

Mentoring and Advancement from Postdoc to Full Professor



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Academic Affairs Forum

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Building the Faculty Pipeline

2

Search Committees and Applicant Evaluation

3

Dean-Level Strategic Hiring Initiatives

4

Professional Advancement and Development

Distinct But Mutually Reinforcing Concepts

Defining Diversity, Inclusion, and Equity



Diversity

Increasing representation of a wide variety of unique perspectives and lived experiences on campus



Inclusion

Involvement that promotes and sustains a sense of belonging and provides opportunities for growth



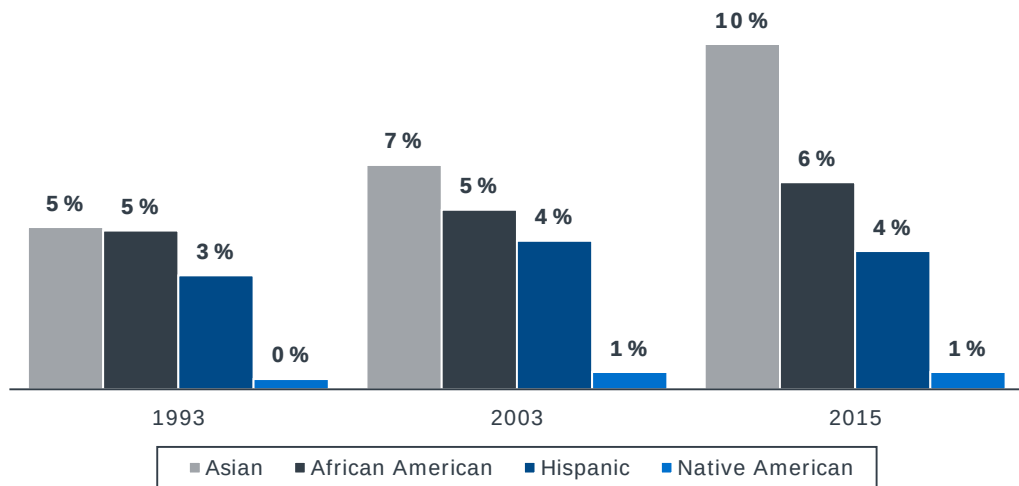
Equity

Fairness, particularly around processes and practice

Not Enough Progress

Faculty Diversity Has Not Increased Significantly In the Last 20 Years

Percentage of Full-Time Faculty by Race and Ethnicity, 1993-2015



Source: IpedS data. 2013 and 2015: "Full-time instructional staff by academic rank, faculty and tenure status, race/ethnicity and gender"; 1993-2011: "Full-time instruction/research/public service staff, by tenure status, academic rank, race/ethnicity, and gender (Degree-granting institutions with 15 or more full-time employees): Fall 1993 to 2011.

Demographic Shifts Driving Urgency

Students Demanding More Diversity and Inclusion in the Faculty



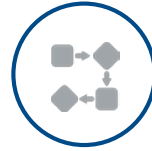
Increased Student Activism on Campus

- University of Missouri saw an 8% decrease in enrollment between 2015-16
- Historically Black Colleges and Universities saw increases: 17% at Dillard University and nearly 30% at Tuskegee University



Student Success Demands

- Students push for more representation
- Student outcomes improve with increased diversity among faculty (Gershenson, et al., Institute of Labor Economics, 2017)
- Student achievement gap widening



Enrollment Pressure

- Population loss in the northeast and Midwest; population growth in the south
- More Hispanic students; more students from a wider array of backgrounds entering universities (Badger, 4 *Maps that Show Demographic Change...*, Washington Post, 2015)

Sources: Ashley Jost, "[Enrollment is, in fact, down at Mizzou.](#)" St. Louis Post-Dispatch, August 23, 2016; Fairlie, Robert W., Florian Hoffmann, and Philip Oreopoulos. 2014. "A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom." *American Economic Review*, 104 (8): 2567-91; Hurtado, "Linking Diversity and Educational Purpose," in Orfield, Gary, Ed., *Diversity Challenged: Evidence on the Impact of Affirmative Action* Cambridge, 2001; EAB Interviews and Analysis.

