Setting a Framework for Faculty Mentoring: Update and Discussion

COAP-COG Working Group on Promotion

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Motivation

- COACHE Survey results regarding promotion

- Recommendations of the Task Force on Academic Promotion

- Institutional data

- Changes in operating procedures for promotion were approved last academic year with the expectation that mentoring would be addressed separately

COACHE Survey

- Promotion identified as a major institutional weakness in 2014 and 2017 especially in relation to policy, clarity of process, and workload

- 0% of tenured women and 11% of tenured men were somewhat or very satisfied with mentoring of Associate Professors (compared to 24% tenured women at peer institutions)

- 0% of NTT women and 36% of NTT men reported that the promotion criteria were somewhat or very clear (compared to 36% at comparable institutions)

- 26% of tenured women and 45% of tenured men believed the promotion timeline was somewhat or very clear (compared to 46% women at peer institutions)

- WPI women faculty (TTT and NTT) were significantly less satisfied than WPI men and somewhat less satisfied than women at peer institutions in their ability to balance teaching, research, and service

- NTT women were significantly less satisfied than NTT men with how equitably teaching workload and committee assignments were distributed in their departments

Task Force on Academic Promotion Findings

- Associate Professors felt uncertainty regarding criteria and timing of promotion

- Associate Professors were concerned about absence of mentoring and/or inconsistencies in mentoring among departments

- NTT faculty reported need for better clarity and communication of promotion procedures — especially with role of scholarship

Gender Composition by Appointment Type & Rank (STEM disciplines)

WPI **STEM Faculty Gender Composition** by Appointment Type and Rank (October 2016)*
Overall, women represent 23% TTT faculty and 37% NTT faculty

	Women			Men			Percent Women		
	Asst	Assoc	Full	Asst	Assoc	Full	Asst	Assoc	Full
Tenure/Tenure Track (TTT)	13	22	13	28	58	71	31.7%	27.5%	15.5% ***
Non-Tenure Track (NTT)**	17	6	0	21	12	6	44.7%	33.3%	0%

*does not include HUA and Business
**does not include Professors of Practice, NTT Research Professors or part-time adjuncts
**only 11% of female Full Professors were promoted to Full within WPI

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Gender Composition by Appointment Type & Rank (all disciplines)

WPI **Total Faculty Gender Composition** by Appointment Type and Rank
(October 2016 data, full-time only)
Overall, women represented 28% of TTT faculty and 34% of NTT faculty

	Women			Men			Percent Women		
	Asst	Assoc	Full	Asst	Assoc	Full	Asst	Assoc	Full
Tenured/Tenure Track (TTT)	17	35	19	31	66	84	35%	35%	18%
Continuing NTT (Teaching-Track)	22	11	1	29	17	7	43%	39%	13%
Continuing NTT (Research-Track)	3	0	1	2	2	0	60%	0%	100%
Professors of Practice, Instructors	7			32			18%		

Years-by-Rank & Success in Promotion Metrics

- 55% of TTT women faculty with 13 or more years since their highest degree are still Associate Professors; compared to 39% for TTT men

- Success rates for promotion to Full Professor (2006-2017):
  - In A&S and Engineering Departments:
    - 66% for male candidates; 38% for female candidates
  - In Engineering Only:
    - 70% for male candidates; 25% for female candidates
  - In BUS:
    - 67% for male candidates; 71% female candidates

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Charge

The Working Group was formed to consider the following issues:

- Mentoring for professional development and nomination for promotion in academic departments for all full time faculty (TTT and NTT)

- The criteria and procedures for promotion for NTT Faculty

- The reappointment procedures used for Professors of Practice

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Develop mentoring programs to support the associate to full promotion for all full time faculty

Progress and pilot programs

- Faculty Mutual Mentoring Program

- NSF ADVANCE grant submission

- Women's Impact Network (WIN) grant

- Note: initial programs have been piloted on female faculty (both TTT and NTT) due to a pressing need and opportunities for funding

- Goal: take lessons learned from pilot programs along with input from the community to develop an inclusive infrastructure for faculty mentoring

Mutual Mentoring Program
(concept)

- Based on "Every Other Thursday" book by Ellen Daniell; successful mentoring model for Bay area scientists

- Cohorts of ~10 female faculty diversified w.r.t. rank, TTT/NTT, department, career stage were formed to form "mutual mentoring groups"
  - Meet bi- to tri-weekly for 1-2 hours per time (evenings or daytime)
  - Facilitator – keeps time so that everyone gets a chance to be heard
  - Bring a challenge to work on and get feedback, support, advice from group members (teaching, research, conflict management, work-life balance, mentoring students, navigating tenure/promotion, establishing connections, dealing with discrimination, etc.)

