

**CAS INTERNAL AWARDS.  
PILOT GRANTS**

Omotayo Jolaosho	AFA	Freedom Songs and Public Memory in Post-Apartheid South Africa
Christian Wells	ANT	Tampa Bay Healthfields Partnership for Environmental Justice

Following the leadership of last year's Chairperson (Gabriel Picone), a subcommittee was formed this year, which explored another charge of this committee, namely the welfare of the College's faculty. The subcommittee was under the leadership of Dr. Stephen Turner, and it focused on the welfare of Associate Professors.

This report has two sections. First, it lists the grants we were able to distribute via the internal grant program (pages 2-3), and secondly, it discusses the recommendations of the subcommittee on the welfare of Associate Professors. The oral report will only include the recommendations of this subcommittee.

Internal Awards: Although we faced reduced funding (program cut \$20K), we were pleased to fund 25 travel grants and 8 pilot grants. We hope to have the full \$120K for CAS Internal Awards Program next year.

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*Report from the Faculty Development Committee.*

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Diane Wallman	ANT	Ethnographic observations of modern practices in areas historically affected by the Atlantic Slave Trade
Kirpal Bisht	CHM	Synthesis, Separation and Characterization of the four Stereoisomers of the Ketamine Oxime
Jane Jorgenson	COM	Exploring the Work-Family Predicaments of Mothers of Special Needs Children
Bogdan Onac	GEO	Using cave bat guano to test paleoclimate and anthropic impact hypotheses
Tammy Allen	PSY	Efficacy of Mindfulness-based approaches at Reducing Physiological Stress and Improving Behavioral Health
Amanda Huensch	WLE	Investigating the development of oral fluency in spontaneous speech in study abroad

#### TRAVEL GRANTS

David Himmelgreen	ANT	Monteverde Institute (MVI) in Costa Rica for collaborative work toward NSF proposal
Diane Wallman	ANT	Society of Africanist Archaeologists 23rd Biennial meeting in Toulouse, France
Nancy Romero-Daza	ANT	Assisted Reproduction, Costa Rica
Roberta Baer	ANT	International Meeting of the Society for Applied Anthropology, Vancouver, Canada
Gary Daughdrill	CMMB	Intrinsically Disordered Proteins Gordon Research Conference in Les diablerets Switzerland
James Riordan	CMMB	Enterohemorrhagic Escherichia coli (EHEC) conference
Meera Nanjundan	CMMB	FASEB 2016 "Lipid Droplets: Dynamic Organelles in Metabolism and Beyond" in Snowmass, Colorado
Ambar Basu	COM	Communication for Social Change: Intersections of Theory and Practice at the National University of Singapore
Andrei Barbos	ECO	Society for the Advancement of Economic Theory conference, which will take place in Rio de Janeiro, Brazil
Jarod Rosello	ENG	12 <sup>th</sup> International Congress of Qualitative Inquiry hosted at the University of Illinois at Urbana-Champaign
Jay Zysk	ENG	The Semiotics of Holy Matter in Early English Drama," at the New Chaucer Society's Annual Conference in London

Nicole Guenther Discenza	ENG	International Medieval Congress at the University of Leeds to further your monograph project on "Wonder and Curiosity in Anglo-Saxon England"
Ruilang Pu	GEO	IEEE International Geoscience and Remote Sensing Symposium (IGARSS 2016) in Beijing, China
Sylvain Charbonnier	GEO	Cities on Volcanoes 9 in Puerto Varas, Chile
Thomas Juster	GEO	Earth Educator's Rendezvous in Madison, Wisconsin
Peter Funke	GIA	ICA 2016 conference "Communicating with Power" in Fukuoka, Japan.
Peter Funke	GIA	International Sociological Forum in Vienna, Austria.
Lu Lu	MTH	2016 ASA/IMS Spring Research Conference in Chicago
William Goodwin	PHI	Reasoning Well in the Anthropocene: Philosophical Insights on Climate Change
Jianfeng Zhou	PHY	2016 SPIE Optics + Photonics Conference in San Diego, California
Robin Ersing	PUB	World Conference on Social Work, Education and Social Development in Seoul, South Korea
Gil Ben-Herut	REL	13th Biennial Conference of Asian Studies in Israel
Kersuze Simeon-Jones	WLE	Caribbean Studies Association conference in Port-au-Prince, Haiti
Nicole Tracy-Ventura	WLE	Teaching and Language Corpora Conference in Giessen, Germany
Pablo Brescia	WLE	"Science, Culture and Modernity" conference sponsored by the Center for Latin American Studies, University of Cambridge, England

