

A Needs Assessment for the Support of the Teacher-Scholar

Final Report May 15, 2007

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Prepared by: The Committee on the Support of Scholarship
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Abstract

This report summarizes results from the Survey on Teacher-Scholar Support and feedback obtained during subsequent open sessions with faculty. The response rate to the survey was excellent and faculty from every school and from each level of career were represented. Results from the survey showed that less than a third of the departments currently have a formal mentoring program, although good informal mentoring occurs in some departments, especially in support of the tenure process. Across untenured and tenured faculty, several major areas that require further support were identified: building scholarly community to facilitate networking and interdisciplinary work; managing career through the balancing of scholarship, teaching and service and managing the promotions process; learning about effective teaching strategies and forming teaching collaborations; and finding funding sources and writing grant applications. The faculty suggested that multiple mechanisms should be implemented to increase support for professional development and build scholarly community, such as mentoring systems for faculty at all levels of career, networking forums, social gatherings and professional seminars. This report concludes with a list of recommendations in seven different areas: departmental mentoring, College orientation for first year faculty, building community, teaching, grants, recommended provost's initiatives, and training of chairs. From this extensive list a short set of feasible initiatives for implementation in 2007-08 are presented.

Purpose

To build on initial recommendations from the Teacher-scholar Task Force Report, the provost's Committee on Support of Scholarship is working on ways to enhance our community of scholars. In order to assess the current needs and contributions regarding support of scholarly activities on campus, the faculty were surveyed and subsequently participated in follow- up focus group sessions. Results from this process are used to make recommendations for mechanisms to support an environment rich in mentors and scholarly endeavors among all faculty ranks.

Method

All full time faculty were asked to complete an on-line survey about their experiences in support of scholarship, teaching and service as well as the tenure and promotion processes (see Appendix A for copy of the survey). They responded to three sets of yes/no questions about these areas of academic life in regard to the type of input: 1. they would like to receive to enhance their faculty development; 2. they have provided as mentors to other faculty; and 3. they have received. Faculty also were asked to provide comments on their personal needs for faculty development, their concerns about mentoring, and how mentoring is handled in their department. Following completion of the survey, two focus group meetings were held for each of the following: untenured faculty, tenured faculty, and chairs.

Sample

Forty-nine percent of the full-time faculty provided information on their experiences and needs. Faculty from all seven schools and the library completed the survey (Art, Media & Music 46%; Business 42%; Culture & Society 49%; Education 47%; Engineering 64%; Library, 92%; Nursing, Health, and Exercise Science 47%; and Science 42%). Assistant (55%) and Associate (58%) Professors were well represented and to a lesser extent Full Professors (34%). Forty-two percent of faculty with and 67 percent of faculty without tenure responded to the survey. In the focus group sessions, 6 untenured faculty, 9 tenured faculty, and 9 chairs participated. While there was a low turnout for the focus group sessions, the discussions were lively and suggestions were numerous.

Bottom line- The survey had an excellent response rate for this type of assessment. The data represent more assistant and associate than full professors and more untenured than tenured faculty.

Results

Mentoring within Departments

Overall, 30 percent of faculty reported that their department had a formal mentoring program in place, which agreed exactly with the response of chairs. The tenure process is the occasion for mentoring in just less than half of departments. Forty-five percent of the faculty reported that their department provides mentoring for the tenure process with this role filled by various combinations of individuals (faculty member on or not on the department tenure committee and chair). The most common form of mentoring for tenure comes from a department tenure committee member and the chair (50% of those who report having received mentoring for tenure). In contrast to tenure, the promotion process is typically not an occasion supported by mentoring. Twenty-three percent of the faculty reported that their department provides mentoring for the promotion process. The department chairs reported a much higher percentage of faculty receiving mentoring for promotion (65%). Faculty who do report mentoring for promotion indicated it is typically provided by a department promotion committee member and the department chair (54% of those who report having received mentoring for promotion).

Comments on Mentoring Approaches within Departments

Sixty percent of the faculty responding to the survey provided comments on the mentoring process in their department. Three types of comments were noted that concerned informal mentoring, formal mentoring, and the absence of mentoring.

- **Informal Mentoring**

The majority of comments (44%) discussed informal approaches to mentoring within departments. These remarks were generally quite positive about informal mentoring experiences. For example, individuals mentioned the strength of communication between senior and junior faculty, the collegial and supportive nature of faculty interactions, the commitment of senior faculty to provide guidance and support, and the effectiveness of faculty responses to questions and concerns.

