

VERA KING FARRIS Doctoral FELLOWSHIP

Overview

The Vera King Farris Doctoral Fellowship (VKF Fellowship) represents an effort to increase faculty diversity on campus.

- Introduce Stockton to early-career underrepresented minority (URM) doctoral students who might not otherwise have considered a regional comprehensive (RC) institution of higher education.
- Provide mentorship and support to increase future success and retention for Stockton faculty and students.
- Increase opportunities for existing Stockton faculty and students to work with early career women in STEM Fields (WSTEM).
- The VKF Fellowship is a pipeline-building program for graduate students who have completed all requirements for the doctoral degree except the dissertation (ABD); candidates seeking an opportunity to work at an RC campus for a two-year fellowship with an opportunity for a tenure-track faculty position at Stockton. The initiative creates a more robust pathway into academe for historically under-represented minority faculty and women in STEM fields. The VKF Fellowship is a program designed to increase the pace of degree completion and build a more robust pipeline to the professoriate for URM/WSTEM doctoral students.

Introduction

Stockton excels at providing students with access to a wide range of degrees with a strong interdisciplinary foundation, which lead to significant opportunities and careers after graduation. RCs are the bedrock of “education for the masses” and have been referred to as “people’s universities” in recognition of their missions to provide access to higher education and support regional economies and civic and cultural life.¹ RCs, like Stockton University, are therefore especially well poised, both by their mission and composition, to provide new faculty

¹ Orphan, C. (2018). *Why regional comprehensive universities are vital parts of U.S. higher education*. Scholars Strategy Network (SSN). Retrieved from: <https://scholars.org/brief/why-regional-comprehensive-universities-are-vital-parts-us-higher-education>

from a range of diverse backgrounds with the experiences and support necessary for success in today's higher education landscape.

However, graduate students pursuing employment as university professors may overlook career pathways at RCs. Many feel pressure to apply for jobs exclusively at research-intensive universities because they think it is the expected and most-valued path or are strongly encouraged by their faculty mentors to pursue only R1 career options. Graduate students are often bogged down with myths and assumptions about non-R1 opportunities. We have found that some of our applicants see RCs as a “backup plan” until a “real” position (meaning one at an R1 university) can be secured.²

Although RCs enroll the largest proportion of underrepresented students among all types of four-year institutions—including military veterans, adult learners, ethnic minorities, first-generation students, and immigrants—they are often the last career choice for URM and WSTEM faculty. This is largely due to the low number of graduates in these demographic sectors and the increased competition from all universities seeking to diversify their faculty.

Additionally, faculty who do elect to take a tenure-track position at a teaching-focused RC may have little understanding of that environment and limited experience in the classroom. These factors may lead to diminished retention, as the learning curve may be too steep to achieve simultaneously with the scholarly production necessary for tenure.

Stockton has a strong commitment to diversifying our ranks through hiring URM and WSTEM faculty. We understand this will enrich the education of our students as well as enhance the job satisfaction of all faculty across our institution. The goal of the VKF Fellowship is recruitment and retention of faculty through the creation of a pipeline. We hope that a successful experience at Stockton University will result in a large pool of diverse candidates who are more likely to be hired and retained in tenure-track positions.

Conception of the fellowship/overview

The **VKF** is a four-pronged approach to increase faculty diversity on our campus. First, it will introduce diverse early-career faculty that might not otherwise have considered the advantages of a regional comprehensive university. Second, it will provide mentorship and support to increase future success and retention. Third, it will increase opportunities for existing faculty and students to work with WSTEM and URM early career faculty, thus enriching each campus and creating a collaborative network across the state. Fourth, it will provide an opportunity for a tenure-track position at the institution post fellowship.

² Grollman, E.A. (2015). *Figuring out where you want to land after graduate school*. Chronicle Vitae. Retrieved from: <https://chroniclevitae.com/news/1194-figuring-out-where-you-want-to-land-after-graduate-school>

Working through a Stockton VKF Committee, we will recruit URM and WSTEM faculty who are nearing completion of their doctoral/terminal degree (“all but dissertation”) into tenure/tenure track vacated positions. VKF would receive a one-year renewable contract (up to two years), professional development equal to tenure-track faculty, reduced teaching load (not to exceed 50% year one, 30% year two), participate in a cohort related pedagogy enriching professional development for a regional comprehensive and will attend all faculty obligations on their assigned campus including new-faculty seminars and support programs. VKF would be reviewed annually by their department to ensure that they are successful faculty and productive and collegial members of the department. All VKF would be paired with a campus senior faculty member to help facilitate integration and support. VKF would also have opportunities to work with students through faculty/student initiatives including undergraduate research programs, faculty development centers (i.e., “Teaching and Learning Centers”), first-year experience programs, multicultural center and other initiatives.