**Policy Recommendations for  
Encouraging Development for Associate Professors  
for Successful Promotion to Full Professor**

The College of Arts and Sciences (CAS) Faculty Development Committee has as one of its responsibilities providing advice related to faculty development and the encouragement of research, and has been invited to examine possible policy changes in relation to these topics. We have discussed a problem we think is especially important for the University as a whole, as well as for the CAS community, and which is now being discussed in such places as the Chronicle of Higher Education: the problem of stalled career progress among Associate Professors. We recognize that this is a known problem at USF and take that as a mandate for pursuing this report.

*Research Support for Associate Professors*

In our opinion an ideal research support policy should enable and incentivize research productivity throughout the career of an individual.

The University has raised standards for tenure and promotion, and this has put a focus on tenure decisions. But the investment in assistant professors is wasted if professional development stalls after tenure, and especially in the crucial period immediately after tenure.

While new assistant professors require time to develop a research program, funds for research, and especially funds for travel, which is the means by which they establish connections within their professional community, many of these support mechanisms simply disappear after tenure. In all departments, administrative and service demands increase. In some departments teaching loads increase, and in all departments' opportunities for research assignments decrease. At the same time, new incentives that draw people away from research, such as Summer Teaching, become more attractive once the pressure of the tenure process is off. At this stage, newly tenured faculty members are thrown on their own financial resources to support their careers. Departmental travel support is minimal in some departments, and the available university sources through internal grant programs have been biased toward the support of new assistant professors, and are meager and uncertain. Moreover, the rewards for research through annual review and salary increases for merit are negligible. Not surprisingly, far too many faculty decline to invest in their careers by funding their own travel and research, and as a consequence drop out of the relevant communities and fail to continue active research.

Further, it appears USF pales in its commitment to faculty research via the sabbatical process in comparison to the University of Florida. While we currently offer very few and competitive sabbaticals for full pay for one semester or uncompetitive sabbaticals for half pay for full year, the University of Florida, our in-state rival, offers 50 full pay full year and 40 full pay half year sabbaticals in addition to an alternative sabbatical process that is funded to \$500,000 per year. Though these opportunities are negotiated in the collective bargaining agreement and, hence, not solely the purview of the Dean's office, it is easy to see how senior USF faculty will compare unfavorably to senior UF faculty with regard to research productivity simply by virtue of the commitment to time allotted to paid research activity.

The Faculty Development Committee distributed a college-wide call for an open conversation on the topic of promotion to Full professor. On 4/11/16, we met with 15 faculty from 9 departments as well as Associate Dean Elizabeth Bell to host an open conversation on the topic. Many other faculty expressed interest and gave advice but were unable to attend. The resulting conversation revealed many concerns regarding the current process. We base the following policy recommendations in three major sets of concerns: clarify and demystify the process of promotion to Full Professor; remove barriers to continuous productivity, and address the clear gender imbalance apparent at the Full Professor level.

### *Policy Recommendations*

The faculty development policy of the university needs to be re-oriented to support productivity across the entire career, and especially to support the continued research development of new associate professors, who are at a vulnerable career stage.

We have the following recommendations, collected in subgroups.

#### *Clarify and demystify the process of promotion to Full Professor:*

Recommendation 1: Urge departments to complete the process of documenting tenure and promotion standards by documenting standards for promotion to Full Professor. Consider that the form of such standards can be incentivizing or dis-incentivizing. Setting standards too high such that they can only be reached shortly prior to retirement, for example, will be disincentivizing. Also, setting tight promotion clocks, as opposed to looking at one's entire record since tenure, can also be disincentivizing. During and post-development, departments also need to hold conversations between senior and junior faculty about these promotion standards.

Recommendation 2: Develop a mentoring program for associate professors to encourage continued research and to provide advice and support during the vulnerable period after tenure.

Recommendation 3: Open a discussion forum (ie, on Canvas) for facilitating the mentoring of Associate Professors across departments.

#### *Remove barriers to continuous productivity:*

Recommendation 4: Strongly encourage the first post-tenure sabbatical, especially if it allows the faculty member to be part of another university environment or develop a new research agenda. This may require additional financial support, but certainly requires flexibility and a sensitivity to the special needs of newly tenured faculty to solidify their membership in the faculty and role in their professional community.

