



# Proposal for a Faculty and Research Development Initiative

for the

UCLA Center for the Study of Women

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## **I. INTRODUCTION**

As a social justice feminist research center, CSW's fundamental purpose is the support and development of social justice feminist research projects. That support and development includes the faculty, graduate students, undergraduates, and staff members who conduct and manage those projects, as well as the relationships they foster with members of our community outside of UCLA.

One of the stated priorities of CSW's leadership team and other stakeholders is to create an incentive for UCLA faculty to house their research projects at CSW, and to attract faculty to serve in leadership positions at the center. Their broader objective is to foster feminist campus leaders, to retain women-of-color feminist faculty at UCLA, and to support the people who conduct the research in addition to funding their research projects.

The recent gift to CSW from the Streisand Foundation presents an unprecedented opportunity to grow and expand the center's commitment to social justice feminist research. Part of this expansion can be achieved by creating a dynamic program explicitly directed toward faculty and research development. For years, CSW has produced rigorous research, events, and publications on limited funds and minimal staffing. It has, however, been a challenge for the center to attract faculty to bring their research projects to CSW and develop it at the center, and to be part of the center's leadership team. This proposal for a CSW Faculty and Research Development (FRD) initiative seeks to address that challenge.

This proposal presents the data collected, a summary of the findings, and the proposed initial offerings.

## II. DATA

This proposal is based on data from the following sources:

- Interviews with CSW's stakeholders
- Review of faculty and research development programs at other US institutions
  - Online review of programs
  - Interviews with managers/directors of nine programs
- Results of survey and interviews with CSWAC members

### A. Interviews with CSW's Stakeholders

To ascertain the priorities of CSW's stakeholders, I interviewed members of the faculty leadership team, staff, and graduate student researchers.

Four main priorities emerged:

1. Create an incentive for UCLA faculty to house their research projects at CSW and to serve in leadership positions at the center
2. Expand our support of feminist scholarship across campus
3. Increase the center's impact and engagement on campus, with other UCs, and with community organizations
4. Institutionalize a social justice feminist governance and decision-making structure

The broader objective of these priorities is to foster social justice feminist campus leaders, to retain women-of-color feminist faculty at UCLA, and to support feminist researchers in addition to their research.

This proposal addresses the first priority, to create an incentive for UCLA faculty to house their research projects at CSW. The hope is that with greater engagement, some faculty will also want to be part of the center's leadership team. The establishment of an FRD program may also contribute to the second and third priorities.

### B. Review of Faculty and Research Development Programs at Other US Institutions

I reviewed the programs of ten units at eight institutions. These were selected based on recommendations from CSW stakeholders and managers/directors at peer programs, as well as through online searches.

Reviewed institutions:

1. Cornell University
2. Stanford University

3. University of California, Berkeley
4. University of California, Davis
5. University of Michigan-Ann Arbor
6. University of North Carolina-Chapel Hill
7. University of Texas at Austin
8. Yale University

## **1. Cornell University**

The [Society of the Humanities](#) at Cornell is a research institute that offers a wide range of support for faculty and students. These include fellowships (for graduate and post-doctoral students, faculty, and scholars and artists from other institutions), and grants and awards (e.g., to support events, for faculty writing and working groups, and to attend an annual all-inclusive writing retreat). They also produce a podcast of “informal conversations” with society fellows, faculty, community collaborators, and special guests.

Each year, the institute supports research on a different interdisciplinary theme. Visiting fellows meet weekly in a seminar, offer one “experimental, innovative course on their research topic,” and present at the institute’s yearly conference. They also host four differently themed annual lecture series (on social theory, digital humanities, the future of the humanities, and an invitational lecture series featuring renowned faculty at the university).

## **2. Stanford University**

The [Center for Comparative Studies in Race & Ethnicity](#) (CCSRE) at Stanford started a [Faculty Development Initiative](#) in 2007. The initiative is designed to recruit outstanding emerging and established scholars, promoting faculty diversity and leading-edge scholarship across disciplines to advance race and ethnicity studies in the US and around the world. The Faculty Development Initiative creates a collaborative environment where schools and departments participate in a multifaceted recruitment and appointment project to hire junior and senior faculty in subject areas focusing on issues of race and ethnicity. The initiative is a collaborative arrangement between the CCSRE, the Office of the Provost, the Office of the Dean of Humanities & Sciences, and the Office of the Vice Provost for Faculty Development and Diversity. The initiative is included here in case CSW may want to initiate something similar down the line as part of the center’s goal of increasing and retaining feminist women and gender non-conforming faculty, especially faculty of color, at UCLA.

