Leadership Across the Faculty Career Lifecycle

DEO Leadership Development
September 30, 2021
Today’s Objectives

- Appreciate the complexity of managing multiple tracks
- Consider the needs of junior faculty
- Identify the barriers for mid career faculty
- Develop strategies to maintain engagement of full professors
- Discuss application of strategies locally and centrally to support our faculty.
Complex Role of the DEO

• Faculty composition has gotten more complex
  • More tracks
  • More requirements
  • More demands

• Competing demands of being a leader and maintaining scholarship

• The expectations for faculty are different depending on the track
1. How has your department engaged with and supported faculty at various levels?

2. What are some creative ways to move forward?

3. Share biggest challenges and observations amongst your departmental maps.
Junior Faculty
Literature on Junior Faculty

• Challenges
  • Anxiety about establishing their own research trajectory and the lack of clarity regarding requirements for promotion:
    • How many journal articles I need?
    • Do I need to publish a book?
    • Is authorship order important?
    • Do I need a grant?
    • What of my teaching and service matters?  
      (Solomon et al., 2011)
  • There is evidence that junior faculty, especially women, lack mentoring in various areas of their academic life.
    (Borders et al., 2011)
Literature on Junior Faculty

• Challenges
  • While issues of managing work and life are constant among men and women in the US and while both report similar issues balancing work/life responsibilities, mothers are more likely to report family conflicts than fathers.  
    (Solomon et al., 2011)
  • Research has identified academic productivity and work-life integration as two of the key barriers to women’s career success.  
    (Grisso et al., 2017, p.572)
Timeline for Junior Faculty

• First 3-4 years
  • Need to help them settle
  • Support, mentor, advocate
  • Set expectations
  • Encourage balance
  • Listen

• Second 3-4 years
  • Prepare for promotion
  • Continue to mentor
  • Provide critical feedback
  • Listen
Attrition

• 38% of junior pre tenure faculty leave before promotion/tenure
• Most of them will leave after the reappointment review
• The majority go to another institution
• Why is that?
Tenure Track Promotion

• For tenure track, once they get to promotion the bid is successful 94% of the time

• Average time to promotion:
  • Men 5.6 years
  • Women 6.1 years
  • This does vary by college but minimally due to the clock
Clinical Track Promotion

• Like tenure track
• Women 6.2 years
• Men 5.2 years
• Does vary by college
  • Longest average is Education - 7.3 years
  • Shortest is Public Health – 4.3
Junior Faculty: Role of the DEO

- Provide structure and support
- Recognize the stressors
- Set clear expectations for productivity and professional behavior
- Provide honest and frequent feedback (not just at annual review time)
- Foster a departmental culture that values work-life integration
On mentoring ....

- Junior faculty who are mentored become more productive scholars and more confident teachers, feel less isolated and have more collegial relationships with other departmental faculty, report higher career and job satisfaction, and experience greater career advancement.

  (Borders et al., 2011)
BREAK OUT: The case of Dr. Ruiz

Dr. Ruiz is an Assistant Professor in your department. He is a productive researcher, and his teaching and service records are improving and show promise towards promotion. However, Dr. Ruiz has repeatedly accused one of his colleagues as wanting to undermine his rapport with students and copying his intellectual property from his grant applications. You have no evidence that supports Dr. Ruiz’s statements. Most recently, they had a verbal exchange within a meeting of your department’s community partners, which was quite uncomfortable for those present. You have documented the situation and have discussed these matters individually and with both faculty in your office. As this situation escalates, you noted that Dr. Ruiz’s emails are also been sent to the Dean, Ombuds Office, the Provost Office, and University HR.
The Next Phase – Associate Professors
Associate Professors

• What happens after promotion?
Literature on Tenured Associate Professors

• May experience:
  • Low morale when compared to other ranks, or when reflecting on time as Assistant Professor
  • Decreased institutional and/or departmental attention relative to pre-tenure faculty
  • Lack of mentoring and career planning
  • Lack of clarity regarding promotion criteria
    (Baldwin & Chang, 2006; Pruitt et al., 2010; Strange & Merdinger, 2014)

• Some call it an “academic midlife crisis”.