- **Formal Mentoring**
Twenty-nine percent of the faculty providing comments discussed the formal mentoring process in their department. A variety of programs were described that ranged from: chairs providing all mentoring; committee mentoring for re-appointment and tenure; support provided through regularly scheduled scholarly meetings for faculty and students to discuss research; and a comprehensive model in which faculty were assigned up to two mentors and also received support from informal mentors. Individuals commented on the positive aspects of engaging with an assigned mentor, the ability of mentor(s) to tailor their support depending on the stage of faculty development, and the greater availability of mentoring input for the tenure as compared to the promotion process.
- **Absence of Mentoring**
Twenty-four percent of the faculty who commented on mentoring approaches in their department discussed the absence of both informal and formal mentoring process. Individuals expressed frustration with the lack of availability, expertise and willingness of faculty in their department to provide mentoring at any stage of career. Some faculty described an oppositional environment in which scholarly activities were discouraged and high demands were made for service and teaching overload.

Discussions in the focus groups reinforced the need for systematic mentoring within departments as an important mechanism to support scholarship and build community. All participants noted the value of providing new faculty with one to one mentoring around teaching, scholarship, and service. There was agreement that mentors need to be willing volunteers and that they receive guidelines and suggestions for successful mentoring. In order to facilitate a formative rather than an evaluative mentoring relationship, there was consensus that the mentors be selected from tenured faculty, other than chairs or chairs of departmental personnel committees.

The Bottom Line: Formal mentoring programs are not typical in most departments; however, many informal and positive relationships exist in support of scholarship development, teaching, and career advancement. The tenure process receives more mentoring than promotion, according to faculty report. There is considerable need to provide systematic but flexible mentoring opportunities that would be available to all faculty in all departments. These opportunities should focus on developing scholarship and teaching as well as providing feedback on managing the tenure through promotion processes.

The Need for Support in Specific Areas

In addition to answering general questions about the availability of mentoring programs within departments and experiences with mentoring, faculty provided input on specific types of activities for which they would like to receive more support related to scholarship, teaching, service, and career advancement. Preliminary examination of the data suggested the need to consider the results for faculty with and without tenure separately as the priority of need may vary by experience and established security within TCNJ.

Table 1 presents specific activities for which the majority (50% or more) of both untenured and tenured faculty reported a need for support. This Table also shows the percent of faculty who reported they have received some support for a specific activity. A summary of the results follows.

Balancing scholarship, teaching, and service

The faculty reported a need for support in balancing scholarship, teaching and service. This is particularly the case for untenured faculty. Somewhat less than half of faculty reported they have received some input on balancing the three major aspects of an academic career.

Networking

Support for networking, both within and outside of the college, and for forming interdisciplinary groups is needed. For the most part, input on these activities has not been received.

Funding

Finding funds and writing grant proposals are needs for which limited input has been received.

Teaching

Support for effective teaching strategies is needed and about half the faculty reported some input in this area. Forming teaching collaborations also is needed and in this case faculty reported that they have received little input on this activity.

Promotion

Both untenured and tenured faculty reported a need for support managing the promotion process. Somewhat less than a third of each of these groups reported they have received support for this activity.

Table 2 presents specific activities for which a significant number (40% or more) of untenured and/or tenured faculty reported a need for support. Table 2 also shows the percent of faculty who reported they have received some support for a specific activity. A summary of the results follows.

Planning

There is a need for both short and long range career planning. Untenured compared to tenured faculty expressed a somewhat stronger desire for input on this issue. A small percentage of faculty have received mentoring in this regard.

Scholarship

Faculty reported the need for support for a wide variety of scholarly activities from involving students in scholarship, to learning about research methodologies, publishing, and funding. For several of these needs, untenured compared to tenured faculty tended to express a stronger desire for such input. In regard to SOSA preparation, a considerable

number of faculty (55% of untenured and 44% of tenured) reported receiving support for the preparation of their applications. For all other needs, support received was minimal (e.g., finding a book publisher, 3%) to modest (e.g., involving students in scholarship, 28%).

Service

A greater percentage of untenured versus tenured faculty reported a need for guidance on doing professional service at TCNJ. A moderate number of untenured and tenured faculty reported receiving some input on this activity.

Career Expectations

Not surprisingly, the need for support in preparing to meet departmental expectations, and managing the reappointment and tenure processes, is reported more frequently by untenured than tenured faculty. More than 50% of the untenured faculty reported receiving support on these issues. Assistance in managing politics at all institutional levels is desired. A modest percentage of faculty reported receiving input on dealing with politics at TCNJ.