The [Stanford Humanities Center](#) offers a [Faculty Fellowships](#) program for Stanford faculty. The program aims to create a diverse community of scholars across the spectrum of academic fields and ranks. Fellowships run for a full academic year, and fellows are expected to attend lunch regularly and to participate in weekly research presentations. During the year, faculty fellows are required to make an intellectual

contribution to the Stanford community, usually by participating in a research workshop at the center.

Internal faculty fellows from the School of Humanities and Sciences (H&S) usually receive their full pay and benefits through a combination of Humanities Center and H&S resources. Associate and full professors must bring funding equivalent to one-half their salary in sabbatical credits (a minimum of 18 quarters). Internal fellows from schools other than the H&S receive a Humanities Center contribution based on an agreement with H&S. They do, in most instances, need to bring additional funding from their schools or from outside grants to achieve full salary and benefits.

Up to eight faculty fellows are admitted each year. Since the center also offers fellowships to undergrads, graduate students, and external faculty, each year's fellowship community includes approximately 45 people. While fellows need to be present and intellectually engaged, there is otherwise a large degree of sovereignty in terms of how they spend their time. Fellows complete as much as they want of their individual projects. The fellowship program is best suited for those who have completed most of their research and are in the process of analyzing and making sense of their data—a stage where they benefit most from being part of an intellectual community.

[The Clayman Institute for Gender Research](#) at Stanford also has a Faculty Research Fellowship program that admits up to 12 faculty per year from all ranks. Fellows meet twice a month at a one-hour luncheon, where they report on their own gender-based research to an interdisciplinary audience of scholars. The institute prefers these conversations to be on works-in-progress, not polished pieces, and low on jargon. Fellows are also not expected to be fully conversant in gender theory. The executive director said that many fellows consider it a highlight of their years as faculty, and noted that not all their fellows would identify as gender researchers but may incorporate gender as a mode of inquiry in their research. She also said the program has increased awareness of the institute across campus.

The Clayman Institute also offers:

- A "[Voice & Influence Curriculum](#)": an online curriculum designed to empower women and men to realize their professional potential; it was originally an in-person program.
- Book talks
- "Clayman Conversations" is a way to bring together feminist scholars, activists and writers to discuss contemporary issues through an intersectional lens. These conversations are not just for Stanford faculty. They focus on timely hot-button topics that the panelists offer research-based perspectives on (e.g., in "Working Girls: Feminist Views on Sex Work," Black Trans Women Inc. Director Diamond Collier joined Clayman Institute Postdoctoral Fellow Melissa C. Brown to discuss how capitalism and the state shape our gendered and racialized

understandings of labor, race and sexuality). The conversations have been very successful and have attracted large attendance numbers (~3,000 registrants). They aim for angles that are not likely to be covered elsewhere on campus.

- An “Artist’s Salon” event that takes place once or twice a year and is organized by the institute’s artist-in-residence. Usually a campus-based artist is invited to give a talk. They also arrange a quarterly lunch at the institute for artists on campus (defined as anyone who identifies as an artist).
- A Podcast: *The Feminist Present*. The executive director noted that this is a very time-consuming project and costs approximately \$500 per episode for the producer. It is a project that requires full commitment and someone to drive it.
- *uprising* is an annual print magazine that commemorates the institute’s research, programming, and achievements of the most recent academic year in a readable and engaging format similar to CSW’s short annual report.
- Jing Lyman Lectures: recognize feminist trailblazers who contribute significantly to gender equality in their lifetime
- Conferences and symposia

The executive director also noted that many of the institute’s initiatives have been replicated by other units on campus. As for advice to CSW, she recommended we tap into networks we already have on campus and keep them going (even in small ways). “That goes really far.” She also said that exchanges of goodwill, even things that seem small (e.g., seeking someone’s expertise on selecting post docs) makes connections that are enriching for all involved.