Three Reasons Typical Efforts Have Failed

Structural Challenges can Foil Even the Best Intentions



While These Elements are Necessary to Set the Stage...



Centrally-Led



Initiative-Based



Mindset-Focused



...They are Ultimately Insufficient

Efforts don't reach departments or improve workplace because they are not linked to disciplinary needs

Initiatives don't sustain over time because they rely on temporary funds or champions

Doesn't address structural processes or institutional practices, leaving barriers unexamined

Is Progress Even Possible?

Perceived Barriers Significant but not Insurmountable



Pipeline

"There are not enough URG candidates in my field"



Despite lower percentages of URG in many fields, they are not hired proportionally with their PhD production (NSF Survey of Earned Doctorates, NIH, USED, USDA, NEH, NASA Table 9, 2009-2013)



Geography

"No one wants to live here because we are too rural"



The university bears the burden of creating an environment that is conducive to advancement



Bidding Wars

"We don't have the resources to get into a bidding war for desirable URG candidates"



URM faculty are paid on par with their white, Asian, and international peers (Flaherty, "Where the Faculty Jobs Are," *Inside Higher Ed*, April 2017)

Sources: Gibbs, et al, "Decoupling of the minority PhD talent pool and assistant professor hiring in the medical school basic science department in the US" *eLife* Nove 17:5.1; Flaherty, "Thinking Outside the Pipeline," *Inside Higher Ed*, Nov 2016; Jaschik, "PhDs With and Without Jobs" *Inside Higher Ed*, Dec 2013; Burrelli, "Academic Institutions of Minority Faculty with Sciences, Engineering, and Health Doctorates," NSF, Oct 2011; EAB interviews and analysis.

What Can Departments Do?

Recruitment and Retention Practices Can Have an Outsized Impact

Effective Efforts To Diversify are...



Department-Led



Embedded in Practices



Process-Focused



Reflect needs of department and driven by faculty ownership and investment



Not dependent on impermanent initiative resources or funding



Reexamine policies and processes to ensure equity and inclusion



What Departments Should Focus On

- 1 Upstream Recruitment**
- 2 Equitable Hiring**
- 3 Proactive Onboarding**

Full Report Available Online



Instilling Equity and Inclusion in Departmental Practices



Instilling Equity and Inclusion in Departmental Practices

Diagnostics to Guide Faculty Recruitment and Retention

Academic Affairs Forum

Guidance for departmental leaders on...

- Accountability for and Tracking of Diversity Efforts
- Identifying Prospective Candidates
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- Hiring Timelines and Standing Committees
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- Target of Opportunity Hire Programs

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Building the Faculty Pipeline

- Track Prospects and Engage with Professional Development
- Leveraging Postdoctoral Programs
- Engage Alumni to Create Mentorship Networks

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Professional Advancement and Development

Four Reasons Postdocs Aren't Yet a Viable Pipeline



Even the Best Candidates are not Placed



Not Aligned

Even if a postdoctoral fellow is an excellent scholar and teacher, their research may not be aligned with the needs of the host department.



Review Not Rigorous

The selection process is often not as rigorous as a tenure track search, leaving faculty with questions about the viability of fellows.



No Open Positions

There is unlikely to be an open faculty line in the host department after the completion of the postdoc.



Department Not Involved

Departments that may serve as home disciplines are not often involved in the search or selection of candidates.

Design Postdoc Appointments for Recruitment

The Carolina Postdoctoral Program for Faculty Diversity



Departments Submit Fellow Request

- Departments chosen in coordination with the dean and postdoc office
- Departments write job ad to ensure that they align with department research interests and need



Department-Led Search

- Departments and postdoc liaisons jointly select search committee
- Candidates also evaluated on likelihood of becoming future members of the department
- Skype interviews, rather than stand alone CV and dossier review



Departments Commit Resources

- Departments commit \$8,000 toward the postdoctoral salary during the fellowship period
- Create a detailed mentoring plan to onboard fellows
- Postdocs are given UNC-specific tenure guidance