Specifics of Fellowship

1. RECRUITMENT and MATCHING

Stockton will **recruit** ABD faculty collaboratively including:

- A. Advertise through Higher Ed, Chronicle and HERCs directly.
- B. Create a website that will link off the VKF website that will include
 - a. General information on the program, details and information on how to apply
 - b. Links to all campus diversity websites (which also link back to the VKF site above)
- C. Direct mailings and emails to universities with doctoral programs serving URM and WSTEM
- D. Face to face contact/recruitment

Stockton will **develop an application** process that will include:

- A. A statement from each applicant on why they are interested in a regional comprehensive university.
- B. Information on each Fellow’s research/scholarship, teaching and service areas of interest and goals.
- C. Letters of recommendation or reference contact information for each.

Stockton will **vet and place** applicants using the following process.

The following timeline is still under development, but the intent is to have final matches made with adequate time for campus support. After year 1, the timeline can be accelerated to follow typical hiring calendar (approximately October to April):

- A. December/January: Invite applications to be submitted by then.

- B. February: the working committee will review applicants for viability as a WSTEM or minority faculty and forward the applicant to the relevant school/program to continue the applicant, interview and hiring process.
 - a. Working Committee representation may include a chair, dean, DEI representative, faculty from each school.
- C. February/March: invite each applicant nominee to Zoom Call through the school/program committee. Interviews shall consist of questions to and by the applicant (split time).
- D. After completing the interviews, applicants shall be ranked by the appropriate school for a department campus zoom interview or in person as determined to be appropriate.
- E. May: final decision.

2. SPECIFICS OF FELLOWSHIP:

- A. Salary commensurate with discipline and ABD status (13D)
- B. Professional development funds equal to tenure/tenure track faculty per the MOA
 - a. Through CTLD, and/or
 - b. Access to the Faculty Academic Writing Network (FAWN) for writing support and bootcamps that will assist in dissertation completion
- C. Campuses will provide a placement in an appropriate department, assign a mentor and “onboard” fellows alongside new faculty
- D. A formative and summative evaluation processes for each Fellow using promotion and tenure guidelines as a framework for the process (modeling).
- E. A subsequent annual contract and opportunity for a tenure track position will depend upon successful evaluation and application.
- F. Fellows will receive teaching, research and service opportunities appropriate to the discipline and matching their goals for the year.
- G. All Fellows will receive a reduced teaching load to enable participation in professional development and mentorship engagement during the year.
- H. *Can we offer housing? A scholar in residence opportunity?*

Assessment - how will we know if we do a good job?

Periodic review cycle

1. Annual review of Fellows by embedded department (are they recommended for reappointment?)
2. Annual self-assessment of Fellow (part of annual assessment)
3. Number of Fellows hired into tenure track positions at Stockton
4. Exit interview by committee
5. Impact statements on campus diversity (developed by campus CDOs)

The VKF brings new talent Stockton. Fellows can build their teaching skills and portfolios during their fellowship at a comprehensive sector campus. This preparation will build the "next-generation" of faculty.

VKF Initiative will provide:

- Intentional support toward degree completion over two years for each VKF
- Teaching experience in disciplines within the candidate's field of expertise
- Faculty mentorship and professional development in teaching and first-year review
- Networking with other fellows and faculty to build a cohort relationship
- Funding for Professional Development
- Opportunity to continue in a tenure track position.

Initiatives for developing pipelines to academic careers among URM/WSTEM students

Some of the factors that impact under-represented minorities (URM) students tracking to academic careers are also common to WSTEM. Lack of role models, mentors and general lack of knowledge of academia often impact URM/WSTEM transitioning to academic careers. Stockton University has been a leader in supporting a diverse faculty recruitment and hiring; however, a planned program to acclimate new URM/WSTEM into a regional comprehensive faculty environment that fosters a cohort model is lacking. The **Pipeline** proposed below serves to benefit potential future faculty but also Stockton students from URM.

A component of our Pipeline is an onboarding Cohort & Peer Mentor Program where we will:

1. Engage and mentor URM/WSTEM Fellows through a Mentor Match

2. Offer a series of cohorted professional development opportunities focused on pedagogy in regional comprehensives, success as a faculty member, and dissertation completion.
3. Fellows will also engage in “mixers” to meet other students, faculty, and staff coordinated by leadership on campus to support a community environment.
4. The URM/WSTEM Fellows will be strongly encouraged and provided with the opportunity to participate in student-focused campus programs and mentoring initiatives to develop relationships with undergraduate students from historically underrepresented communities.