### **3. University of California, Berkeley**

The [Center for Race and Gender](#) (CRG) is an interdisciplinary research center that creates knowledge on critical intersections between race, gender, and social justice. The center is home to an extensive number of [working groups](#) (e.g., Color of New Media, Digital Ethnic Studies, and Indigenous Sound Studies). Groups are supported with access to meeting space, resources to produce working papers and other publications, promotion of events that the groups organize, and funds for guest speakers and refreshments. The administration manager said that each group receives \$750/year to use as they decide. Some groups give presentations. One group’s work turned into a course for credit (“Decolonizing the Museum”), and another created a podcast outside of the center. See Appendix 1 for details on requirements for establishing a working group at the center.

The center also hosts a forum series featuring presentations from faculty, fellows, and students on emerging research on race, gender, and their intersections. The administration manager mentioned that they also invite non-academics to present, and sometimes graduate students may ask to invite a speaker. CRG reaches out to its advisory committee (currently 12 faculty) quarterly to ask how the center can support their research or teaching. Support may include dissemination of a paper and giving

opinions on papers (from other faculty and grad students). The center also reaches out to new faculty at UCB.

At UC Berkeley, I also spoke with the director of the [Office for Faculty Equity and Welfare](#) (OFEW). The office does not give out any funds but serves as a hub for a range of resources and forms of support, one of which is professional development. In collaboration with the Provost's Office, they offer a [Faculty Leadership Academy](#). The program is run by the Provost's Office in partnership with [CORO](#), an outside organization that runs a few UC leadership projects.

This leadership development program is intended for tenured faculty who are interested in developing skills and knowledge for leadership on the Berkeley campus. Preference is given to associate professors or professors not yet advanced across the Step-VI threshold. Program goals for participants include:

- Enhancing leadership abilities and understanding, particularly in the realms of self-awareness, communication, and analytical insight into complex situations and systems;
- Deepening connections to colleagues from across the campus and developing a network of emerging leaders on campus;
- Greater confidence to initiate multidisciplinary projects, serve in administrative leadership roles, or take on other academic leadership roles at UC Berkeley; and
- Increasing knowledge of UC Berkeley's operations and how to navigate its many resources and opportunities.

The academy takes place in fall, is offered every 18 months, and consists of 10 intensive sessions and a program graduation, totaling approximately 75 program hours. Two to four additional hours of time between each session are estimated for inter-session assignments and group project work (for a project that benefits the university; see [example](#)). Faculty receive service credit for participation. The program is popular and receives 60–100 applications for 18 slots. Some faculty may receive reduced service load or a teaching release from their departments to participate.

Workshops have also been offered through another external organization, the [Center for Creative Leadership](#).

In 2019, OFEW started its [Faculty Link Program](#). The program has four components:

1. [Faculty Core Advisors](#) from a variety of disciplines are available for one-on-one advising and support. Discussion topics can range from serious issues and concerns to where to find the best coffee near campus. The program has a cohort of 25 faculty volunteers.
2. [Faculty Link Forums](#) are larger group events on topics related to faculty experiences (e.g., getting grants, work-life balance, new research directions, etc.). Three are offered each semester. At each event, two faculty co-leads host the



forum and prompt faculty core advisor panelists to share their experiences, insights, and tips relating to the forum topic. Previous topics have included “What is the New Normal?”, “Writing the ‘second’ book: Getting started, getting finished, and everything that happens in between,” and “Cultivating corporate or philanthropic funding for your research.”

3. [Core Advisor Conversations](#) are small, informal discussions with a general theme (e.g., work on diversity, equity, inclusion, and belonging; publishing; mentoring students, etc.). The idea is that of a fireside chat.
4. [Identity gatherings](#) are informal gatherings for faculty populations with shared identities. These meet three to five times per semester. Gatherings have included groups for Black faculty, Latinx faculty, AAPI faculty, LGBTQ+ faculty, LSOE/LPSOE (Lecturers with Security of Employment and Lecturers with Potential for Security of Employment), and faculty parents.

