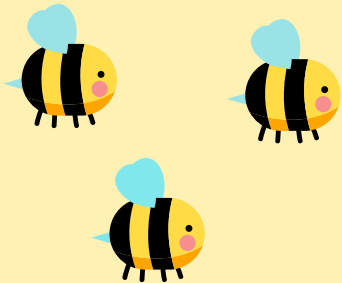


# Faculty Success Center



A FRIENDS Solution that Advocates for Associate Professors, Takes the Temperature of Departments, and Provides Post-Tenure Support

# Challenge/Need: Women and minoritized faculty are often the longest in the rank of Associate Professor due to multiple issues.

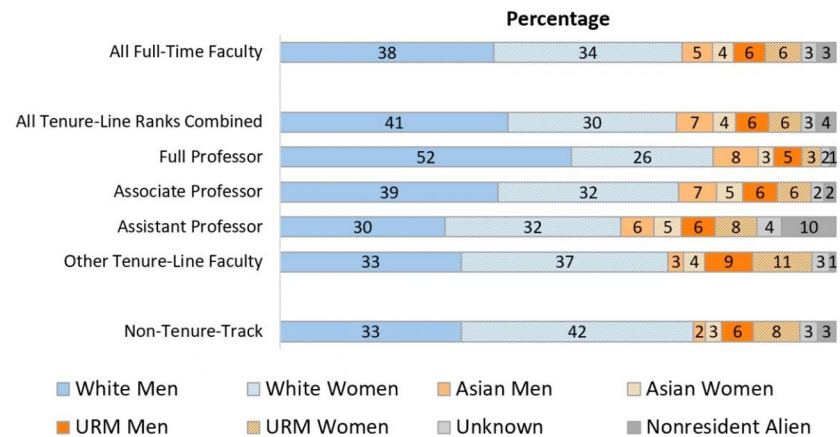
“Not everyone who enters the academic pipeline seems to be making their way up the career ladder with the same ease or at the same pace. Indeed, there are lots of “leaky” points along the pipeline - individuals may not complete their doctorates, may not get hired into tenure-track positions, may not earn tenure, **or may get stuck at the associate professor level. [T]hese leaks are not evenly distributed across all identity groups. [...] We need to move away from framing the leaky pipeline as being a matter of individual choices and recognize that it is a structural problem.”**

Kulp, Smith and Wolf, “The possibility of Promotion: How Race and Gender Predict Promotion Clarity for Associate Professors.”  
*Teachers College Record* (January 2019)

# Faculty Representation -- National

FIGURE 9

**Representation of women among full-time faculty members generally decreases with progression in rank across race and ethnicity categories.**



*Note:* This figure represents non-profit, degree-granting postsecondary institutions only ( $N = 2,774$ ). The term *underrepresented minority* (URM) is used here in accordance with prior research and encompasses the IPEDS categories of Black, Hispanic, Pacific Islander, American Indian/Alaska Native, and Two or More Races. The rank “Other Tenure-Line Faculty” includes some tenure-line faculty with the titles “Lecturer” or “Instructor,” although most faculty members with these titles are non-tenure-track.

*Source:* IPEDS HR survey component, 2018–19 provisional release. Data compiled by the AAUP Research Department.



# Associate Professor Time @ Rank



- Trends show that the time women spend at the Associate Professor rank is lengthening, especially in R-1 institutions
- 25% of men and women who remain at Associate rank spend 9-15 years there

# COACHE Dissatisfaction:

COACHE 2017 survey:

Female and URM faculty members rate the standards and processes related to promotion to full professor less positively than male and white faculty

01

## Distribution of Service

Associate Professors said that they spent too much time, with too little support, and without equity in assignments or recognition

02


## Interdisciplinary Work

Associate professors reported on the lack of incentives: encouragement, facilities, budgets, merits/promotions, directions, or understanding

03

## Promotion to Full

Associate Professors felt their departments didn't encourage promotion, set reasonable expectations or clarify those expectations, or provide mentoring



Received formal feedback  
on your progress toward  
promotion to full professor?

69%

NO

# Lemon Team Identified Issues

Departmental  
collegiality

Undervalued  
service

Lack of a shared  
responsibility for  
faculty success

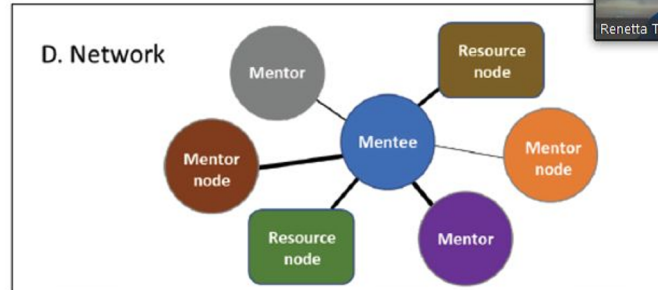
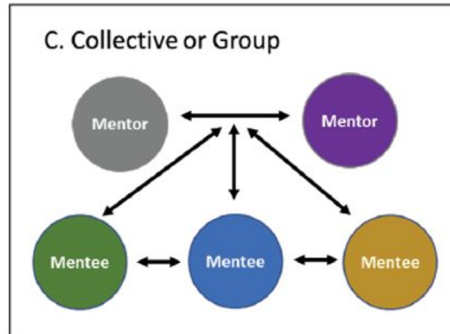
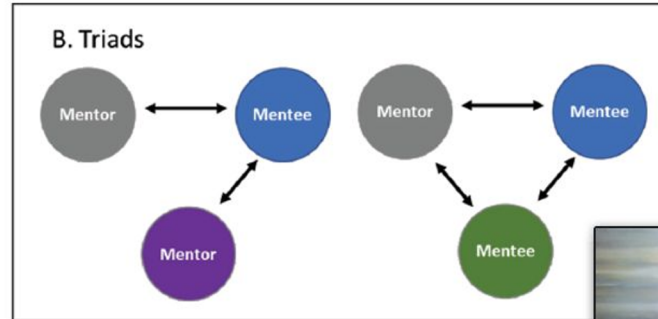
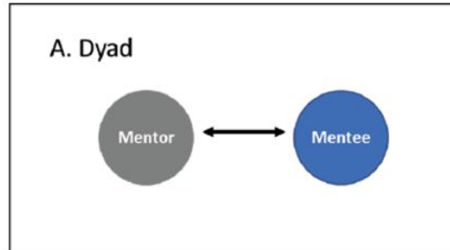
Myopic  
Expectations