Mutual Mentoring Program
(status)

- Program has been operational for two years with financial support from the *Engineering Dean* and *Provost Office*

- Overwhelmingly positive feedback
  - >80% of survey respondents would recommend or strongly recommend this mentoring model
  - 96% of survey respondents believe that WPI should continue to facilitate and support mentoring groups for female faculty
  - Group participants particularly valued:
    - Establishing connections in WPI community (3.7/4.0)
    - Sharing and discussing stressful situations (3.7/4.0)
    - Problem-solving (3.4/4.0)

- Program has grown from two mentoring groups in year 1 to four mentoring groups in year 2

Advancing Toward "FULL" Representation of Women in STEM at WPI

- NSF sponsored program:
  - Adaptation grant, three years, $1M
  - Implementation of proven systemic change strategies
- Aims:
  1. Clarify NTT and TTT Promotion criteria and enact new polces in a consistent and transparent way
  2. Conduct bias training and develop metrics to track bias in faculty evaluations and workload distribution over time
  3. **ADVANCE Coaches for TTT and NTT Associate Professors**
     - University-wide coaches that will guide TTT and NTT Associate Professors working toward promotion
     - Dean units recruit and train diverse pools of coaches at Full Professor rank attuned to implicit biases and how to evaluate multiple forms of scholarship
     - Variables to consider: Length of appointment, number of mentees per coach

Advancing Women Associate Professors

- Women's Impact Network (WIN) grant, $22,800 for Advancement Mini-grants available to all Associate Professor women (up to $2K each)

  - Enroll in the online Boot Camp on research productivity and work-life balance offered by the National Center for Faculty Development and Diversity

  - Student support to enable collection of data for publishable work

  - Bring an expert to campus (or connect virtually) to mentor a group of faculty on Scholarship of Teaching and Learning projects or another research area

  - Visit or host an external mentor or potential collaborator

  - Attend a leadership conference or visit a funding agency

  - Hire some student assistants to catalyze or accelerate a research or teaching project

- Kick-off Workshop

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Mid-Career Faculty Challenges

- Goal of tenure has been reached – what next?
- Extrinsic motivation lacking
- Often a time of exhaustion and doubt
- Vague expectations for promotion
- Multiple paths to choose amongst – goals become less clear
- Lack of support/attention
- Increase in service responsibilities and overall workload
- Balance responsibilities of home and work life
- Deeper questions of meaning, impact, legacy
- Isolation

Mid-Career Development Plan

- Identify strengths and weaknesses so you can strategically select development activities to fill gaps

- Create a path for success in the areas of teaching, scholarship (research) and service in the context of WPI's institutional policies and priorities

- Establish a strong, broad mentor network to both provide advice and serve as advocates for your professional development and promotion

- Identify short (< 1 year) and long (1-4 years) goals that will position you for promotion and career success

Name _____

Date _____ Rank _____ Years in Rank _____

Department _____ E-mail _____

Review the list below and identify the *values* that are most important to you. Select the top 3 or 4 that you consider to be your guiding principles (see next page).