The director recommended CSW look at the [Society of Hellman Fellows](#), an endowed program available to UC faculty (see [application details](#) at UCB; [UCLA’s page](#) does not provide details) and the [Regents’ Junior Faculty Fellowships](#) (for summer funding; the program is available at various UCs but is not mentioned on [UCLA’s list of faculty grants and awards](#)).

#### **4. University of California, Davis**

The [Feminist Research Institute](#) (FRI) at UC Davis does not offer a lot of programming or events. They are modeled after other research institutes at UCD and the PIs’ own funds support their research. They do offer a seed grant program (strictly funds, no other support), and used to offer a fellowship program that provided \$5,000–\$10,000 in research funds to a one-year cohort (it was discontinued due to budget cuts). In the past year they have hosted a visiting scholars’ group (no funding provided).

In addition to managing the institute’s own grants, the grants and program manager works with 1–2 faculty members per year on their proposals, managing the proposal process, document compliance, and submissions. The manager suggested CSW inquire at the UCLA Office of Research and Creative Activities to see if they would be willing to give a workshop for faculty on aspects of grant writing once per quarter or academic year.

#### **5. University of Michigan-Ann Arbor**

The [Institute for Research on Women and Gender](#) (IRWG) at the University of Michigan was mentioned by several people interviewed as a model for faculty and research development. Research development and contract and grant administration are the two [Faculty Research Support Services](#) offered at IRWG to faculty applying for extra-mural funding. Contract and grant administration services are provided by a staff person at the UM Office of the Vice President for Research (OVPR). I spoke with the program

director for faculty research development and the associate director for research administration.

The program director for faculty research development works with faculty to find funding sources and develop proposals. To initiate a conversation about a project proposal, faculty schedule a meeting with the program director on Calendly. During their first one-hour meeting they discuss goals and ideas, internal and external funding sources, duration, size and scale, and any campus partners. This meeting is typically with the project lead, even if there is a research team in place (the program manager will meet with the team later). After the initial meeting, the program director and faculty schedule regular check-ins, and the faculty member sends drafts of the proposal/application per an agreed-upon timeline. The program director reviews and gives feedback, and then they submit.

To spread the word about their services, IRWG sends email announcements to their 200 affiliated faculty and promotes their program at other events.

The first Friday of each month, they host a 20-minute “Money Talks” presentation on how to find funding, a particular funding source, or how to navigate internal funds at the university. Attendance is usually small but the talk generates a lot of one-on-one sessions. They also reach out to unaffiliated faculty, who may not be comfortable calling themselves gender scholars, and show them how partnering with gender scholars can strengthen their research proposals.

The institute is part of a campus-wide initiative to review research proposals where IRWG often advocates for the importance of considering gender perspectives in research.

The program director has help from a grad fellow who handles programming and, since demand is growing, expects to hire a second grad fellow in the next year.

The biggest challenge the center faces is how to address the lack of understanding from the larger campus community as to the relevance of including gender in research. The program director does not think the institute spends enough time showing its value. They are trying to strike a balance between supporting affiliated faculty and changing campus attitudes (through programming that can reach a wider audience and that emphasizes the relevance of gender).

Her recommendation for CSW is to make the programming widely available. A lot of people take advantage of IRWG's programs who do not feel supported by their home department, and who prefer IRWG's space to spaces offered in their departments. She also suggested to think about where people might be slipping through the cracks. She is not worried about IRWG offering programming that is similar to other units because it is offered in a different [intellectual and physical] space. Currently, they are thinking of giving workshops on feminist methods (“communities of practice”) for faculty. And

faculty interested in working on book proposals are put into teams where they support each other.

The services offered for contracts and grants administration through the OVRP are as follows (see Appendix 2 for a more detailed list of services):

- Pre-award assistance includes:
  - reviewing proposal announcement guidelines and restrictions;
  - providing a submission timeline for important application deadlines;
  - budget development;
  - completion of required sponsor/agency forms.
  