Comments on Need for Support and Experiences

Four major themes emerged about support needed.

- Most frequently mentioned was the need for formal mentoring at all levels of career in support of scholarship and teaching. Many faculty lamented the absence of informed and constructive approaches to mentoring. Some faculty discussed how valuable their mentoring experiences were in guiding their career and scholarship. The most valuable experience reduced anxiety and helped build community within the department.
- Related to the need for more systematic mentoring was a strong desire for training of key individuals (deans, chairs, and mentors) about disciplinary standards, the MOA, the new College Promotions document, as well as best practices for supportive mentoring relationships.
- The need for developing the scholarly community through sharing of experiences, networking within and across disciplines, and mechanisms to acknowledge excellence in scholarship and teaching was consistently expressed.
- Faculty described the need for increased support around professional development in regard to assistance in obtaining outside funding, and additional internal funding for professional travel to support scholarship, networking, and pedagogy.

Bottom Line: Across untenured and tenured faculty there is a reported need for support in several major areas: building scholarly community to facilitate networking and interdisciplinary work within TCNJ and making connections outside of the college as well; managing career through balancing of scholarship, teaching and service and the promotions process; learning about effective teaching strategies and forming teaching collaborations; and finding funding sources and writing grant applications. Whereas in few areas faculty reported that their needs for support have received some support (e.g., how to balance scholarship, teaching, and service, effective teaching strategies) in most areas

support has been very low. Multiple mechanisms, such as mentoring systems for faculty at all levels of career, networking forums, social gatherings and professional seminars should be implemented to increase support for professional development and build scholarly community.

Recommendations

Many suggestions for improving the support of the teacher-scholar emerged from the results of the survey and the focus groups. These are grouped into seven categories:

I. Departmental Mentoring

1. Set up a systematic and flexible mentoring program for new faculty. Provide a suggested template that can be tailored for each department. Create a checklist of topics to cover during the mentoring sessions. For example, review of disciplinary standards, encouraging faculty to discuss standards with other members of the department, balancing teaching, scholarship, and service, expectations for faculty to attend events (building community; mentors can model). Mentors might invite their mentees to observe classes. (Draw upon topics listed as needs in Tables 1 and 2.)
2. Select mentors who are individuals other than the chair or the chair of the departmental personnel committee. A mentor should be a person who can be approached for a variety of questions and concerns, who serves a formative rather than an evaluative role, and will be proactive (e.g., set up specific meeting times for the first semester and then as the relationship forms, rely on the developing relationship to sustain meetings and input). Mentors can be tenured inside or outside of department.
3. Frame mentoring as an accepted and appreciated part of service by mentors to the department and campus community. Make it clear that being mentored is an accepted practice, especially for all new untenured faculty, and for tenured faculty as well. Mentors need to be willing volunteers. Flexible strategies to establish a one to one match between mentors and new faculty will be needed for different types of departments. While large departments may easily find volunteers within the department, smaller departments or departments that may have a large ratio of untenured to tenured faculty may need to explore utilizing faculty mentors from outside the department.
4. Discuss core values and standards of the department, as well as core values of the institution, faculty expectations, and identification of key resource people within the mentoring sessions.
 - a) Encourage discussion among mentors (as part of on-going training).
 - b) Keep mentor training to a minimum.
5. Establish campus wide social gatherings for mentors and mentees.

II. College Orientation for First Year Faculty

1. Offer more informative new faculty seminars that cover crucial information earlier, such as workshops on advising, grading practices and expectations for student work, applying

for SOSA, using SOCS, how to make the transition from a research to a teacher-scholar environment (from being a grad student at a primarily research institution to being a faculty member at a primarily undergraduate institution). There is interest in hearing an institutional overview early (mission, core values, Report of the Teacher-Scholar).

2. Provide faculty workshops/seminars on the following topics: learning about other faculty's scholarship, discussion of disciplinary standards, feedback on the preparation of appropriate versus inadequate documentation for tenure and promotion, ERSPA and the grants office.
3. Provide a venue where new and established faculty can present their scholarship in a formative environment intended for their peers. Creative ways to ensure an audience are needed. Explore expanding campus efforts with brown bag discussions. Promote the expectation for first year faculty to present and participate. Encourage widespread participation of all faculty.
4. Inform mentors of the topics covered in the College Orientation for First Year Faculty.
5. Establish school-specific forums for first year faculty to ask questions informally of their deans.