Achievement	Helping other people	Freedom
Advancement and promotion	Helping society	Order
Adventure	Honesty	Personal development
Arts	Independence	Physical challenge
Challenging problems	Influencing others	Power and authority
Change and variety	Inner harmony	Privacy
Close relationships	Integrity	Public service
Community	Intellectual status	Quality of what I take part in
Economic security	Knowledge	Recognition (respect from others, status)
Effectiveness	Leadership	Religion
Efficiency	Location	Reputation
Ethical practice	Loyalty	Responsibility and accountability
Excellence	Meaningful work	Security
Excitement	Merit	Self-respect
Fame	Money	Stability
Friendships	Nature	Supervising others
Having a family		

Step I:
Aligning your Career Development Plan with your Values

1) List the 3 or 4 *values* that are core elements in your professional and personal life.
2) Write a few brief sentences or phrases that articulate your professional and personal *passions*. When are you energized? What does your ideal day look like 5 years from now? What legacy do you want to leave?

	Professional	Personal
Values		
Passions		

Step II:
Describing Your Strengths and Challenges

1) Complete the MyIDP assessment of skills.
2) Review the MyIDP results (summary table) and think about those areas of strength that you know to be true about yourself. What have others appreciated about you? When did you feel so immersed in a project that you lost track of time and felt success in the process of the activity? Look hard at those areas that are continually challenging for you. What have others commented that you need to work on?
3) Identify key strengths and challenges in the table below.

Strengths	Challenges

Step III:
Identifying and Creating your Mentor Network

Establishing a professional network is important for career success and to enable promotion to Full Professor. A mentor can be simply defined as an experienced and trusted advisor. After self-reflection you should identify mentors whose background and experiences will be beneficial to achieving your professional and personal goals (e.g., scholarship, leadership, teaching, work-life balance). Mentors can come from academic or non-academic backgrounds and be affiliated with WPI or external. Sometimes the most effective mentors are ones we wouldn't choose to hang out with socially. Both senior and peer mentors are equally valuable. We all need sound advice throughout our career. Each new stage requires reaching out to a new set of people. Therefore, your list should be updated annually and expanded as you progress through your career. Consider your list below, reflect on the mentoring you have received and think about how to better facilitate communication with your mentors. This section should be updated annually.

List below people in your network, people you are giving mentoring to and others who you would like to add (expand table as necessary).

Name: _____

Affiliation: _____

Title: _____

Role (articulate the reasons for selecting this mentor and how they will contribute to your development):

Strategy for communication (e.g., How often? In person or virtual? What sort of feedback is anticipated?):

Name: _____

Affiliation: _____

Title: _____

Role (articulate the reasons for selecting this mentor and how they will contribute to your development):

Strategy for communication (e.g., How often? In person or virtual? What sort of feedback is anticipated?):

Step IV:
Planning Your Professional Goals

1. If your career goals are met, describe where you see yourself in 5 years professionally?

2. Ideally, how would you want to spend your time to obtain that 5-year goal? (Distribute effort to equal 100%)
   a. _____ Research/Scholarship
   b. _____ Teaching
   c. _____ Service
   d. _____ Other
   *if other, please describe further:

3. Currently, how do you spend your time? (Distribute effort to equal 100%)
   a. _____ Research/Scholarship
   b. _____ Teaching
   c. _____ Service
   d. _____ Other
   *if other, please describe further:

Professional goals	Outline the deliverables and sub-goals steps that go along with each goal	When will I start and when do I expect to finish?
What are your **research/scholarship goals** for the upcoming year, and which goals will receive your top priority? *(Examples: Publish a manuscript; Apply for/procure a major grant, Meet with program officers, Recruit a top notch postdoc, Serve on grant review panels to enhance my visibility, Write a review paper, Start a new collaboration)* Prioritize goals		

What support is needed to help you attain your research/scholarship goals? Examples may include financial resources (e.g., travel), personnel resources (e.g., postdocs, graduate and undergraduate assistants), or professional development opportunities (e.g., funding to support participation in conferences).

What challenges stand in the way of you achieving your research/scholarship goals?

- 92% of workshop participants reported that the workshop helped them create a career development plan
- 10 of 13 participants would strongly recommend this workshop to colleagues (4.69/5.00 scale)
- Suggestions:
  - Follow-up session with participants
  - Distribute examples of Career Development Plans
  - Be more inclusive of HUA and SSPS

Suggestions, Ideas, Discussion?

To contact the Working Group with your feedback, send email to its alias:

fame@WPI.EDU

"Faculty Advocacy and Mentoring Expansion"