- Post-award assistance includes:
  - working with the [UM Office of Research and Sponsored Projects](#) to understand the terms and conditions of the project award;
  - initiating any subcontract required on project;
  - providing monthly financial summary reports and projections;
  - making sure annual sponsor progress reports are submitted in a timely manner;
  - handling expenditure compliance issues (annual uniform guidance reports);
  - completing appropriate budget reallocations;
  - submitting requests for no-cost time extension
  - coordinating salary efforts for project personnel;
  - managing close-out/inactivation process for award

Note that proposal submissions are not handled by the OVRP.

## **6. University of North Carolina-Chapel Hill**

The [Institute for the Arts and Humanities](#) (IAH) at the University of North Carolina-Chapel Hill offers an extensive faculty development program. The purpose of the institute is to support faculty, and it provides that support through a Faculty Fellowship Program, an Academic Leadership Program, and Faculty Programs.

### [Faculty Fellowship Program](#)

The Faculty Fellowship Program provides on-campus, semester-long leaves for faculty members from the College of Arts and Sciences to pursue research and creative work that leads to publication, exhibition, composition, and performance.

The fellowship supports a weekly seminar at which up to 10 colleagues gather over a meal to discuss projects as well as broader topics of relevance to Carolina faculty. The program director—a faculty member and former fellow—facilitates the weekly meetings.

The IAH program administrator said that the program is very competitive. People want to get in. It is a residential research program; they get time and a cohort. At the weekly meetings, one fellow presents their research with the other fellows giving feedback. The program draws people from across campus and provides opportunities for community building. During the pandemic, fellows have met informally at a coffee shop to write and have found other ways of community building.

The program typically grants 8–10 fellowships per semester. Fellowships are funded through course buyouts with benefits and faculty are required to take a semester leave (the program has an agreement with the division).

### Eligibility

- IAH Faculty Fellowships support work in which the arts or humanities play a central role.
- Faculty in the College of Arts and Sciences in tenure-track positions of all ranks in or beyond their second year at UNC are eligible to apply.
- Fixed-term faculty in or after their fourth year are also eligible if they will be returning to their department the following semester.
- The Institute seeks a blend of ranks and disciplines for each class of fellows.
- Past fellows may apply for an IAH fellowship five or more years after their previous award.
- Joint proposals from two faculty members are accepted.

The application process begins in the fall of each year for the next academic year. Applicants may apply for either the fall or spring semester. IAH fellows are selected by the institute's Faculty Advisory Board [12 members], comprised of previous IAH fellows.

Prospective applicants can receive feedback from IAH Fellows on their project statements through a virtual workshop (with one prospective applicant paired with a former fellow).

### [Academic Leadership Program](#)

The institute helps prepare and support current and emerging academic leaders through an Academic Leadership Program (ALP). Eight fellows are selected annually to engage in a series of activities to help them develop leadership skills, clarify their career commitments, build a leadership network within the campus and extend their contacts to other leaders beyond the university. Because the ALP requires a significant time commitment, a flexible-use stipend of \$5,000 is provided for each participant. This program does not offer a course buyout and faculty carry a full teaching load while in the program.

The syllabus for each year is set by the program director for the Academic Leadership Program and a senior leadership consultant (see Appendices 3 and 4 for a sample

syllabus and list of literature respectively). A racial equity workshop has been offered outside the program the past few years but the program administrator would like to make it part of the program.

The fellowship year includes:

- A week of leadership training with the [Center for Creative Leadership](#) (CCL) in Greensboro [this company has a location in San Diego], one of the world's most respected leadership development organizations. Fellows participate in CCL programs with senior executives from the military, government, business, and the not-for-profit sector.
- Semester-long weekly seminars in the spring in which faculty discuss critical issues facing the university and formulate possible responses
- Opportunities to meet with senior leaders inside and outside the university
- One overnight retreat and one full-day retreat focused on career development, leadership skill assessment and the creation of a personal vision

After the fellowship year, fellows receive opportunities to:

- Participate with their colleagues in a continuing monthly Leadership Forum
- Attend additional workshops, short courses, and seminars on advanced topics in academic leadership
- Attend conferences and workshops for all fellows from all years on topics of concern to faculty and the university
- Meet with university and state leaders to discuss important issues facing the university

Academic leadership fellows must be tenured faculty or fixed-term faculty members. Fixed-term faculty must have at least seven years of service at UNC in a primarily instructional role. Applicants must submit applications during the fall semester. The application period typically runs from September 1 through October 31 for the fellowships in the following academic year.