# 01

Build & Sustain a campus-wide mentorship network for faculty



# MENTORSHIP MODELS



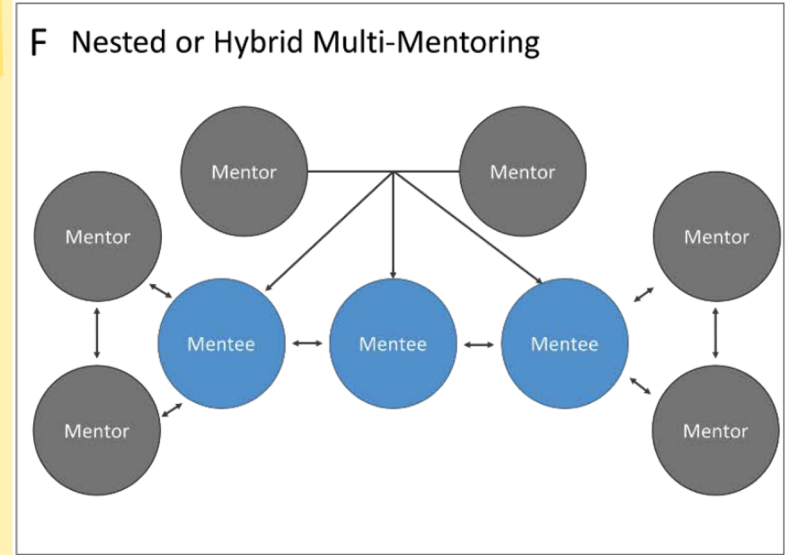
Renetta Tull

Reference: *NASEM Science of Effective Mentoring in STEMM*, Chapter 4;  
Commissioned paper: "Mentoring beyond Hierarchies: Multi-Mentor Systems and Models," (Beronda L. Montgomery & Stephani C. Page) 2019




# “Nested or Hybrid Multi-Mentoring Model” (Montgomery et al.)


- Faculty mentees would be supported by a **network** of mentors, advocates and sponsors. Faculty themselves could also engage in peer mentoring
- Functions like the *Underground Railroad* network of support
- This model would support **active and sustained** mentorship
- This model would center faculty needs, since faculty may have different needs at different points in their career trajectory



Source: Montgomery et al.,: Mentoring beyond Hierarchies: Multi-Mentor Systems and Models <https://www.nap.edu/resource/25568/Montgomery%20and%20Page%20-%20Mentoring.pdf>



# Considerations for Mentors and Matching

- **Mentors**
    - We would recruit staff, faculty, and leaders
    - We would establish rewards and incentives for participating
    - All mentors would receive brief training to prepare them for their roles
  - **Matching**
    - In pairing with people within a network we would match based on mentors' interests and mentees' needs
- 

Take the Department's  
Temperature

02




# Workplace Climate Committee

## **The Grape Team Proposal of the Workplace Climate Committee results in:**

- Devising a set of best practices to improve workplace climate in departments
- Offers advice to specific departments

## **What the Lemon Team proposes:**

- A system for conducting periodic departmental reviews
- 


# Ad-hoc Review Committees

As with UG/grad program reviews that occur every 7 years, ad-hocs will be able to collect information about how department cultures evolve.

## The Review Process:

1. Department self-assessment
1. Ad-hoc committee appointed
1. Interview all faculty and staff
1. Ad-hoc sends confidential report to Workplace Climate Committee
1. WCC with Academic Affairs review report and provide recommendations with time-frame for implementation

Full details developed by WCC. Suggest 2 year pilot, voluntary for departments. Outcomes influence scalability

The background of the slide is a light yellow color with a pattern of darker yellow hexagons arranged in a honeycomb-like structure. The hexagons are slightly offset from each other, creating a sense of depth and movement.

Post-tenure  
(Re)Startup  
Packages

03

# Paradigm Shift: Re-imagining Tenure as Foundational, Not the End Goal



- Holistic & Humanistic Approach
- Flexibility & Triage Approach
- Networks of Support



# Re-engineering: Menu of Options

## Step 1: Time to Reflect

- Full year or 2-quarter Sabbatical (as a reward for tenure)
- Service release (modeled on Faculty Development Program from the Provost Office)
- Course release
- The first, post-tenure merit not in normative time



## Step 2: Professional Development

- NCFDD (National Center for Faculty Development & Diversity) Post Tenure Pathways paid by university
- Access to individualized writing support paid for by the university
- Support for the 2nd book for social sciences/humanities
- Support for exploring alternative pathways to Full Professor (e.g. public scholarship)



# Overall Proposals

01

## Mentoring Network

Diagnose and provide solutions individualized to faculty needs



02

Taking the Department's Temperature  
Developing ad-hoc committees to assess department climate

03

## (Re)Startup Packages

Provide long-term support for the success of faculty after tenure

# Team Lemon



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Barcelón**

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