



From Data Points to Action Steps: *COACHE Findings and Supporting Mid-Career Faculty*

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Understanding the Challenges at Mid-Career

- **Mid-career associate professors (tenured)**
 - 2018: Interviews with Provost, Deans, Associate Deans, and meta-analysis of mid-career faculty support programs at peer institutions
 - 2019-20: Focus groups & interviews with tenured associate professors at UMass-Amherst
- **Mid-career senior lecturers (continuous appointments)**
 - 2021: Focus groups with senior lecturers (1st promotion step) on continuous appointments at UMass-Amherst
- **COACHE Faculty Job Satisfaction Survey**
 - 2020: Data Collection
 - 2021-22: Dissemination
 - 2021-23: Action and implementation

REPORT – March 2018

Mid-Career Malaise Prevention and Intervention: Scope of Problem, Intervention and Prevention Ideas, and Responses from College Leadership

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Transitions & Promotion: How to Support Mid-Career Faculty

*Results from UMass Amherst Associate Professor
Focus Groups and Interviews*

2019-2020

University of Massachusetts Amherst
An Office of Faculty Development Report

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Office of Faculty Development

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Office of Academic Planning and Assessment



Why Faculty Get Stuck at Mid-Career & Impacts

Qualitative Findings

"Waiting" faculty – waiting to be tapped on the shoulder, lack confidence that they have "enough," have colleagues resist "early" promotion. *There is no early promotion!*

"Discouraged" faculty with little post-tenure mentoring, unclear about criteria for promotion, interrupted funding, experienced burnout, research is undervalued. *How to support?*

"Selfless Citizen" faculty who deeply contribute to service and teaching missions but are largely unrewarded for this work. Notably, their efforts support the research trajectories of colleagues. *How to recognize/credit their accomplishments?*

"Legacy" faculty whose research profiles are not competitive with newer faculty and have low involvement in teaching or service. *How to incentivize?*

COACHE Highlights: Tenured Associate Professors

Areas of Strength



71%[★]

believe expectations are reasonable for promotion



66%[★]

think department culture encourages promotion



★ = AREA UMASS OUTSHINES PEERS AND COHORTS

Areas for Growth

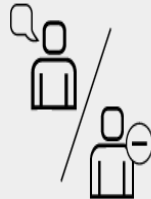
42%

have clarity on their own likelihood of promotion



21%

said they received formal feedback on progress toward full



54%

expect to submit their dossier in the next five years



Disparities by gender & race

Clarity of process:

Men (76%), Women (59%),
URM (55%)

Clarity of standards:

Men (69%), Women (47%),
URM (50%)

Culture supports promotion:

Men (74%), Women (56%),
URM (57%)

Preventative Measures

- Greater clarity of promotion criteria at departmental, college, and campus levels
- Stronger mentoring structures
- Voluntary & formative 4th year review of associates
- Individual planning support

Clearer Post-Tenure Guidelines

- Departmental conversations
- Non-binding Cultural Documents
- College and campus level workshops

Tailored Mentoring Plan for Promotion

- Conducted by a mentoring committee
- Outcomes: promotion recommendations, resource commitments, action plan

Mentoring Resources

- Department/College mentoring programs
- Faculty development workshops (post-tenure kickstart) & consultations with individual faculty
- ADVANCE mentoring recognition/awards

Direct Supports

- Contribute to ongoing career success of our associate professors
- Include training, community building, and accountability
- Opportunities for funding

Workshops

- Funding for Mid-Career Faculty Advancement
- Sabbatical Planning

Writing Support

- Writing Accountability Circles (WACs)
- Third Spaces Writing Program

Mutual Mentoring

- Grants
- Mid-career mutual mentoring groups

Internal Research Grants

- New research directions
- Revitalization following a gap in productivity

Trainings

- Cultivating faculty equity, inclusion, and success
- Supporting developing leaders
- Individuals who support, mentor, and evaluate associate professors

