Faculty Development & Advancement

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October 21, 2020
Goals for Today’s Presentation

- Workshops, resources and training opportunities offered by FDA in support of faculty advancement and retention
- Participation in the IChange initiative to increase STEM Faculty Diversity
- Gathering, interpreting and sharing data about faculty recruitment and retention
FDA Professional Development Offerings

- **Writing Retreats**
  - Community of Practice
  - Time Management reinforcement

- **Accountability Groups**
  - TEAMS channels
  - Accountability sharing

- **New Faculty Deep Dive**
  - NCFDD Materials
  - Introduction to FSU peers

- **NCFDD**
  - Shared via social media
  - Highlighted with group discussions
On-demand access to the mentoring, tools, and support you need to be successful in the Academy

Join NCFDD
FACULTY ADVANCEMENT

- P&T Workshops
- Path to Full
- What’s Next?
- Leadership Development Groups
- ACC Academic Leaders Group
Aspire seeks to increase underrepresented student success in STEM by aligning the professional development, recruitment, and retention of diverse and inclusive faculty.
INSTITUTIONAL MODEL for FACULTY DIVERSITY

INSTITUTIONAL CONTEXT

RECRUITMENT
(identifying and hiring new faculty)

OUTREACH
(long term efforts to build pool)

HIRING
(process, selection, and short term pool development)

YIELD
(getting applicants to accept offers)

TRANSITION
(fostering smooth and welcoming entry into an institution and campus community)

RETENTION
(keeping faculty)

PROFESSIONAL DEVELOPMENT
(building skill and professional development in teaching, service, and research)

ADVANCEMENT
(promoting successful navigation of tenure and promotion policies and processes)

SATISFACTION AND SUPPORT
(addressing sense of belonging and community, work-life balance, and satisfaction)

@Aspire Alliance @APLUIcludes Hub #ICN meeting 19
Guiding Framework

Systems Approach
Sustainable change requires changing systems
Identifying targets for intervention

Data based
Ongoing collection and reporting of data
Using data to inform interventions
Percent of URM Faculty and Students

- Faculty
- Undergraduate Students
- Graduate Students


Faculty:
- 2012-2013: 9.0%
- 2013-2014: 9.8%
- 2014-2015: 9.4%
- 2015-2016: 9.8%
- 2016-2017: 9.8%
- 2017-2018: 10.8%
- 2018-2019: 11.9%
- 2019-2020: 12.8%

Undergraduate Students:
- 2012-2013: 25.5%
- 2013-2014: 26.6%
- 2014-2015: 27.6%
- 2015-2016: 28.9%
- 2016-2017: 30.1%
- 2017-2018: 31.2%
- 2018-2019: 31.9%
- 2019-2020: 32.7%

Graduate Students:
- 2012-2013: 18.8%
- 2013-2014: 17.7%
- 2014-2015: 19.3%
- 2015-2016: 19.0%
- 2016-2017: 20.8%
- 2017-2018: 21.9%
- 2018-2019: 23.7%
- 2019-2020: 25.3%
Percent of URM Faculty Hires

- 2012-13: 9.4% (44)
- 2013-14: 9.7% (29)
- 2014-15: 8.7% (23)
- 2015-16: 10.9% (30)
- 2016-17: 10.2% (29)
- 2017-18: 14.0% (44)
- 2018-19: 16.0% (72)
- 2019-20: 15.0% (69)
FACULTY RETENTION
Faculty Retention
(hired as Asst. Prof.s 2007-2013)

All Retention (#)

NonURM Male: 123
- Active: 65
- Inactive: 58

NonURM Female: 69
- Active: 47
- Inactive: 22

URM: 25
- Active: 16
- Inactive: 9

Retention Rates:
- NonURM Male: 65.4%
- NonURM Female: 59.5%
- URM: 39.0%
Increasing Faculty Retention

• Identify and mitigate factors that lead to faculty attrition
  - Exit interviews
  - COACHE retention study

• Fostering a climate that promotes excellence & retention
  • COACHE faculty satisfaction survey
  • Interventions tailored to address areas of concern
    • Mentoring for Associate Professors
    • Interdisciplinary research and teaching
CAUSES OF FACULTY ATTRITION?

- Exit Interviews
- COACHE Retention Study
• Confidential survey of faculty satisfaction
• Administered every three years, to be administered in spring 2021
• Comparison groups:
  • “Cohort” (large group of universities who administered the survey around the same time)
  • “Peers”: Five R1 institutions with similar profile to FSU

Areas of strength (all faculty combined)
• Appreciation and Recognition
• Departmental Quality
• Governance: Adaptability
• Governance: Productivity
• Governance: Shared Sense of Purpose
• Governance: Trust
• Governance: Understanding the Issue at Hand
• Health and Retirement Benefits
• Leadership: Divisional
• Leadership: Faculty
• Leadership: Senior
• Nature of Work: Research
• Nature of Work: Service
• Personal and Family Policies
• Promotion to Full

Areas of concern (all faculty combined)
• (No areas of concern)
COACHE Dashboard Guide

Benchmark Dashboard

This is the overall score (between 1 and 5) for all faculty respondents at your institution.

