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By Sylk Sotto-Santiago, Christen Dilly, Heather O’Leary, Hannah Craven, Areeba Kara, Cynthia Brown,
Amy Kressel, Theresa Rohr-Kirchgraber, and Linda DiMeglio

Faculty members have been impacted in a multitude of ways by the COVID-19 pandemic. In particular, faculty seeking promotion and tenure have been impacted by the disruption and inconsistent levels of productivity. In this article, we consider academic productivity in the context of clinical, research, education, and service missions within higher education and the academic medicine professoriate. We offer a series of recommendations to faculty members, to institutions, and to professional societies in hopes we can challenge pre-existing deficits in promotion and tenure processes, and academic worth.

Faculty Externships: Understanding and Capitalizing on the Latest Trend in Faculty Development 19
By Chad J. Kinsella and Brandon C. Waite

As colleges and universities have shifted more resources toward faculty development initiatives to demonstrate their commitment to student learning outcomes, the field of faculty development studies has grappled with the choice of what to include in these programs and for what purposes. This article examines the value of adding faculty externships to the curricula of these initiatives by reflecting upon the experiences of an assistant professor to better understand how his participation in a faculty externship program bolstered his core responsibilities (i.e., research, teaching, and service) and prepared him to take on future leadership roles on campus. The article concludes with a framework aimed at helping developers better implement and execute their faculty externship program.

Special Section

Intentional Leadership Development Programming for Advancing Women Leaders 27
By Susan A. Colby and Tracie Salinas

Higher education is challenged by its lack of women leaders but perhaps more so by the lack of unique skills and perspectives that women tend to bring to leadership roles. As part of a comprehensive program portfolio, Appalachian State University has intentionally designed leadership development opportunities that support and empower women and cultivate a culture within which women’s leadership skills are valued and effective. This article describes how our institution is meeting the unique needs of women leaders through complementary programs focused on providing education, experience, and exposure (Kaye & Giuliani, 2012). Findings demonstrate the importance of cultivating leaders who support women faculty as well as targeting women’s leadership capacity specifically.

Developing a System to Support the Advancement of Women in Higher Education 34
By Lynn K. Bartels, Sandra E. Weissinger, Leah C. O’Brien, Jamie C. Ball, P. Denise Cobb,
Jessica Harris, Susan M. Morgan, Sierra B. Moody, and Matthew L. Feldmann

Female faculty in higher education face challenges in promotion and are more likely to leave academia than male faculty. Faculty development can play an important role in changing the institutional system within which female faculty work to help support their promotion and retention, which, in turn, can lead to more diverse and equitable systems for supporting a diverse student body. This paper identifies professional development for three groups. One, senior faculty, especially white male faculty, can be trained to be advocates and allies for female faculty by learning how to identify and intervene when discriminatory behaviors occur. Two, department chairs play a key role in creating an equitable and supportive departmental climate for all faculty. Despite their important role, department chairs often receive minimal training. Workshops on family-friendly benefits can help them support their faculty when family issues affect their ability to do their faculty jobs. Finally, promotion and tenure committees are asked to review faculty achievements and make recommendations about

whether faculty members have earned promotion and/or tenure. Their recommendations are critical for faculty retention and promotion. We review several ways that gender bias can be addressed through promotion and tenure committee development activities including workshops, simulations, and interactive theater.

Distributed Peer Mentoring Networks to Support Isolated Faculty 43

By Anne Cox, Cindy Blaha, Beth Cunningham, Anne-Barrie Hunter, Rachel Ivie, Sarah Phan-Budd, Idalia Ramos Colon, Emily Rice, Laura Tucker, and Barbara Whitten

Distributed peer mentoring networks are a valuable and cost-effective way to support isolated faculty. Our National Science Foundation (NSF)-funded eAlliance project supports 12 such networks for women physics faculty at all ranks and across varied institutions. We discuss how they function for the participants, particularly the advantages of being outside local politics that lead to easier formation of trust, ability to request feedback about departmental concerns, and utility of sharing resources used at different institutions. We also describe the management of such networks and identify elements that help make them successful: confidentiality, external validation and voluntary commitment.

Women's Perceptions of Explicit and Implicit Criteria for Promotion to Full Professor 49

By Danielle Bessett, Laura Dudley Jenkins, Katherine Castiello Jones, Amy Koshoffer, Amber Burkett Peplow, Stephanie Sadre-Orafai, and Valerie Weinstein

How can colleges and universities increase the number of women full professors? Criteria and expectations for promotion need more scholarly scrutiny. Through a game-based study, women associate professors from arts, humanities, social science, and STEM fields at a public urban research-1 university categorized different aspects of promotion criteria as either implicit or explicit and reflected on these categories in discussions and feedback forms. Making criteria more explicit was not always preferred, especially if they became more restrictive or institutionalized gendered service burdens, but participants advocated making expectations clearer and more inclusive in areas of common concern: timelines, dossiers, and service.

Women in Higher Education: Re-imagining Leadership in the Academy in Times of Crisis 57

By Vicki L. Baker

The current global pandemic has both highlighted women's leadership effectiveness in times of crisis while also shining a light on the challenges women professionals, particularly working mothers, face. Informed by research and practice, the aim of this manuscript is to offer a call to action—one that offers a more productive approach to advancing women academics in leadership post COVID-19.

Navigating the Academic Labyrinth: The Influence of Leadership and Professional Development for Women Engineering Department Chairs 63

By Kayla Person and Christina W. Yao

This qualitative study examines the previous leadership experiences and professional training that helped prepare women faculty to become engineering department chairs. Colleges of engineering and institutions of higher education must better understand the professional development experiences of women who are department chairs to identify how to prepare, attract, and retain women in this leadership position. The findings show opportunities that contributed to participant's professional training and readiness to take on leadership roles within academia which included prior leadership opportunities, professional training opportunities, and examples of creating their own opportunities.

A Year in the Faculty Writing Group: Equity for Women Academics in Higher Education 70

By Nadine Bryce

An online faculty writing group can be a place to challenge and disrupt oppressive practices and processes that can result in marginalization for women academics, especially for women faculty of color. This article highlights how one self-determined group of women faculty empowered themselves to learn and grow as academic writers, altering their own visions and redefining their work environments through an online writing group.

Book Reviews

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by Libby Roderick 79**

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