the University Teaching Project in (1) below, should be fully administered at the university level, others, such as funding for undergraduate research, should be coordinated and (sometimes) funded at this level but administered and implemented at the school or department level. Also, while these programs should all be coordinated at the university level, not all of them will be equally appropriate for all schools. For example, item (9), Funding for Undergraduate Research, will likely apply largely to schools that teach undergraduates.

1. University Teaching Project

The University Teaching Project is an existing program that institutionalizes the collegial model at the university level. Currently about 30 faculty members each year participate in this program. Participants, who range from pre-tenure to senior faculty, attend teaching workshops and work throughout the academic year in small groups to learn about alternative teaching techniques, applying what they learn to a specific course that they are teaching. Each participant may work in a multi-disciplinary small group or in a group composed of faculty from his or her own department or teaching area.

This is an effective, and certainly cost-effective, program, and we recommend additional funding that would make it possible to expand the number of participants. For instance, if we funded an additional 10 faculty members each year (for a total of 40) , in theory each faculty member could participate about once every 10 years. However, we recognize that not all faculty members will want to participate, if only because of the full year commitment that it requires.

2. University-wide Teaching Workshops (during the school year)

Workshops on teaching themes, held during the school year, are also an effective way to encourage an institution-wide conversation on teaching. These are typically one-time events, and they should be open to all faculty and graduate students. For example, a faculty member who is experienced with teaching with the case method (or with team teaching, or with assigning effective student presentations) might make a presentation on this topic for interested colleagues. While such workshops currently exist, organized through the Teaching Project, more needs to be done to assure that we have a regular series of high quality presentations throughout the academic year.

3. May Seminars and other Summer Teaching Enhancement Group Projects

Charles Center funds already support May Seminars that involve faculty from across the College and are aimed at enhancing teaching. This successful project deserves to be expanded. In addition, the Dean of Arts and Sciences has provided funds for many years for summer teaching enhancement and curriculum development projects. These are ideally suited to the collegial model, and with additional funding this program could be extended to include faculty from all schools.

4. Summer Grants for Individual Teaching Enhancement Projects

Keeping courses up-to-date and designing new courses is, of course, part of the routine professional responsibilities of faculty. But there are times when faculty are, for instance, asked to teach in radically new subject areas, or to use radically new teaching methods. Summer grant funds should be available to support individual teaching development projects in such cases.

5. Web Site

Creating and maintaining a web site that will serve as a central clearinghouse for notices of deadlines and upcoming programs, brief articles on teaching topics, and links to the literature and other resources available elsewhere would be an important service to the College. This would be one of the responsibilities of the Coordinator position.

6. Directory of Resource Faculty

Creating and maintaining a directory of faculty who are experienced in specific teaching areas and willing to consult with other College faculty on these topics would allow faculty across the College to share teaching expertise. For example, if a faculty member would like to get ideas about how to create effective small-group assignments, he or she could turn to this directory to find a faculty member who is experienced on this area. This directory would be available on the teaching web site. The Coordinator would be responsible for this Directory.

7. New Faculty

There should be a year-long new faculty orientation program for new faculty members at the College. This program will serve as a comprehensive orientation to the College's mission and to the resources that are available on campus to help faculty achieve teaching, research, and service objectives. Such an orientation is currently in place within Arts and Sciences and the proposal here is to situate it at the university level. We propose that the Teaching Enhancement Coordinator administer this program, even though teaching will be only one component.

8. Teaching Preparation for Graduate Students and Adjunct Faculty

Departments that use graduate students in the classroom often give them some level of preparation, and department chairs currently make some effort to introduce adjuncts to College policies and, in general, to prepare them to be effective teachers. However, our current practice is, at best, hit-and-miss, and we would be serving our students better if we had a program dedicated to this purpose. Centralized coordination of such a program would be part of the Teaching Coordinator's task.

9. Funding for Undergraduate Research

Since the College has identified undergraduate research as an important educational objective, faculty development in the area of teaching should include programs that provide funds to support student-faculty research collaborations. These collaborations are especially attractive because they function to integrate the teaching and research missions of the College. At the same time, we are aware that because undergraduate research supervision can be a very time-consuming activity, a balance must be struck, particularly by pre-tenure faculty members,. The Faculty Research Committee and the Charles Center need to find ways to increase the funding that is available to support faculty-student research collaborations, and need to find ways to encourage faculty members to become involved in undergraduate research at increased levels.