These columns describe how your faculty's responses compare to similar faculty at other COACHE institutions: tenured vs. tenured, men vs. men, faculty of color vs. faculty of color, etc.

Your ranking among peers:
- 1st or 2nd
- 3rd or 4th
- 5th or 6th

Your percentile among your cohort:
- Top 30%
- Middle 40%
- Bottom 30%

What do these triangles mean?
These symbols represent results that fit COACHE's criteria for "areas of strength" (in green) and "areas of concern" (in red).

This result, for example, shows that your female faculty are less satisfied than are women at your peers (▲), but more satisfied than are women at 70% of other institutions (▼). Although the women at your institution are "less satisfied" than women at peers, they still fare better than most.
<table>
<thead>
<tr>
<th>Mentoring</th>
<th>Mean</th>
<th>Overall</th>
<th>White</th>
<th>Asian</th>
<th>URM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectiveness of mentoring within dept.</td>
<td>3.77</td>
<td></td>
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<tr>
<td>Effectiveness of mentoring outside dept.</td>
<td>3.64</td>
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<tr>
<td>Mentoring of pre-tenure faculty in dept</td>
<td>3.36</td>
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<tr>
<td>Mentoring of tenured associate profs in dept</td>
<td>2.63</td>
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<tr>
<td>Support for faculty to be good mentors</td>
<td>2.67</td>
<td></td>
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<tr>
<td>Leadership: Departmental</td>
<td>Mean</td>
<td>Overall</td>
<td>White</td>
<td>Asian</td>
<td>URM</td>
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<tr>
<td>Head/Chair: Pace of decision making</td>
<td>3.63</td>
<td></td>
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<tr>
<td>Head/Chair: Stated priorities</td>
<td>3.53</td>
<td></td>
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<tr>
<td>Head/Chair: Communication of priorities</td>
<td>3.51</td>
<td></td>
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<tr>
<td>Head/Chair: Ensuring faculty input</td>
<td>3.63</td>
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<tr>
<td>Head/Chair: Fairness in evaluating work</td>
<td>3.81</td>
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Areas of strength in **GREEN**
Areas of concern in **RED**
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QUESTIONS?
Diversity & Inclusion in Admissions

A PREEMINENT FLORIDA UNIVERSITY
Removing admissions barriers

• Eliminating the need to receive an application fee waiver from the high school counselor
• Removing the need to get an official transcript from the high school
• Reducing the need to have official test scores sent from the testing agency
• Offering application and financial aid workshops at select Title 1 high schools
Application Trends

![Application Trends Graph](image-url)
2019-2020 APPLICANTS

Students Admitted With:
- All As and Bs: 63%
- Advanced Math: 57%
- Adv. World Lang.: 41%

Average Number of High School Units:
- English: 4.5
- Math: 5.5
- Natural Science: 5.0
- Social Science: 5.0
- World Language: 3.5
Evaluation Factors

- **Academic Achievement**
  - Grades, rigor of curriculum, test scores

- **Extracurricular Activities**
  - Essay, resume, volunteer work/community service

- **Life Challenges**
  - Family instability, economic hardships, medical conditions

- **Landscape Data**
  - School profile and neighborhood data
Landscape Tool

- The Landscape tool contextualizes the student’s academic accomplishments with where a student lives and learns.
- The Landscape tool is race neutral, but we found that higher disadvantaged level scores were associated with a higher proportion of under-represented minorities.
- Applicants from the same census tract share the same neighborhood data and indicators; applicants from the same high school share the same high school data and indicators.
- The high school data relies upon data from the National Center for Education Statistics (NCES), National Student Clearinghouse, and the Integrated Postsecondary Education Data System (IPEDS). Neighborhood census data is from the American Community Survey (ACS).
- Used the Landscape tool to award academic scholarships benefitting students with excellent academic background but with higher disadvantaged scores.
FALL OR SUMMER ADMIT

FALL
Core GPA: 4.1 – 4.5
SAT: 1290 – 1410
ACT: 29 - 32

SUMMER
Core GPA: 3.9 – 4.4
SAT: 1200 – 1330
ACT: 26 - 30
Current challenges

- **Florida One Initiative** - Executive Order 99-281 issued by Governor Jeb Bush in November 1999 eliminated the use of race or gender in college admissions and governmental contracts.

- **Limited access to take ACT and SAT test scores** – Florida BOG admissions regulation 6.0002 requiring ACT/SAT test score for admission to all 12 public universities in Florida.

- **Limited access to college counseling** - One counselor for every 455 (American School Counselor Association, 2019)

- **Limited access to technology** – 35% of lower income household with school-age children did not have broadband internet connection at home (Pew Research Center, 2015)

- **Impact of COVID-19** – Travel restrictions, limited face-to-face interaction, limited outreach
Current initiatives

• **High School Partners Program** – Created in 2015 to increase access for traditionally underrepresented students

• **SSTRIDE (Science Students Together Reaching Instructional Diversity and Excellence)** – Partnership with College of Medicine to assist underrepresented students interested in Pre-Med and Health Science Programs

• **Community Outreach** – Connecting with Community Based Organizations in Jacksonville to create collaborative recruitment events

• **Non-Traditional Recruitment** – Livestream Q & A’s, virtual events
Questions?

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