III. Building Community

1. Solicit faculty suggestions for reading/topic/theme groups for sustained discussions. Dedicate time and space for these groups to meet. Develop a selection process for sponsored groups conducted annually. Consider having the provost issue a call for topics for consideration for this College-wide initiative. Provide food, if possible.
2. Develop a central faculty profile website to promote intellectual and social interaction and to facilitate making connections on campus.
3. Identify faculty leaders to champion interdisciplinary groups.
4. Initiate departmental open houses for faculty in order to foster interdisciplinary connections and build community. These gatherings should be hosted by departments on a rotating schedule.
5. Establish forums or social gatherings to promote interactions between new and tenured faculty across schools. Have an academic focus at some gatherings and provide food. Considering varying the hours at which these are offered.
6. Offer brown bag lunches on a variety of topics, including interdisciplinary ones.
7. Create opportunities for new faculty to be introduced to established research groups.

IV. Teaching

1. Establish regular college-wide opportunities for faculty to observe a variety of effective teaching strategies within regularly scheduled courses. Issue an open invitation for both untenured and tenured faculty to participate. Post classes/dates to facilitate observations. Schedule discussions afterwards.
2. Implement a more systematic approach to getting teaching evaluations scheduled and completed.
3. Hold regular conversation hours for faculty on teaching techniques and grading practices.
4. Sponsor campus discussion on expectations for student work (understanding level of rigor across campus).
5. Establish a teaching and learning center.
6. Offer writing workshops targeted to teaching scientific writing.

V. Grants

1. Eliminate the budgetary aspects of ERSPA. Creating the ERSPA-specific budget pages demands additional duplicative faculty work, especially for federal applications.
2. Provide better responsiveness from the Grants office in identifying funding sources for faculty.
3. Provide more timely preparation of supporting materials needed from the Grants office, as well as review and approval of applications.
4. Facilitate making connections with outside agencies and corporations.

VI. Provost Initiatives

1. Offer training for deans to be more proactive in finding grant opportunities for their faculty. Provost might consider having Jeff Osborn discuss his notification approach with the other deans.
2. Improve networking outside of TCNJ, by considering hosting visiting faculty.
3. Initiate campus-wide discussions about the expectations for service by all faculty.
4. Create more themed learning communities, inspired by the Religion, Culture and Identity Learning Community. (<http://www.tcnj.edu/~philos/religion/community.html>)
5. Consider establishing a mentoring network to provide support for resident aliens applying for the green card.

VII. Training Chairs

1. Develop a training workshop for chairs to cover areas such as College and Union policies, working with administration, scheduling, strategic planning, expectations of chairs, and balancing the obligations of chairing with sustaining scholarship.
2. Consider having chairs engage new faculty in a mid year informal review.

Summary and Next Steps

As highlighted throughout this report, faculty are eager to embrace new opportunities for building community. The need for faculty development for all faculty was strongly expressed in both the survey as well as in the focus group sessions. A variety of potential strategies are recommended. Our findings from this report should be incorporated into the strategic plan for Academic Affairs, the Schools, and the Departments.

The following strategies are identified as feasible next steps for advancing campus-wide support for the Teacher-Scholar in 2007-2008:

- Build community by developing a central faculty profile website to promote intellectual and social interaction and to facilitate making connections on campus.
- Reconstruct the existing campus-wide New Faculty Mentoring Program to create a more focused program on College Orientation for First Year Faculty.
- Develop a systematic approach to new faculty mentoring, starting with the 2006-07 and 2007-08 cohorts. This will require identifying and matching mentors with new faculty through volunteers and recommendations by chairs. A uniform list of topics and tips must be created.
- Create new opportunities to open the classroom door for faculty to observe effective teaching strategies and to participate in follow-up dialogues.
- Solicit ideas and participants for new themed learning communities.
- Expand brown bag opportunities for interdisciplinary discussions and other areas of faculty interest.

Table 1: Support Needed and Received for Specific Scholarship, Teaching, and Career Activities by the Majority of Untenured and Tenured Faculty

Percent	Untenured		Tenured	
	Needed	Received	Needed	Received
Balancing scholarship, teaching, service	72	45	54	44
Networking within TCNJ	69	21	62	22
Forming interdisciplinary groups	76	10	56	15
Forming networks outside of TCNJ	55	12	49	11
Finding funding sources	67	21	66	21
Writing grant applications	60	22	55	19
Effective teaching strategies	60	48	63	51
Forming teaching collaborations	53	14	52	15
Managing promotion	72	28	51	34