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Success Highlights

54

Direct hires from program since establishment

50%

Internal hiring rate since 2006

46

Alumni faculty at colleges and universities

5-6

Fellows per year out of hundreds of applicants

The Personal Touch

Draw on Former Participants for Applicant Nominations and Mentoring

Mentor

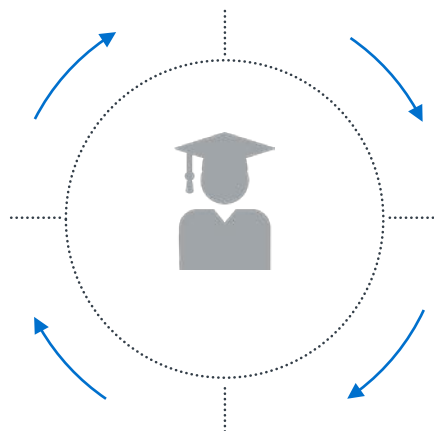
"A fellowship alumnus gave me valuable advice on navigating the tenure track"



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Research Connections

"An alumnus connected me with an expert at her institution with the same research interests as me"



Research Collaboration

"I co-authored a research paper with a fellowship alumnus while I was a postdoc."

Postdoc Referral

"I applied for the postdoc position at the recommendation of a previous fellow."

Emphasizing Mentorship and Interdisciplinarity



UCLA's Mentor-Professor Initiative

UCLA



The **Division of Life Sciences** in the College of Letters and Sciences recruits outstanding scientists who have shown a commitment to **mentoring students** from underrepresented and underserved groups



Tailor **teaching and service** expectations to focus on mentoring



Combined review committee selects nominated candidates for interviews

Assistant Professor in Plant Diversity and Evolution Life Sciences, Ecology and Evolutionary Biology

[How to Apply](#)

The University of California, Los Angeles (UCLA) Department of Ecology and Evolutionary Biology (EEB) seeks an organismal biologist with a focus on plant diversity and/or evolution..... **The position is defined broadly within evolution and ecology** but preference will be given to candidates whose research/teaching interests would utilize, in part, the UCLA Mildred E. Mathias Botanical Garden....

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Professional Advancement and Development

- Analyze Promotion Rates for Disparities
 - Clarify Tenure and Promotion
 - Effective Mentoring Practices
-

Analyze Promotion Rates for Disparities

Ensuring Equitable Tenure and Promotion Rates

State Flagship University Identifies Need for Dossier Review

ASSOCIATE PROFESSOR ►

PROMOTION DISPARITIES ►

FULL PROFESSOR ►



Provost Initiates Promotion Analysis

- Promotion and tenure rates by race, gender, and ethnicity
- Time-to-promotion by race, gender, and ethnicity



✗ Lack of Concrete Promotion Criteria

“Unwritten rules” common and subject to bias, in-group preference

✗ URG Faculty Not Actively Encouraged to ‘Go Up’

Informal mentoring and support focused on majority faculty



Dossier Reviews and Promotion Workshops Implemented

- Chairs and Office of Faculty Advancement spearhead efforts to clarify expectations
- African American full professors more than doubled in four years, from 6 to 15

Multiple Stage Mentorship

Overcoming the Challenges of Traditional One-to-One Faculty Mentoring

Typical Approach

Senior **Internal** Mentor

Provides P&T guidance, but with little formal structure or accountability for follow-through



Differentiated Support Network

Peer Mentor

Helps navigate unwritten cultural rules of the department, mitigating isolation many new URG faculty experience

Senior **External** Mentor

Allows new faculty to ask questions more freely without fear of intra-departmental consequences

Provide Structure in the First Year



Mentoring teams, called LAUNCH Committees, in Engineering and Natural Sciences receive guided agendas for meetings with new faculty members focused on professional and social support



Convener / Facilitator coordinates LAUNCH teams

- Senior faculty member outside of department
- Schedules regular meetings
- Consults with mentee to ensure tough topics are addressed

Define and Distinguish Mentoring Roles

Mitigate Reliance on Personality Fit

Department Chair

- Facilitate mentorship pairings
- Take preferences of mentors and mentees into account across cultural/gender/racial differences
- Provide templates, example questions, and typical scenarios to prepare mentors and mentees
- Communicate with mentors that meeting with mentees is an expectation in the department

1

Agree on Goals and Objectives

What kinds of support will mentor offer: research, tenure guidance, setting up a lab, help applying for grants?

2

Set Frequency of Meetings

How many times should they meet in person: twice a month, monthly, twice a semester?