10. Teaching Chairs and Teaching Excellence Awards

Identifying and rewarding the College's best teachers is worthwhile in itself, and can also create visible teaching mentors around campus for other faculty members. The College already has some programs of this type, but the mentoring aspect of the programs has not been completely successful. The Coordinator will work with the provost and deans to identify and reward faculty who have demonstrated excellence in teaching, and to enable these outstanding teachers to enhance other faculty members' teaching.

D. School-Level and Department-Level Development

Schools and departments are the "front line" of teaching development. The expanded university-level programming described above is intended to augment and support, not replace, department and school initiatives.

1. Start-up Funding for Teaching by New Faculty Members

Start-up funding for teaching is just as important as start-up funding for research. This may include new library materials and software, particularly when new academic disciplines are being introduced at the College.

2. Mentorship Programs (primarily for the benefit of new faculty)

These can take several forms. For example, some departments have had success pairing a new faculty member with a senior person in the same sub-field, while others have chosen to draw on recently tenured faculty to play the mentor role.

3. School or Department-specific workshops on teaching themes.

While some teaching workshops are on topics of interest to faculty from a wide range of disciplines (see above), often teaching issues and techniques are discipline-specific, and sometimes even sub-discipline specific. Funds should be available to allow schools and departments to bring innovative teachers from other institutions to campus to do workshops on teaching topics.

4. Team Teaching

Collaborative teaching is an excellent way to improve teaching skills and to revive enthusiasm for teaching. But it is expensive to have two instructors co-teaching a course, and funding needs to be available to make this possible. A certain amount of collaboration is also possible when two instructors teach their own, separate, sections of the same course, and such collaboration should be encouraged, as well.   Competitive funding to support team-teaching should be available at the deans' level.

5. Orientation for New Faculty, Graduate Student Instructors, and Adjunct Faculty

While a general orientation and training programs should be conducted at the university level, schools and departments must continue to be responsible for much of the day-to-day support for these groups.

IV. Faculty Development in Research

A. General Principles

1. The development of faculty-members as scholar-teachers is crucial to the development of the intellectual life of any university that aspires to a national and international stature.

2. The College should provide funds to help the faculty gain visibility for their research and build their scholarly stature.

3. Faculty development in research and scholarship should recognize and address the changing needs of faculty across the full span of their academic careers.

4. Faculty development programs legitimately include support for learning new research techniques and for re-tooling, where appropriate.

5. Support for research/scholarship development should come from all levels of the university (College, school, department levels) and should include both formal as well as informal forms of support.

6. Research development should seek, whenever possible, to involve students in the research and professional activities of individual faculty members.

B. Implementation and planning principles

1. We need to seek institutional ways to make excellence in all aspects of scholarship visible to the university and to the larger public community.

2. We should see increases in outside funding (NSF, DoEd, NOAA, NEH, etc.) as evidence of increased scholarly stature, and assistance should be available to help faculty obtain those grants.

3. A research development program should not separate faculty from students. Approval from the dean must be obtained before an individual faculty member may "buy out" his/her time from teaching for the purpose of research, particularly when adjunct replacement staffing is contemplated.

4. Funding support for learning new research techniques and for retooling efforts should be kept separate from funding for the Faculty Research Program (FRA and summer grants).

5. Programs the offer substantial levels of support for faculty development in research/scholarship should include appropriate reporting requirements, to provide some measure of the benefits accrued to the institution for having supported faculty development in one way or another. The existing requirement for FRA recipients to send follow-up reports to the Provost is an example of an appropriate reporting requirement.

C. Elements of a Faculty Development Program in Research and Scholarship for Newly-hired Tenure Track Faculty

Priority: * indicates highest priority within this category.

*1. Base Support for Launching a Research Program

Essential to any good faculty development program is adequate start-up funding for new faculty (e.g. laboratories, instrumentation equipment, software, materials, library acquisitions, etc.). In addition, there must be adequate financial support for graduate students, and financial support for undergraduate students to participate in a faculty research program where such collaboration enhances the research productivity of the faculty member.

