Charge from the Faculty Senate Executive Committee – Fall Semester, 2016

1) Collect data on the number, time-in-rank and demographic characteristics (e.g. age, race, gender, etc.) of faculty that are currently ranked as associate professors at SLU. Among associate professors, are there commonalities among those with time-in-rank for longer than 5 years?

2) Through interviews, surveys, or other techniques, develop a basis for explaining why some associate professors appear to remain at that rank for extended periods of time, including
   - How many faculty seek promotion but fail to be promoted?
   - If associate professors decline to apply for promotion, what are the reasons?
   - Are promotion guidelines designed in ways that disadvantage mid-career faculty?
   - Is there a lack of incentive for seeking promotion?
   - Are expectations for tenure and promotion not aligned with promotion to full professor?
   - Do associate professors become unduly burdened with administrative or service work that impedes their ability to complete the work necessary for promotion?
   - Are there teaching expectations particular to associate professors that impede their ability to develop their scholarly and professional profile?
   - Does the university support research and creative productivity, and grant-seeking, in ways that speak specifically to mid-career faculty concerns?
   - Do the university’s policies on work/life issues (e.g. medical and parental leave; lack of subsidized/onsite childcare; etc.) contribute to difficulties for those seeking promotion to full professor?
   - Can information on these issues be disaggregated by race and/or gender?
   - Does the new Provost’s Faculty Workload Policy affect the prospects for mid-career faculty promotion?

3) What does existing literature and/or practices at comparable or aspirational institutions suggest as best practices for supporting and promoting mid-career faculty?