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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Full-Time Faculty</td>
<td>38</td>
</tr>
<tr>
<td>All Tenure-Line Ranks Combined</td>
<td>41</td>
</tr>
<tr>
<td>Full Professor</td>
<td>52</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>39</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>30</td>
</tr>
<tr>
<td>Other Tenure-Line Faculty</td>
<td>33</td>
</tr>
<tr>
<td>Non-Tenure-Track</td>
<td>33</td>
</tr>
</tbody>
</table>

- White Men: [42%]  [36%]  [24%]  [18%]  [12%]  [8%]  [3%]
- White Women: [34%]  [27%]  [15%]  [10%]  [6%]  [3%]  [2%]
- Asian Men: [6%]  [2%]  [0%]  [0%]  [0%]  [0%]  [0%]
- Asian Women: [3%]  [2%]  [1%]  [1%]  [0%]  [0%]  [0%]
- URM Men: [3%]  [2%]  [1%]  [0%]  [0%]  [0%]  [0%]
- URM Women: [6%]  [4%]  [3%]  [2%]  [1%]  [0%]  [0%]
- Unknown: [8%]  [4%]  [6%]  [5%]  [6%]  [4%]  [3%]
- Nonresident Alien: [3%]  [2%]  [1%]  [0%]  [0%]  [0%]  [0%]

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.
Women

Men

Average 9.6 years 7.1 years

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:

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

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
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

A. Dyad

B. Triads

C. Collective or Group

D. Network

Reference: NASEM Science of Effective Mentoring in STEMM, Chapter 4;
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

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
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.
Post-tenure (Re)Startup Packages
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
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