Literature on Tenured Associate Professors

• Challenges
  • Disproportionate service demands/administrative duties for associates that interfere with progress toward promotion, especially for female and minority faculty
  • Need for more flexible and inclusive “paths to professor” that recognize a broader range of contributions
  • Unclear and inconsistent feedback and communication between candidates and DEOs, Deans, or senior colleagues
UI Snapshot of Tenured Associate Professors
UI Snapshot of Tenured Associate Professors

- 31% Associate Professors at UI (456 out of 1465)
- 40% Female
  - Approximately half a year longer for promotion
- 7.7% Faculty members from URM groups

(as of November 2020)
UI Snapshot of Tenured Associate Professors

- **53%**
  - 0-5 years past tenure

- **54%**
  - URM faculty are 0-5 years past tenure

- **68%**
  - 0-10 years past tenure

(as of November 2020)
Associate Professor Project (17-18)

- Office of the Provost Survey of Associate Professors
  - Sent to approximately 200 UI associate professors
  - 141 responses (nearly 70% response rate)

- Office of the Provost Focus Groups, in collaboration with Faculty Senate and HR
  - Conducted three focus group sessions fall 2017
  - Approximately 70 participants across all colleges
I aspire to be promoted to full professor. I aspire to be promoted to full professor, and I have received formal feedback from a DEO or supervisor regarding my progress toward promotion. I aspire to be promoted to full professor, and I would value regular reviews regarding my progress toward promotion.
My department has a culture in which associate professors are encouraged to work toward promotion to full professor. I understand the expectations and what one needs to accomplish in order to be promoted to full professor. My DEO/Associate Dean provides me with adequate support and guidance to advance my career goals.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
I would prefer to spend a greater proportion of my time on research. 

My teaching obligations make it difficult to find time for research. 

My student mentoring activities make it difficult to find time for research. 

My service or administrative obligations make it difficult to find time for research.

Office of the Executive Vice President and Provost
Time to Next Promotion

• For the tenure track:
  • Ranges between 1 year and 17 years
  • Women promoted at an average of 7 years
  • Men promoted at an average of 6 years
  • Quickest in Law; slowest in Pharmacy

• For the clinical track:
  • Minimum is 1 year, max is 18 years
  • Women promoted at an average of 7 years
  • Men promoted at an average of 6 years
  • Quickest in Law; slowest in Dentistry
Why not seek promotion?

At some point, some feel “stuck“, which is more common than may be appreciated

Reasons why some may remain in current rank:

- Lack or paucity of scholarly productivity rather than poor teaching
- Fear of failure
- Workload paralysis – too much going on …
- Need support to make decision
- Comfort as Associate Professor which may lead to disengagement
“Disengaged Associate Professors”

Characterized by:

- Withdrawal from intellectual exchange and collaboration with colleagues,
- Not a participant on decision-making processes,
- Deliberate withdrawal from departmental social activity (or giving cynical advice to junior faculty),
- Lack of involvement in mentoring relationships

Huston, Norman, & Ambrose (2007)
Changing Directions

- A way of addressing feelings of been stuck, disengaged, unmotivated, and in need of guidance
- What does it look like?
Associate Professors: Role of the DEO

- Clarify promotion standards
  - Assist in defining what constitutes national reputation
- Continue to provide mentoring
- Address needs of women and underrepresented minority (URM) faculty
- Strategic use of limited resources (e.g., travel funds)
- Reward and acknowledge departmental contributions (e.g. program coordination work)
- Others? Suggestions for UI-level approaches?
Dr. Smith has been an Associate Professor in the department for 6 years. While her teaching reviews are exceptional, the service and research activities need to improve as she considers promotion to Full Professor. You are a first time DEO and during your annual review with Dr. Smith you discussed that her research productivity does not meet the load expectations for a faculty member in the college. You also encouraged her to consider other more visible service opportunities at the collegiate or university level. She gets angry and attempts to justify her only published book chapter [only publication in a 3-year period] as significant work. She proceeds to express her frustrations using some strong language. As the situation escalates, she speaks about these evaluations as one of the reasons why good faculty leave the university and why people like you [as DEO] are sent to some departments to clean the house. She storms out of your office and says that she will bring this directly to the Dean and whomever else needs to be involved.
Professors

What to do with them??
Literature on Professors

• Newly minted Full Professors find themselves with 2 potential choices after promotion:
  • Higher-level administration
  • Dig deeper into their already established line of research
• The question becomes “Where to invest my time and energy?”