Assessment of the diversity of the available labor pool of candidates and the hiring and retention rates of underrepresented candidates on campus

Availability in the U.S. national labor pool is a percentage estimate of the women and minorities who have the skills required to perform the jobs within the job groups. To determine the availability percentages, the college considers two factors: 1) the availability outside the college's workforce (such as people in reasonable recruitment area); and 2) the availability inside the college's own workforce (such as people who are qualified and available by transfer, promotion, or training). In the case of Assistant Professor hires, external availability was weighted at 70% and internal availability was weighted at 30% of the total availability.

For purposes of the college's annual Affirmative Action Plan (AAP), the external availability is based upon the data contained in the national doctorate survey and is provided to the college by Outsolve. According to that data, the total availability for the Assistant Professor Job Group was 52% female and 26% minority. The external availability was 52% female and 30% minority (7% Black, 7% Asian, 7% Hispanic, 0% American Indian, 0% Native Hawaiian or Pacific Islander, and 2% two or More races). The internal availability for the Assistant Professor Job Group was 51% female and 18% minority. At the time of the last AAP (August 2018), the college's Assistant Professor Job Group (incumbent employees) in the aggregate was 53% female and 31% minority. Therefore, in the college's Assistant Professor Job Group as a whole, no statistically significant difference exists between the percentage of available qualified individuals vs. the percentage of incumbent employees in each gender and racial category.

For Assistant Professor searches during the 2017-2018 hiring year (through July 1, 2018), 556 applications were submitted. Of that total, 63% of the applications were male applicants and 37% female applicants. Five men and five women were hired. The male selection rate was 1.42% while the female selection rate was 2.44%.

For the 2017-2018 hiring of Assistant Professors, the racial composition of the applicant pool was as follows: 55% white, 8% Black, 24% Asian, 7% Hispanic, 0% American Indian, 0% Native Hawaiian or Pacific Islander, 1% Two or More Races. Of the applicants who were hired, 5 were white; 2 were Black, 2 were Asian, and 1 was Hispanic. The selection rate equated to 1.64% for

White applicants; 4.55% for Black applicants; 1.53% for Asian applicants; and 2.63% for Hispanic applicants.

Expected long-term impact of the project

The initiatives outlined in this proposal will positively impact the campus climate and underrepresented minority faculty and student recruitment and retention. Ultimately, we expect the results of the project to translate into positive outcomes for students, including:

- Enhanced retention of majority and underrepresented minority students;
- Enhanced student satisfaction at Stockton University;
- A more diverse and distinctive academic program; and
- Improved career prospects for graduates.

Method for assessing the outcomes of the project

We will assess the outcomes of the project through a variety of measures:

- An increase in the percentage of underrepresented minority faculty on campus;
- Improved promotion and tenure success rates for underrepresented minority faculty;
- Enhanced perceptions about diversity on campus as indicated in local campus climate surveys;
- Improved retention and graduation rates for underrepresented minority students; and
- Increased employment of underrepresented minority graduates.

The data will be collected as follows:

- The Office of Institutional Research: percentage of underrepresented minority faculty, underrepresented minority student retention and graduation rates
- The Office of Human Resources: applicant information and promotion and tenure success rates
- The Office of Career Education and Development: employment rates for underrepresented minority graduates; and
- The Office of Diversity and Inclusion: climate surveys

All data will be compiled and analyzed annually by the Office of the Provost & VP for Academic Affairs. The VKF Fellows Committee will be tasked with coordinating many aspects of the project, including outcomes assessments.

References

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- Mackin, J. E., I. Wright, and R. Wislock (2008). Recruitment and Retention of Underrepresented Faculty, Staff and Students at a Traditionally White, Rural Institution of Higher Education. 21st Annual Conference on Race and Ethnicity, Orlando, FL.
- Moreno, J., D. G. Smith, A. Clayton-Pedersen, S. Parker, and D. Teraguchi (2006). The Revolving Door for Underrepresented Minority Faculty in Higher Education.
- Smith, D., C. Turner, N. Osei-Kofi, and S. Richards (2004). Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty. *The Journal of Higher Education* 75(2), 133-160.
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- Whittaker, J. A., B. L. Montgomery, and V. G. Martinez Acosta (2015). Retention of Underrepresented Minority Faculty: Strategic Initiatives for Institutional Value Proposition Based on Perspectives from a Range of Academic Institutions. *Journal of Undergraduate Neuroscience Education* 13(3), A136–45.