Table 2: Support Needed and Received for Specific Scholarship, Teaching, and Career Activities by at least 40 percent of Untenured and/or Tenured Faculty

Percent	Untenured		Tenured	
	Needed	Received	Needed	Received
Short range planning	41	36	30	28
Long range planning	50	17	36	16
Involving Students in scholarship	57	26	43	28
Integrating scholarship into teaching	59	17	39	28
Designing research projects	41	10	30	16
Learning new methodologies	43	9	47	16
Learning new tools	40	9	44	12
Finding publication outlets	47	19	31	29
Submitting articles or conference papers	52	17	29	27
Peer review before submission	47	16	28	28
Preparing revisions of papers	47	21	29	24
Responding to editor reviews	45	12	28	23
Preparing a book prospectus	40	3	38	6
Finding a book publisher	41	3	40	7
Responding to grant reviews	48	7	39	4
Preparing a SOSA application	43	55	27	44
Doing professional service at TCNJ	48	43	23	44
Meeting departmental expectations	59	52	33	43
Managing reappointment	62	55	21	47
Managing tenure	67	53	23	49
Managing departmental politics	43	40	31	33
Managing school politics	47	26	36	27
Managing college politics	52	28	45	27

Appendix A

Survey on Teacher-Scholar Support

To follow-up on initial recommendations from the Teacher-scholar Task Force Report, an ad hoc committee is working on ways to enhance our community of scholars. The committee is considering different ways to support an environment rich in mentors among all faculty ranks. In order to assess the current needs and contributions regarding mentoring on campus, faculty are being surveyed. The results will be used to implement tools and processes in support of the teacher-scholar at all levels of career. This survey should take about 15 minutes to complete. All responses are anonymous.

Survey on Teacher-Scholar Support IDENTIFYING YOUR FACULTY DEVELOPMENT EXPERIENCES

In the following three sections please tell us about 1. the type of input you would like to receive to enhance your faculty development 2. the type of input you have provided as a mentor to other faculty and 3. the type of input you have received.

January 2007

MENTORING NEEDED

Please indicate whether or not you would like faculty development for the following activities. Leave the question blank if it does not apply to you.

- | | | |
|---|------------------------------|-----------------------------|
| Balancing teaching, scholarship, and service | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Balancing personal and professional obligations | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Achieving effective time management | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Networking/collaborating with others on scholarship within TCNJ | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Forming interdisciplinary discussion/research group | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Networking/collaborating with others on scholarship outside of TCNJ | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Creating a short range career plan | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Creating a long range career plan | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Involving students in scholarly work | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Integrating scholarship in teaching | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Forming collaborations in teaching | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

- Integrating community engagement in teaching Yes] No]
- Effective teaching strategies Yes] No]
- Doing professional service at TCNJ Yes] No]
- Doing professional service beyond TCNJ Yes] No]
- Doing community service beyond TCNJ Yes] No]
- Designing a research project Yes] No]
- Designing a visual, performing, or literary arts project Yes] No]
- Learning new research methodologies Yes] No]
- Learning new development and analytic tools Yes] No]
- Submitting an IRB/IACUC application Yes] No]
- Responding to comments from IRB/IACUC committee review Yes] No]
- Finding appropriate publication venues Yes] No]
- Submitting conference or journal articles Yes] No]
- Peer review of pre-submitted work Yes] No]
- Revising scholarly work Yes] No]
- Responding to editor's and reviewer's comments on submitted work Yes] No]
- Preparing a book prospectus Yes] No]
- Finding a publisher for a book Yes] No]
- Finding funding sources Yes] No]
- Writing a grant proposal Yes] No]
- Responding to comments from grant reviews Yes] No]
- Submitting a SOSA application Yes] No]
- Interpreting the expectations of my department Yes] No]
- Managing a successful reappointment process Yes] No]
- Managing a successful tenure process Yes] No]
- Managing a successful promotion process Yes] No]
- Navigating Departmental politics Yes] No]
- Navigating School level politics Yes] No]

Navigating College level politics Yes] No]

MENTORING PROVIDED

Please indicate whether or not you have PROVIDED mentoring for the following activities.

Leave the question blank if it does not apply to you.