UMass ADVANCE Program Workshops

- Expanding Mentoring Networks
- Interdisciplinary Research, Equitable Teaming, and Collaboration Best Practices

Leadership Essentials for All Faculty (LEAF) Series

- Developing Your No: How to Advance as a Faculty Leader
- Pathways to Leadership
- Effective Committee Leadership

Department Chairs, Personnel Committees, Associate Deans

- Mid-career mentoring
- Equity in tenure and promotion
- Transparency in teaching and service
- Implicit bias in the faculty review process

Intervention Measures

- Mid-career research leaves, research assistant (RA) support, seed grants
- Release/support for service

Broader Assessments

- Encourage cases where accomplishments are more heavily weighted toward teaching and service/engagement achievements

Mid-Career Research Leaves

- Targeted to long-term associates
- Awarded on competitive basis after a mentoring review
- Flexible – teaching release or RA or seed money

Accommodations for Service

- Teaching release for major service roles (UPD, GPD)
- RA or seed money for major service
- Department inventory of equitable service and sensitivity to mid-career research needs

Crediting Broader and Inclusive Achievements for Promotion

- Teaching emphasis
- Leadership/service emphasis

Broader Assessments:

Basis and guidance for assessments weighted toward teaching and engagement/ leadership achievements

Personnel policies:

allow for evaluations to be weighted toward teaching & engagement

Communication:

describe relative weighting in Provost's Annual Tenure & Promotion Memo

Important for any area of achievement:

Establishing a reputation "on and off campus" (professional associations, community partners, etc.)

Guidance on external letters:

Highly placed "scholars or professionals" who can speak to the value of the work and accomplishments



Scholarship of Teaching and Learning (SoTL)

Scholarly research on teaching in one's disciplinary field

- methodologically rigorous, peer reviewed, and made public
- may include research on pedagogy in peer reviewed outlets
- may include the development, submission, and receiving of instructional or pedagogical grants

Helpful guidelines:

<http://www.issotl.com/issotl15/sites/default/files/chairDeanHandout.pdf>

Performance of Teaching



Sustained record of exceptional teaching effectiveness within and outside the classroom

- Transformational impact on undergraduate or graduate education in ones' department, college, or discipline
 - e.g., Innovative pedagogy with impact on and off campus
- Development and publication of high quality and influential instructional materials in appropriate professional outlets
 - e.g., Authoring the leading textbook in one's field
- International, national, system-wide, or university teaching/mentoring awards
- Frequent keynote speaker, high-profile national workshops

Disciplinary Service / Public Engagement

Sustained contributions such as

- Elected president/senior officer of national or international professional associations, leadership in national committees
- Entrepreneurial activities relevant to the discipline, such as a founder of nonprofit or business
- Editor of premiere peer-reviewed journal
- Reports and expert testimony before a national or international body (e.g., US Congress, United Nations)
- Publishing in public outreach venues that brings scholarship to a broader audience and has a transformative impact



University Service / Leadership

Sustained contributions in roles such as ...

- Founder or long-term director of a high-impact institute or center
- High-level leadership positions in the Faculty Senate or Faculty Union
- Sustained, high-impact leadership at the level of the department, college, or university campus

Sustained contributions in activities such as...

- Obtaining significant external funding to support DEIJB initiatives
- Creating and launching new degree programs
- Establishing endowed scholarships, chairs, programs
- Leading one's department to high and visible disciplinary standing

Non-Tenure Track Faculty at Mid-Career



Voices of
Non-Tenure Track Faculty
at
UMassAmherst

Christiane Healey
OFD Faculty Fellow & Sr Lecturer, Biology


WORK

LIVE

THRIVE

Areas of Strength

86%
satisfied with their time spent on teaching




NTT Faculty

85%
satisfied with level of courses taught




NTT Faculty

80%
satisfied with UMass as a place to work




NTT Faculty

95%
recommend their department as a place to work



NTT Faculty


70%
plan to stay at UMass for 10 or more years



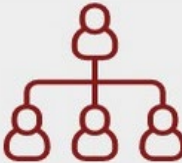
NTT Faculty

★ = Area UMass Amherst outshines peers

NTT faculty at UMass were **more satisfied** than those at peer institutions with recognition for **teaching, advising, and service**. Satisfaction with recognition for outreach is similar at peer institutions.