The ALP selection committee seeks to identify a diverse group of fellows that represent a mix of emerging and established leaders from all parts of the university, including the arts, sciences, humanities, social sciences and the professions. Those selected are judged to be among those who will benefit the most from participation and who have the most potential to contribute as academic leaders.

In addition, IAH offers [Faculty Programs](#) to connect faculty at all stages of their careers.

For new faculty, IAH offers a program that engages a cohort through academic and social events throughout the academic year. The New Faculty Program is open to full-time faculty at all ranks who are within their first three years of appointment at UNC.

IAH offers an Associate Professor Program for newly tenured and promoted professors in collaboration with the College of Arts and Sciences. The program typically consists of four dinners and two lunches. The dinners provide time and space for participants to forge connections beyond their departments and to discuss professional and academic issues of common interest. Lunch events focus on topics such as: sustaining work-life balance at mid-career, managing increased expectations and opportunities for university service, developing leadership and negotiating skills, preparing for promotion to full professor, and positioning oneself in the academy as an established scholar. All college faculty are invited to participate in the program in the first year following their promotion to associate professor.

IAH also cosponsors a Chairs Leadership Program and a seminar for retiring faculty.

## **7. University of Texas at Austin**

The [Center for Women's and Gender Studies](#) at UT Austin has led a [Faculty Development Program](#) for new faculty for over ten years. The program is designed to assist in recruitment, retention and promotion of new faculty members by providing them with support of various kinds, including mentors and research funding.

During the academic year, all of the participants give research presentations in the Faculty Development Program Speaker Series (open to faculty and students from across campus). Participants meet twice a month for one full academic year. Some meetings involve the aforementioned public presentations, some may center around providing feedback on a paper pre-circulated by one of the faculty participants.

The program is part of a broader effort by CWGS to facilitate interdisciplinary research on campus by bringing together scholars trained in different methodologies and disciplinary traditions around a common theme.

CWGS admits approximately 10 faculty each year. Depending on the size of the cohort, participants receive a stipend of \$1,000–\$2,500. Everyone is also paired with a mentor through an informed assignment process. Participants may request a particular mentor or the center may pair a participant with a faculty member they would otherwise be unlikely to meet. The structure of the mentorship is set by the mentor or mentee; they may meet once per month, or more or less frequently. Mentors are compensated ~\$500 for their year of mentorship.

CWGS is also home to the [Feminist Mentoring Project](#). The pilot year (AY 2020–2021) was funded by the provost's office through a campus-wide DEI initiative and was centered around the mentorship of trans and non-trans women and non-binary faculty of color, particularly Black, Indigenous, and Latinx faculty, in the context of the pandemic. The project recognized and wished to explore how, in addition to the already existing pay gaps and tenure disparities, other care-labor inequities were heightened during the pandemic, where certain faculty were expected to take on greater elder/spouse/childcare, for example.

The mentor program is also part of a broader effort by CWGS to facilitate interdisciplinary research on campus by bringing together scholars trained in different methodologies and disciplinary traditions around a common theme (the theme for AY 2021–2022 is “Rethinking Mentorship”).

This program is designed to fill in the existing gaps of knowledge that we have about the intersectional experiences of women and non-binary Black, Indigenous and Latinx faculty at the university by cultivating information gathering, storytelling, mentorship and problem solving in a peer-to-peer mentorship and community-building model.

The mentor program is innovative in a number of ways. CWGS seeks to create and test out a new model of mentoring that is non-hierarchical and peer-to-peer. They also want to counteract the data-driven fact that traditional mentoring models, where senior faculty are paired with junior faculty, ensures that younger queer and non-queer faculty of color are mentored by older non-BIPOC colleagues. CWGS addresses this issue by creating a mentor program with a cohort of faculty who learn from each other, building on different knowledge bases and areas of experience (rather than merely seniority) to guide and support each other on their journeys through tenure, promotion and potential transitions into administration. The program is open to all faculty, not just those on a tenure track. Participants receive \$500–\$1,000 in compensation.