*2. Professional Travel for Research Purposes

Financial support for travel to professional conferences, archives, libraries, or research laboratories is crucial if faculty members are to learn the most recent research developments and make their own research known to peers. Travel to professional meetings to present research is particularly important.

*3. Junior Research Leaves, Summer Grants and Related Research Expenses

Newly-hired tenure track faculty arrive at the College and face a transitional period of several years as they develop and teach new courses, set up a research program and adapt to a multitude of new responsibilities at the College. In order to successfully launch and establish a research program, newly-hired faculty need to focus concentrated blocks of time on their research efforts. College-supported one-semester junior research leaves and college-supported summer stipends for research provide just such opportunities. They enhance the research productivity of newly-hired faculty and provide the groundwork for long term research programs. In addition, minor research expense grants are important to finance the smaller

expenses of doing research, including book subventions to help defray the cost of permissions, photographs, etc., for monographs accepted for publication.

4. Mentoring and Developmental Opportunities

The "collegial" model (referred to earlier in Section III.A.2.) also applies to mentoring and developmental opportunities in research. Colleague-to-colleague constructive feedback and mentoring on departmental and institutional expectations in research/scholarship send clear signals to newly-hired faculty about progress in scholarship and research during the probationary period. Such mentoring opportunities with senior departmental colleagues offer newly-hired faculty informal feedback on research projects and activities and perhaps the opportunity to collaborate on joint research projects

5. Grantsmanship

College support should be provided to faculty for writing proposals for outside funding, including such things as: proposal-writing workshops; help in identifying possible grant sources; matching funds commitments; help in budget preparation and oversight; and funds to support travel to granting agencies. These modest initial investments serve as "seed" money, resulting in higher success rates for obtaining funding from grant sources outside the College.

6. Technology

Technology is critically important for many research fields. There should be College support to help researchers learn new technologies, to obtain new equipment and software programs, and to employ technical support staff for new technologies, when necessary. There must also be adequate research facilities to employ the new technologies.

7. Speaker Series and Colloquia

Outside speakers (invited guests) as well as local speakers represent valuable opportunities for faculty to learn about new research methodologies or techniques and to exchange research ideas. Therefore, it is important that there be local financial support for speakers' series and colloquia in each department or school, and campus-wide.

D. Elements of a Faculty Development Program in Research and Scholarship for Tenured Faculty

Priorities: In light of the current budget situation, the restoration of the FRA budget is the single highest priority. Funds from the FRA program should not be shifted to support the other initiatives listed below.

1. Research Leaves and Related Research Expenses

College-supported semester research leaves are critically important to the creation and maintenance of nationally and internationally competitive research programs. They represent an important means of attracting and retaining highly productive research scholars and of enabling these scholars to periodically devote their full energies to research.   In addition, minor research expense grants are important to finance the smaller expenses of doing research, including book subventions to help defray the cost of permissions, photographs, etc. for monographs accepted for publication. [Note: a fully-funded semester research program will fund all of the eligible six-year grant applications and provide full-time replacement staffing while the faculty member is on leave.]

2. Professional Travel for Research Purposes

Financial support for travel to professional conferences, archives, libraries or research laboratories is crucial if faculty members are to learn the most recent research developments and make their own research known to peers. Travel to professional meetings to present research is particularly important.

3. Research Transition Leaves

There are times when a research leave of a different kind is needed. There should be College-supported leaves for the purpose of acquiring new research techniques, for retooling to keep pace with the changing research environment or for revitalizing a research program after 5 or more years in an administrative role. Funds for such leaves should be separate from the research leave program described in IV.D.1, above.

4. Grantsmanship

College support should be provided to faculty for writing proposals for outside funding, including such things as proposal-writing workshops; help in identifying possible grant sources; matching funds commitments; help in budget preparation and oversight; and funds to support travel to granting agencies. These modest initial investments serve as "seed" money, resulting in higher success rates for obtaining funding from grant sources outside the College.