Balancing teaching, scholarship, and service Yes] No]

Balancing personal and professional obligations Yes] No]

Achieving effective time management Yes] No]

Networking/collaborating with others on scholarship within TCNJ Yes] No]

Forming interdisciplinary discussion/research group Yes] No]

Networking/collaborating with others on scholarship outside of TCNJ Yes] No]

Creating a short range career plan Yes] No]

Creating a long range career plan Yes] No]

Involving students in scholarly work Yes] No]

Integrating scholarship in teaching Yes] No]

Forming collaborations in teaching Yes] No]

Integrating community engagement in teaching Yes] No]

Effective teaching strategies Yes] No]

Doing professional service at TCNJ Yes] No]

Doing professional service beyond TCNJ Yes] No]

Doing community service beyond TCNJ Yes] No]

Designing a research project Yes] No]

Designing a visual, performing, or literary arts project Yes] No]

Learning new research methodologies Yes] No]

Learning new development and analytic tools Yes] No]

Submitting an IRB/IACUC application Yes] No]

Responding to comments from IRB/IACUC committee review Yes] No]

Finding appropriate publication venues Yes] No]

Submitting conference or journal articles Yes] No]

Peer review of pre-submitted work	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Revising scholarly work	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Responding to editor's and reviewer's comments on submitted work	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Preparing a book prospectus	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Finding a publisher for a book	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Finding funding sources	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Writing a grant proposal	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Responding to comments from grant reviews	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Submitting a SOSA application	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Interpreting the expectations of my department	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Managing a successful reappointment process	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Managing a successful tenure process	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Managing a successful promotion process	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Navigating Departmental politics	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Navigating School level politics	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Navigating College level politics	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

MENTORING RECEIVED

Please indicate whether or not you have RECEIVED mentoring for the following activities.

Leave the question blank if it does not apply to you.

Balancing teaching, scholarship, and service	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Balancing personal and professional obligations	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Achieving effective time management	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Networking/collaborating with others on scholarship within TCNJ	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Forming interdisciplinary discussion/research group	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Networking/collaborating with others on scholarship outside of TCNJ	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Creating a short range career plan	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Creating a long range career plan	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Involving students in scholarly work	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

Integrating scholarship in teaching	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Forming collaborations in teaching	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Integrating community engagement in teaching	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Effective teaching strategies	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Doing professional service at TCNJ	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Doing professional service beyond TCNJ	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Doing community service beyond TCNJ	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Designing a research project	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Designing a visual, performing, or literary arts project	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Learning new research methodologies	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Learning new development and analytic tools	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Submitting an IRB/IACUC application	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Responding to comments from IRB/IACUC committee review	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Finding appropriate publication venues	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Submitting conference or journal articles	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Peer review of pre-submitted work	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Revising scholarly work	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Responding to editor's and reviewer's comments on submitted work	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Preparing a book prospectus	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Finding a publisher for a book	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Finding funding sources	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Writing a grant proposal	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Responding to comments from grant reviews	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Submitting a SOSA application	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Interpreting the expectations of my department	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Managing a successful reappointment process	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Managing a successful tenure process	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Managing a successful promotion process	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

Navigating Departmental politics Yes] No]

Navigating School level politics Yes] No]

Navigating College level politics Yes] No]

More information

We would appreciate knowing more specific information you would like to share about your experiences with scholarship support at TCNJ.

Please comment on your personal needs for faculty development and/or mentoring.

Please provide additional comments or concerns regarding your experiences with mentoring.

Please describe how mentoring works in your department.

MENTORING WITHIN YOUR DEPARTMENT

Does your department have a formal mentoring process for new faculty? Yes] No]

Does your department provide a mentor during tenure preparation? Yes] No]

Dept. faculty not serving on dept. tenure committee

Who typically serves in this role of tenure mentor? Check all that apply. Dept. faculty serving on dept. tenure committee

Department chair

Other

Does your department provide a mentor during promotion preparation? Yes] No]

Dept. faculty not serving on dept. promotion committee

Who typically serves in this role of promotion mentor? Check all that apply. Dept. faculty serving on dept. promotion committee

Department chair

Other

General Career Information

To begin, please provide some basic information about your career status.

How many years have you been at TCNJ? *

How many years of professional experience do you have? *

What is your current rank? Assist. Prof.] Assoc. Prof.] Full Prof.] Instructor] *

Are you tenured? yes] no] *

Are you currently department chair? no] yes] Other *

What is your primary School?

- Art, Media, & Music
 - Business
 - Culture & Society
 - Education
 - Engineering
 - Nursing
 - Science
 - Library
- *

What is your primary department?

After completing this survey, if you would like to discuss further your thoughts about ways to support the development of teacher-scholars, please contact Candice Feiring (feiring@tcnj.edu) or Deborah Knox (knox@tcnj.edu).

THANKS FOR TAKING THE TIME TO COMPLETE THIS SURVEY.