Mentoring program goals:

- Facilitating women and non-binary faculty of color’s ability to successfully navigate tenure, promotion and potential moves into administration at UT.
- Addressing and diagnosing the impact of misogyny, transmisogyny, misogynoir and transmisogynoir amongst faculty of color, particularly as it affects department climate and faculty retention and promotion
- Creating a community of peer-to-peer mentorship
- Connecting participants to community networks
- Redefining narratives of faculty success
- Supporting diverse professional development
- [Establishing] metrics for evaluation

The associate director said that the program is on pause as they are assessing the format and success of the inaugural year. The program could have benefitted from more structure, she said (e.g., Do they want more structured meetings? Presentations? Chats? Meet biweekly or monthly?). The center also needs funds and people to do the labor beyond the provost’s DEI initiative. They would have liked to do a second year, combining the faculty development program and the mentoring project, to build the community. Since they are also working on departmentalization, continuing with a second year of the program proved to be too much work for faculty.

## **8. Yale University**

At Yale, the Faculty of Arts and Sciences (FAS) Dean's Office offers a faculty development program called the [SAL2 \(Scholars as Leaders; Scholars as Learners\)](#) program. The program approaches faculty development in a very individualized way and focuses less on building community and learning from each other.

The FAS organizes SAL2 programs according to three core faculty development goals: (1) sustaining faculty learning, (2) fostering faculty leadership, and (3) advancing faculty research.

#### 1. Sustaining Faculty Learning

Opportunities to learn from and with colleagues, coaches, and experts, enabling new collaborations and enhancing research, teaching, and interdisciplinary impact.

Elements:

- *Coaching for Success*  
Provides FAS faculty with professional coaching support to help them achieve a targeted ambition related to their scholarly work at Yale. Note that coaches are not on staff; the program outsources to coaches with [WellAcademic](#), a coaching firm run by women faculty of color.
- [Faculty Academy Mini-Courses](#)  
Offers FAS Faculty the opportunity to teach and take short courses (6–25 hours) with their peers. The goal of the program is to generate new ideas and new energy. Faculty teaching Faculty Mini-Courses are provided with modest financial compensation (up to \$5,000, depending on the scale of the course) in recognition of their efforts towards preparation and teaching.
- [Teaching Relief for Learning](#)  
Allows a faculty member who wants to feel refreshed and re-inspired to spend a semester in the classroom on the other side of the desk—as a student. This is a very popular initiative. It is usually pitched to post-tenure faculty when they are asking themselves, what's next? Through this initiative they find new ideas, explore, meet new colleagues, etc. Faculty can get one semester course release to take classes.
- *Referrals to the Poorvu Center for Teaching and Learning*  
The Poorvu Center for Teaching and Learning offers a range of workshops and other events open to members of the Yale community.

#### 2. Fostering Faculty Leadership

These are programs that develop and sustain a culture of engaged leadership among FAS Faculty by cultivating future academic leaders and equipping current leaders with the skills to help scholarship thrive.

Elements:

- *Coaching for Success*



- *Faculty Leadership Institute* [no longer offered at the time of drafting this proposal; has been replaced with Faculty Leadership Programs (below)] Through skills-building workshops and conversations on institutional leadership, the Faculty Leadership Institute equipped faculty members to lead and shape Yale for the next generation of students and scholars. This was a one-year program with group workshops and group coaching. The recruitment was challenging as faculty tend to be skeptical.
- [Faculty Leadership Programs](#)
  - [FAS Leadership Series](#) is a set of virtual panels and workshops that provide opportunities for faculty to refine their leadership skills. Current topics have included “Leadership as Scholarship,” “Workplace Conflict: Tools for Conducting Tough Conversations,” “Leading a Team and Learning to Delegate,” and “Running Effective Meetings.”
  - [FAS Dean’s Leadership Fellows program](#) is a focused, small group coaching program for faculty interested in pursuing or currently holding leadership roles. Fellows meet regularly in small groups with a leadership coach to further develop their leadership goals and participate in FAS Leadership Series events. Participants are selected through a nomination process.
- *Workshops and Trainings for Department Chairs*  
The FAS Dean’s Office hosts regular orientation sessions and workshops for department chairs in order to equip them to serve their departments and the university.