5. Technology

Technology is critically important for many research fields. There should be College support to help researchers learn new technologies, to obtain new equipment and software programs, and to employ technical support staff for new technologies, when necessary. There must also be adequate research facilities to employ the new technologies.

6. Support and Recognition for Excellence in Research

An essential component of a good faculty development program is career-long funding for research assistance, including instruments and library acquisitions and adequate support for graduate programs. In addition, it is important to identify and reward research excellence in faculty through awards and renewable & non-renewable chaired professorships for research. Scholarly exchange programs represent yet another opportunity for faculty development in research and should be supported. Finally, post tenure review should be viewed as further opportunities for faculty development.

7. Research-Related Professional Activities & Speakers Series/Colloquia

College support should be available for organizing and/or running professional conferences or editing professional journals. Outside speakers (invited guests) as well as local speakers represent valuable opportunities for faculty to learn about new research methodologies or techniques and to exchange research ideas. Therefore, it is important that there be local financial support for speakers' series and colloquia in each department or school, and campus-wide

V. Transition to Retirement and Emeritus Status

A. General Principles

1. College policies should make resources available to assist faculty planning for retirement in an
orderly fashion.

2. There should be phased retirement options, allowing faculty members to work part time for a
fixed number of years. There are several possibilities under this heading, and the university should develop models that describe the available phased retirement options.

3. The College should create an atmosphere that encourages and enables emeritus faculty to stay
active in their disciplines and in their departments.

B. Implementation/planning principles

1. In consultation with the Faculty Assembly, the administration should develop retirement options and widely publicize them to faculty members.

2. Any changes in retirement options should be phased in so that faculty members who made plans based on the previous options have a reasonable time to adjust.

3. Recognizing that the College's first priority is to adequately support its existing faculty, the College should nevertheless devote some resources to making the professional life of emeritus faculty rewarding. To the extent possible, emeritus faculty who would like to maintain a professional connection to the College, should have every opportunity to maintain that connection.

C. Transition to Retirement

1. Upon the request of the faculty member, the College should provide a detailed review of his or her individual retirement benefits, if he or she signed an agreement to retire. Also, the College should report to the faculty the structure of the retirement options currently being offered and any planned changes.

2. Phased retirement options should be available to enable faculty to transition from full-time to part-time status, and then to full retirement gradually over an agreed upon period of time.

3. There should be a continuation of health benefits for the faculty member and his or her spouse, until the faculty member is qualified for Medicare or receives benefits from another employer.

D. Emeritus status

1. Currently emeritus faculty are given one free parking pass, continue to have library access, bookstore discounts, access to recreational facilities, and other faculty privileges, and are afforded an opportunity to belong to Advantage 65, a state group Medicare supplemental insurance program. These benefits should continue.

2. If at all possible, emeritus faculty should be provided office space, a computer, and an email account. If possible and appropriate, emeritus faculty should be provided laboratory space.

3. Schools, departments, and programs should be encouraged to utilize emeritus faculty when possible and appropriate. Emeritus faculty are a valuable resource, and there are many instances in which it would be beneficial for departments and schools to utilize emeritus faculty as instructors, and mentors for students and/or faculty.

VI. The Collective Component of Faculty Development

As noted in the Introduction, we use the term "collective faculty development" to refer to actions that target broader groups of faculty rather than individuals, and the faculty as a whole. Our charge from the Faculty Assembly included components of this collective type.

The collective component of faculty development includes a consultative process between faculty and administration that leads to setting academic and scholarly directions for the university. Sometimes creation of new faculty positions to support new academic directions is necessary, as is allowing senior rather than junior appointments if the College is to have national-quality programs.

Once a decision has been made to authorize a search for a tenure-track or tenured faculty member, the College's commitment to faculty development must include providing adequate budgets for search committees so that they can conduct truly national searches. Our charge from the Faculty Assembly specifically mentions adequate search budgets as an issue to be considered, and it appears that a problem exists in this area in some units of the College.

Collective faculty development also includes making sure that College salaries are nationally competitive. If we are to attract and retain nationally outstanding faculty, salaries must be commensurate with national norms in each discipline. For a university that seeks national standing, offering competitive salary levels is a sine qua non. The Strategic Plan commitment to "[a]dvance faculty salaries to the 75th percentile of the State Peer Institutions" is a good first step in this direction. Recent years' budgets have not moved us toward that goal.