VERA KING FARRIS FELLOWSHIP Application

Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth at Stockton University

Stockton University invites applications for the Pre-Doctoral Fellowship. The ***Vera King Farris Fellowship*** represents a cohorted effort to introduce diverse early-career faculty to opportunities at a comprehensive college and will provide outstanding mentorship and support to increase future success and retention as faculty. The program will provide intentional support toward degree completion, teaching experience in the individual's field of expertise, and faculty development.

Eligible candidates for this two-year program include late-stage ABDs who are underrepresented minorities faculty in general and women faculty of all races in STEM fields.

Fellows will receive a one-year renewable contract for up to two years, professional development/research funding at the university faculty level, and reduced teaching load. Annual compensation is competitive.

Fellows will be paired with a campus senior faculty member to help facilitate integration and support and will be a part of a larger cohort of Fellows at Stockton University (both face-to-face and virtually) throughout the two-year fellowship. The fellowship is open to a wide range of fields. At the end of the two-year fellowship, Fellows may be eligible to move directly into a tenure track position based on fellowship review, program needs and institutional financial support.

Applicants must be enrolled in an accredited doctoral program in the U.S. or have completed an accredited doctoral program, and be authorized to work in the U.S. In order to be eligible, the applicant must have an approved dissertation proposal and have advanced to candidate status at their home institution.

Applicants should submit to [HR application information here]

Fellowship Applicant Rubric

Completed by: _____

Date: _____

Applicant: _____

CRITERION	WEAK (1-3)	ADEQUATE (4-6)	PROMISING (7-8)	OUTSTANDING (9-10)	SCORE
LETTER OF INTENT (describing the applicant's interest in teaching at a comprehensive college)	<ul style="list-style-type: none"> • Poorly written, with weak organization, lack of clarity, inappropriate style for the context, clumsy or incorrect grammar • Does not mention or connect any ideas to the comprehensive college mission. • Does not mention or connect any ideas to teaching at a comprehensive college. 	<ul style="list-style-type: none"> • Adequately written, with moderate organization and clarity, generally appropriate style, some grammatical errors • Addresses the mission of comprehensive college with specific example • Vaguely addresses teaching at a comprehensive college. 	<ul style="list-style-type: none"> • Well written, with good organization, clarity; appropriate style, grammar throughout • The comprehensive college mission was addressed providing some examples. • Vaguely addresses teaching at a comprehensive college. 	<ul style="list-style-type: none"> • Very well written, with excellent organization, clarity, style, and grammar • The comprehensive college mission was addressed with elaboration and provided multiple clear examples • The comprehensive college mission was addressed with elaboration and provided multiple clear examples 	
LETTERS OF REFERENCE DISSERTATION ADVISOR	<ul style="list-style-type: none"> • Low or unaddressed familiarity with the student and the quality of the student's work • Lacking in detailed examples of student promise from personal experience <ul style="list-style-type: none"> • Weak or absent positive comments • Some negative comments 	<ul style="list-style-type: none"> • Some familiarity with the student and the quality of the student's work • A few examples of student promise from personal experience • Several positive comments <ul style="list-style-type: none"> • One or two negative comments 	<ul style="list-style-type: none"> • Clear familiarity with the student and the quality of the student's work • Several detailed examples of student promise from personal experience • A number of positive comments showing extensive praise for the student • No negative comments, or clear justification 	<ul style="list-style-type: none"> • Very high familiarity with the student and the quality of the student's work • Excellent, highly detailed examples of student promise from personal experience • Glowing positive comments showing comprehensive praise for the student • No negative comment 	

CRITERION	WEAK (1-3)	ADEQUATE (4-6)	PROMISING (7-8)	OUTSTANDING (9-10)	SCORE
C.V.	<ul style="list-style-type: none"> • No evidence that meets criteria for teaching or scholarship 	<ul style="list-style-type: none"> • modest productivity in the form of prior presentations and publications; • a little prior teaching or administrative responsibility; • limited internship or clinical experience; etc. 	<ul style="list-style-type: none"> • clear and credible explanation for special commitment to graduate study; • productivity in the form of prior presentations and publications; • prior teaching or administrative contributions; • some internship or clinical experience; etc. 	<ul style="list-style-type: none"> • clear and well documented explanation for special commitment to graduate study; • very high productivity in the form of prior presentations and publications; • substantial prior teaching or administrative contributions; • substantial internship or clinical experience; etc. 	
TOTAL SCORE:					

PAGE 2: Fellowship Applicant Rubric

Completed by: _____

Date: _____

Applicant: _____