(McDaniel, 2019)
Literature on Professors

• Challenges
  • Decreased productivity
  • Lack of motivation
  • Making decision about retirement
  • Disengaged Professors

• Finding out what Professors want
  • Recognition / Relevance
  • Leadership options
  • Prestige
Disengaged Professors

• Big challenge:
  • Lower to no scholarly productivity
  • Lack of engagement in departmental decision making
  • Not interacting with junior or midcareer faculty
  • Big challenge and loss for departments in terms of institutional memory, productivity, prestige etc …

How can we keep the fire lit?
Literature on Professors

• Disengaged? Changing directions? Where to start:
  • Is the new endeavor fun?
    • Teaching, research, or service opportunities
    • Engage with others that share same “fun”
  • Is this helping me develop in a new way?
    • Becoming a student again without the pressure of “climbing the academic ladder”
  • Is this connected to something I feel passionate about?
    • Projects that allow for the diversification of interests that advance things they care about
    • Projects that can expand the network or audiences
  • Do they feel accomplishment?
    • Projects that increase pride, projects worth doing

(McDaniel, 2019)
## Faculty by Age

<table>
<thead>
<tr>
<th>Track</th>
<th>Average Age</th>
<th>Minimum Age</th>
<th>Maximum Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Track</td>
<td>46.9</td>
<td>27.2</td>
<td>88.3</td>
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<tr>
<td>Instructional Track</td>
<td>48.3</td>
<td>26.4</td>
<td>77.3</td>
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<td>Research Track</td>
<td>48.6</td>
<td>34.8</td>
<td>83.1</td>
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<td>Tenure Track</td>
<td>40.0</td>
<td>28.0</td>
<td>65.7</td>
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<tr>
<td>Tenured</td>
<td>56.4</td>
<td>32.1</td>
<td>90.5</td>
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<tr>
<td>All Tracks</td>
<td><strong>50.2</strong></td>
<td><strong>26.4</strong></td>
<td><strong>90.5</strong></td>
</tr>
</tbody>
</table>
“Aging Professoriate”

Complex and diverse reasons underlie aging faculty reluctance to retire:

→ **Financial.** After the recession depleted many retirement savings accounts, many professors are concerned about financial security in retirement.

→ **Health-related.** Many are feeling healthy and energetic and desire to keep working.

→ **Psychological.** The identity of many professors is inextricable from their academic work; they can’t imagine life after the academy.

→ **Social/emotional.** Many faculty are deeply invested in campus life, having spent most of their adult lives at the institution. They are not ready to sever the ties.
Professors: Role of the DEO

- Promote potential leadership opportunities in lieu of paucity of research activities
  - Department, collegiate, university, or professional leadership
- Encourage mentorship of junior faculty as way of keeping involvement in departmental life
- Listen, engage in reflection related to career development / achievements, support retirement when appropriate
- Explore reason(s) for disengagement
  - Research productivity and teaching effectiveness do not end with promotion to Professor
Dr. Johnson has been a Full Professor for 7 years now. He is the only one, besides you. While he had continued to work on his research, his publication rate is down to 1 article every 3 years. His teaching evaluation just reached below department norm (3.48 / 3.5), and he is totally disengaged from departmental life. He rarely attends meetings, do not take part on strategic decision making, or has taken time to mentor any of his more junior colleagues. You have been approached by Associate Professors Jensen and Holt, as they feel they are carrying the bulk of the departmental service, program coordination, and mentoring of faculty and students. Dr. Johnson says that his current research keeps him busy and that the other thing he can fit on his schedule are his 2 assigned courses.
Closing Thoughts

- Your leadership is important and positively affects the career of others
- Work to meet faculty where they are in terms of their passions, needs, and wants
- Create a departmental culture of inclusion where all ideas can be fully expressed and valued
- While at it, have fun and remember to cultivate your own passion
Upcoming Seminars

.highlight

➔ DEO Leadership Conversations
  • October 21 – Terry Johnson
  • November 17 – Liz Tovar
  • March 4 - Marty Scholtz
  • April 13 – Rod Lehnertz, Pete Matthes, Cheryl Reardon, Carroll Reasoner

➔ Conducting Effective Faculty Reviews
  • February 16 - Part 1
  • March 2 - Part 2
IOWA