Protection of the system of faculty tenure at William and Mary is an essential component of collective faculty development. In today's academic world, and in the academic world of the foreseeable future, without a tenure system we would not have any chance to compete for national quality faculty.

Implementing the Strategic Plan commitment to providing adequate teaching and research facilities is part of collective faculty development. This includes both modern laboratories and computer facilities, and libraries, to borrow a phrase from President Sullivan, "worthy of our students."

Part of collective faculty development is a well-designed and carefully administered personnel system that includes careful decision-making in pre-tenure, tenure, and post-tenure reviews. The judgment of faculty members' professional peers at the College in pre-tenure and post-tenure reviews has a crucial role to play in the individual faculty development process, helping faculty members understand how they can improve their performance. Sometimes, the recommendations of pre- or post-tenure reviews can be implemented by the faculty member alone, but other times additional College resources may be required and should be made available.

In addition, administration of a merit system for salaries is a part of the College's collective faculty development efforts. It must be clear that salary increases are directly related to professional accomplishments.

VII. Summary

In this report we have outlined a faculty development program that has both individual and collective components, and in some cases we have identified some components as being more important than others. In particular, we reiterate the following as our highest priority items within each category:

Faculty Development in Teaching: Creation of a university-wide Teaching Enhancement Coordinator position within the Charles Center;

Faculty Development in Research: Restoration of the Faculty Research Committee budget to its level before the recent budget cuts, and expansion of the FRA program to the "fully funded level" as defined in Section IV.D.1.

Collective Faculty Development: Implementation of the Board of Visitors' 75th percentile goal for faculty salaries.

In some items described in this report, the College has, or is close to having, an adequate program. However, in no item do we have a superabundant program in place, while in others we have nothing in place yet. The Board of Visitors' statement that the College has not devoted adequate resources to faculty development in teaching is more generally true, and significant new funding will be needed in all areas of faculty development..

In writing this report, it is not our goal to encourage stealing from one important program to feed another. William and Mary is at the beginning of a major new development campaign and, in our view, identifying the new funds required for the faculty development programs outlined in this report should be a central priority of the campaign.

Respectfully Submitted,

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2001-2002 Ad-hoc Committee on Faculty Development

Adequate?

Currently

Faculty Development: Teaching	Exists?	Almost	Partially
Teaching Enhancement Coordinator	N		
1. University Teaching Project	Y		X
2. Academic Year Workshops	Y		X
3. May Seminars	Y	X--	
4. Ch Ctr Individual Summer Grants	Y		X
5. College Web Site for Teaching	N		
6. Directory of Teaching Resource Faculty	N		
7. New Faculty Orientation	Y	X--	
8, Central Teaching Preparation for GTAs and Adjuncts	N		
9.. Ch. Ctr/FRC Program for Undergraduate Research	Y		X
10. Teaching Mentorships by Teaching Award Faculty	N		
11. Teaching Startup Funds for New Faculty	Y		X
12. Department/School Teaching Mentorships	Y--		X--
13. Department/School Teaching Workshops	Y--		X--
14. Dean-level Financial Support for Team Teaching	Y--		X--
15. Department/School Teaching Orientation for New Faculty, GTAs, Adjuncts	Y--		X--

Currently Adequate?

Faculty Development: Research	Exists?	Almost	Partially
For Pre-Tenure Faculty			
1. Research Start-up Costs	Y	X--	X++
2. Professional Travel Support	Y		X
3. College-Funded Pre-tenure Leaves	N		
4. Department/School Research Mentoring Programs	Y		X
5. Grantsmanship Support	Y	X	
6. Support for Learning New Techniques	Y		X
7. Department/School Research Speakers Series	Y		X
For Tenured Faculty			
1. Fully Funded FRA System	N		X
2. Professional Travel Support	Y		X
3. Research Transition Leaves	N		
4. Grantsmanship Support	Y	X	
5. Support for Learning New Techniques	Y		X
6. College Awards for Research Excellence	Y		X
7. Department/School Research Speakers Series	Y		X