Recommendation 5: Create and implement a program to offer summer research money (perhaps, \$5000) to avoid the draw for summer teaching. This may be resource neutral if the summer faculty

salaries are replaced by graduate student summer salaries. This would be a win-win situation for faculty and graduate students. Alternatively or in addition to this program, create a program to offer RAs for summer work to be dedicated to Associate Professors.

Recommendation 6: Create a program to assure that research activity that results in publication is rewarded regardless of the rank of the Professor.

Recommendation 7: Reform the internal grant system to provide more predictable outcomes relevant to the goal of incentivizing research productivity and supporting ongoing engagement with relevant research communities. At the moment, there is no follow-up to assess the effectiveness of the awards that are given, and it is questionable whether this system is effective. Direct rewards for actual accomplishments are preferable and less subject to uncertainty and bias.

Recommendation 8: Remove practices that discriminate against associate professors and full professors, such as scoring systems in internal grant procedures or increased course loads (unless the faculty is not actively engaged in scholarship).

Recommendation 9: Compensate the demands of time-intensive committee work and service (such as service on the tenure and promotion committee), either by release time or financial incentives, in a way that supports research activity, rather than substituting for it.

Recommendation 10: Encourage departments to protect Assistant Professors from too much service work, but not such that Associates are then overloaded with service. Encourage shared governance and service, the areas where Associates do more committee work, but make better efforts at distributing this work to all ranks.

Recommendation 11: Reduce the cost of course release from  $\frac{1}{4}$  of faculty salary (depending on teaching load) to the cost for a replacement instructor. This would increase opportunities for faculty with small grants to be able to dedicate more time to scholarship, but not harm the department's teaching goals.

*Address the clear gender imbalance apparent at the Full Professor level<sup>1</sup>:*

Recommendation 12: With regard to work/life balance, it is clear that many faculty wait until after tenure to begin trying to have a family. This process can be especially taxing on people who are the gestational parent. While USF has a very generous parental leave policy, it does not address how it can be used. Given that each faculty member will likely only experience gestation a limited number of times and that each department chair, especially those who are in rank for short time span, will likely only address the issue a limited number of times, it may be common that interpreting the parental leave policy will be a new or nearly new experience in almost every instance. Therefore, we encourage the Dean's office to outline its position with regard to how

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<sup>1</sup> While a similar imbalance for racial representation may also exist, the data on this are not immediately available to this committee. A study currently underway should inform this issue. We encourage the Dean's Office and next year's Faculty Development Committee to assess this issue as these data become available.

departments are encouraged to use this policy, especially with regard to promoting the research agenda for gestating parents (for example, considering a higher research load and lower teaching load such that faculty may get work under review and motivate the publication process throughout the pregnancy process). Further, much research indicates that the care gap in our society (for children and other family members) is often managed by women faculty, and FMLA policies are simply insufficient to address short-term, intensive or longer-term needs for faculty to adjust their work schedules in response to external demands on their time. A college-wide policy of encouraging chairs to work with faculty to shift teaching workloads (in terms of timing, location, intensity, load) to deal with these care needs could reduce faculty strain and encourage a continuation of faculty research during such times.

Recommendation 13: Institute training to circumvent gender bias when interpreting promotion applications. Gender bias during review for promotion is well documented. Our own data from the Title IX committee indicate a significant gender imbalance with regard to Full professors. While we cannot assert that gender bias is evident in clear instances, we can take steps to preempt its effects by working to train tenure and promotion packet reviewers of common bias processes.

#### *Models at other universities*

In addition to our discussion of UF's sabbatical policy earlier, we became aware of several other models from peer universities that could, with appropriate modification, be applied at USF and in CAS.

Western Kentucky pays professors \$5,000 per article and \$1,000 per grant application out of non-recurring funds. This provides a clear and direct incentive that would justify self-investment in a research career.

The University of California Santa Cruz has an informal system which provide money in a faculty member's research account for service on particularly demanding committees. This allows research active faculty to participate in these committees and to further their research interests through participation.

Virginia Tech has a program which is specifically aimed at supporting restarts of careers post-tenure. It is a commonplace that it is often necessary for faculty members to develop new fields and new skills during this period, and a well-designed program would enable this.

The University of Washington reimburses departments at TA or adjunct rates for faculty members who have been assigned to demanding committees and are given release time.

These models all have the virtue of supporting and incentivizing a research career.