92%
believe having a departmental mentor is important



NTT Faculty

82%
agree that being a mentor is fulfilling



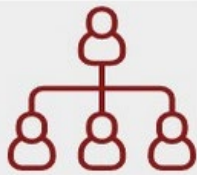
NTT Faculty

COACHE Highlights: NTT Faculty

Areas for Growth

92%

believe having a departmental mentor is important



NTT Faculty

38%

agree that there is effective mentoring of NTT faculty in the department



NTT Faculty

42%

satisfied with support for faculty in leadership roles



NTT Faculty

82%

agree that being a mentor is fulfilling



NTT Faculty

24%

agree that UMass provides adequate support for faculty to be good mentors



NTT Faculty

53%

agree the promotion process is clear



NTT Faculty

47%

agree criteria for promotion are clear



NTT Faculty

55%

agree they have a clear sense whether or not they will be promoted



NTT Faculty

Mentoring



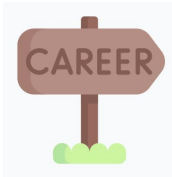
- Concerns mirrored COACHE survey: mentorship is valued but rarely formalized
- Mutual mentoring groups in some departments: sense of community & belonging

Promotion process



- Concerns mirrored COACHE survey: few participants had clarity about process
- Timing, materials, criteria, standards

Professional goals after second promotion



- Full-time NTT faculty: last promotion after 12 years
- Then working toward...what?
- Little control over new directions in their job

Some Have Unique Roles

“...have a unique job description and I didn't trust that anyone on the DPC or at higher levels really understood what I did...”

“I run a program that's pretty unique in my department...”

“What I do is kind of like being on an island...”

“My job is probably very different than other lecturers, because I don't teach didactic classes.”

“...all of our lecturer positions are so dramatically different...”

“And every year, I have to explain to the Personnel Committee [my responsibilities]...”



- Workshop: “Identify Your Mentoring Needs & Expand Your Mentoring Network”



- Mutual Mentoring Groups for all Non-Tenure Track Faculty
 - Majority of NTT faculty interested in joining a group are mid-career



- Team and Individual Mellon Mutual Mentoring Grants



- Departmental mentoring plans for new NTT faculty



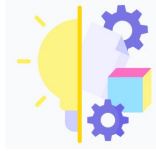
- Workshop: Annual Faculty Report (AFR) Help Session



- Promotion Writing Group for Lecturers and Senior Lecturers
 - Support around promotion; workshop & writing sessions
 - Addressing questions around process, timeline, criteria, evidence, references
 - Accountability writing sessions



- Information for Heads & Chairs
- Training for Personnel Committees
 - Strategies and Tactics for Retention through Inclusive Promotion Practices
 - Launched this semester at UMass
 - Addresses processes to fairly evaluate all faculty



- Professional Improvement Leave Fellowship

- One-semester, paid professional improvement leave
- Creative project that benefits the faculty and the department/college
- Period of renewal



- Campus Awards and Fellowships are inclusive

- Mix of TT and NTT faculty recipients; e.g. Lilly Fellowship for Teaching Excellence

- Supporting Leadership Development

- Major internal/internally sponsored leadership fellowships open to NTT faculty
- NTT faculty leaders serve as role models: high-level administrative roles, faculty senate, and faculty union



First day

Promotions

Professional Improvement
Leave Fellowship

Retirement



Thank you!
Questions?



ALUMNI ASSOCIATION
DEVELOPMENT OFFICE