3

Desired Outputs

What does the mentor expect to see: an article, a new syllabus, a grant proposal, a detailed plan to achieve tenure?

4

Timeline

What is the timeline to achieve outputs detailed above? What are the benchmarks at the end of one semester, one year, and two years?

5

Desired Communication

Will the mentor be available via email or phone in between meetings? Will they communicate via Skype? Will they meet for lunch?

Target Professional Development

Encouraging Inclusion Through Practical Skill-Building



Tenure Track Supper Club

- Supper Club and other meetings open to all new faculty across disciplines; URG faculty especially encouraged to participate
- **Provost attends** first meeting of the year; **President attends** final meeting
- One-on-one mentoring meetings with senior faculty outside of home department
- Nine insights to earning tenure, tailored to MSU-Denver, presented by panels of expert faculty



FLORIDA STATE
UNIVERSITY

Faculty of Color Writing Intensive

- Faculty designed and run 10-week program; application only
- Faculty across tenure ranks and disciplines participate
- **Luncheons with provost**
- Dedicated writing space plus workshops around grants and articles
- Training faculty to mentor students and junior scholars

Design Plans to Guide Faculty to Full Professor

Supporting Faculty Beyond Tenure

Typical Reviews for Tenured Faculty

 Vague or shifting productivity expectations

 Backward-looking performance reviews

 Few consequences for poor reviews

 Little feedback from senior administrators

More Effective Alternatives

 Clearly define, discipline-specific performance targets

 Annually updated five-year development plan

 Explicit outcomes with tasks for both the faculty member and the department chair

 Input and support from deans and other administrators



Work / Life Balance

Learning to Manage:

- Increased administrative and service responsibilities
- Increased national disciplinary society responsibilities
- Increased family obligations (e.g., child or elder care)
- Changing research interests



Promotion to Full Professor

Issues to Discuss:

- How the promotion to full professor differs from the tenure process
- Staying current with the discipline
- Learning new skills
- Building networks to expand research
- Expanding the scope of research impact

Promoting Access to Professional Development

Support URG Opportunities Beyond Traditional Mentoring



UMASS
AMHERST



Get to know the institution or academic unit



Excel at teaching or research



Understand tenure and evaluation



Develop professional networks



Improve work/life balance

Mutual Mentoring Program Disproportionately Engages URG Faculty



40%

of full-time *instructional* faculty participated in the Mutual Mentoring Program

56%

of participating faculty were women

29%

of participating faculty were African American, Latinx, Asian, or Native American

94%

average likelihood of mentoring relationships to continue after completion of grant

Sources: "Mutual Mentoring," The Institute for Teaching Excellence and Faculty Development, University of Massachusetts Amherst, <https://www.umass.edu/tefd/mutual-mentoring>;

Sorcinelli MD, Yun J, Baldi B, *Mutual Mentoring Guide*, The Institute for Teaching Excellence and Faculty Development, 2016; EAB interviews and analysis.

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Diagnosing Your Unit's Unique Challenges

Instilling Equity and Inclusion in Departmental Practices



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Building the Pipeline Through Proactive Candidate Cultivation

Evaluate how advanced your search processes are by using the diagnostic exercise below. In each section, read the statements on the left and right and determine which best represent existing practice at your institution. In sections where you have checked boxes in the left-hand column (“Typical Practice”), refer to the relevant page of the diagnostic for further information on how to make recruitment processes more equitable.

Typical Practice	Best Practice
Track Prospects from Conferences and Disciplinary Events <i>For more information on related practices, turn to page 10.</i>	
Faculty attend relatively few conferences, and when they do, they do not collect information on graduate students and potential faculty candidates whom they meet.	Even prior to a faculty search, faculty create and maintain relationships with potential candidates they meet at conferences and other disciplinary events and track them in an accessible database for use in later searches.
☐ Faculty do not attend conferences with the intention to identify possible future colleagues.	☐ When faculty meet promising possible candidates at conferences or other events, they save their information (e.g., names, discipline).
☐ If the information on any prospective candidates met at conferences is saved, it is saved by individual faculty and not shared with the larger department.	☐ There is a central place for faculty in a department or unit to store names and contact information of promising candidates for future recruitment.

Thank you for your time!



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