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The Role of Start-Up Packages on Faculty Professional Development

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Abstract

- Literature to understand the role of start-up packages on faculty professional development is missing.
- The aim of this study was to explore how number and characteristics of benefits influenced faculty perception of their contribution to faculty professional development.
- Participants: 121 faculty from a research public university in the Southern United States.
- Satisfaction with the packages and honored packages by the university partially mediated the link between number of benefits and their contribution to professional development in a sequential fashion.
- Importance of faculty satisfaction with final form of start-up packages and faculty perception if university honored the packages.

Background

- Start-up packages are time limited financial and material resources (Hamann, 2013).
- Universities aim to offer competitive start-up packages to recruit the best faculty (Ehrenberg, Rizzo, & Condie, 2003).
- Start-up packages should help new faculty to establish research projects (Rancourt, 2010).
- The final form of the package is negotiated during the hiring process (Ford, 2012).
- Literature shows start-up packages are important for faculty career development, productivity, and success (Andrade, 2008; Hamann, 2013).
- Empirical research to support these claims is missing (Brutkiewicz, 2012).

Research Question

How the number of benefits in start-up packages, satisfaction with the packages, and packages honored by the university influence faculty perception of contribution of the packages to their professional development?

Methods

Measures

- Number of obtained benefits** – a sum of responses across 34 items (offered or negotiated benefits), yes/no answer, higher scores indicating more benefits
- Satisfaction with start-up package** – two items scale, satisfaction with offer/result of negotiation, Likert scale (1 extremely dissatisfied – 5 extremely satisfied)
- Honored start-up package** – university honored all aspects of my start-up package, agreement scale (1 strongly disagree – 5 strongly agree)
- Contribution to professional development** – my start-up package contributed to my professional development, (1 strongly disagree – 5 strongly agree)

Data Collection

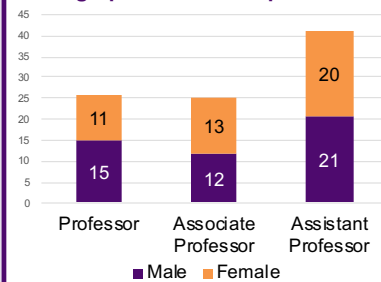
- Start-Up Package Satisfaction Survey, April 2018 – May 2018

Analysis

- Multiple mediation
- SPSS PROCESS macro, Model 6

Results

Demographic of the Sample



Descriptive Statistics of Study Variables

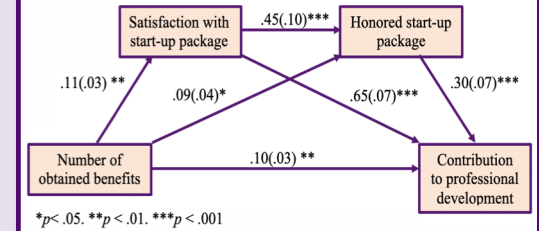
Variable	Min	Max	Mean	SD
Number of obtained benefits	0	14	6.48	3.20
Satisfaction with start-up package	1	5	2.76	1.25
Honored start-up package	1	5	3.62	1.42
Contribution to professional development	1	5	3.60	1.50

Pathways of the Multiple Mediation Model

Path	Point Estimate	95% confidence interval	
		Lower	Upper
Total effect			
Number of benefits → Contribution to professional development	.21***	.13	.29
Indirect effects			
Number of benefits → Satisfaction with package → Contribution to professional development	.07	.02	.12
Number of benefits → Honored package → Contribution to professional development	.03	.01	.05
Number of benefits → Satisfaction with package → Honored package → Contribution to professional development	.01	.00	.03

***p < .001

Results



*p < .05. **p < .01. ***p < .001

Conclusion

- Faculty satisfaction with start-up packages and faculty perception of university honoring package agreements are partial sequential mediators of the relationship between the number of benefits in the packages and contribution of the packages to faculty professional development.
- Not only content of the packages, but also faculty satisfaction with the packages and faculty perception of the university compliance with package agreements, play an important role in contribution of the packages to faculty career development.

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