### 3. Advancing Faculty Research

These programs smooth the pathway to publication; promote faculty research; and create time, space, and community for writing, thinking, and editing.

Elements:

- *Coaching for Success*
- [Junior Faculty Manuscript Colloquia](#)  
Each assistant professor or associate professor on term in the FAS is eligible for a one-time grant to support a Junior Faculty Manuscript Colloquium: an occasion where they will receive high-level professional feedback on their academic work.
- [Writing Programs](#)  
SAL2 offers various programs to support faculty as writers. In spring 2022 they offered:
  - [How to Be a Public Scholar](#)
  - [Summer Writing Reconnect: Transform Your Approach to Writing](#)
  - [Focus Fridays](#), a coach-led co-working program
- *Referrals to the Office of Public Affairs and Communication*  
The office offers regular workshops and individual consultations for faculty across the University.
- *Referrals to the Office of Sponsored Projects*

The office provides funding and grantsmanship training to support faculty members in identifying and applying for external funding.

### **C. Results of Survey and Interviews with CSWAC Members**

#### **Survey Results**

To assess the needs and wishes of CSW affiliated faculty, all CSWAC members were given the opportunity to complete a “CSW Faculty & Research Development Program Survey.” The survey was announced in a CSWAC general meeting and via three email blasts. CSWAC had 102 members at the time of the survey and 26 responded. Respondents’ disciplinary focus were: the arts (10), social sciences (8), humanities (2), public health (2), and natural sciences (1). Below is a replication of the survey with absolute number of responses and percentage of respondents in green.

#### ***CSW Faculty & Research Development Program Survey***

***Name (optional)***

***Email*** (if you would like to be contacted for a brief chat about your suggestions)

***Faculty Title***

- Assistant Professor 9 (35%)
  - Associate Professor 7 (27%)
  - Professor 9 (35%)
  - Other: Adjunct Professor 1 (4%)
- Total: 26 respondents

***1. Please check all the forms of support you would be interested in [top three in bold]:***

1. Access to a nice meeting space 13 (50%)
2. Guidance on writing working papers / policy briefs 11 (42%)
3. **Seed grant program 17 (65%)**
4. Funding for books 12 (46%)
5. **Identifying funding sources 17 (65%)**
6. **Assistance with preparing grant applications 18 (69%)**
7. Grant administration 13 (50%)
8. Coaching 9 (35%)
9. Smaller faculty cohorts for accountability and peer-mentoring support 16 (62%)
10. Academic leadership training 10 (38%)
11. Research working groups 16 (62%)
12. Book proposal workshops (on how to) 7 (27%)
13. Book proposal writing teams (for feedback and accountability) 9 (35%)
14. Workshops on best practices in community outreach 9 (35%)
15. Workshops on race and gender equity in research 10 (38%)
16. Workshops on research budgeting 11 (42%)

17. Other: n/a

**2a. Would you be interested in joining a CSW-hosted affinity group (a space for a group of people with a shared identity)?**

- Yes 5 (19%)
- No 6 (23%)
- Maybe 15 (58%)

**2b. If you answered "yes," please specify which affinity group theme you would be interested in (e.g., based on race, ethnicity, gender, sexual orientation, family structure, religion, etc.):**

Race, sexual orientation, first generation college student, CSW faculty in leadership position, shared rank, caregiver to parent, BIPOC, Latinx, gender, disability/differently-abled, ethnicity/religious culture, family structure, ethnicity, working in the arts as practitioner, white anti-racist, embodiment.

**3a. Would you be interested in housing your research project at CSW in order to receive assistance with research project management?**

- Yes 9 (35%)
- No 3 (12%)
- Maybe 14 (54%)

**3b. If you answered "yes," please indicate which types of assistance you would like:**

- Managing research logistics (e.g., research participant outreach, transcriptions, coding) 12 (46%)
- Supervising research team of GSRs 10 (38%)
- Supervising research team of undergraduates (enrolled in independent courses) 8 (31%)
- Funding for GSRs 15 (58%)
- Other: 0

**4a. Would you like support with research dissemination outside the academy?**

- Yes 14 (54%)
- No 3 (11%)
- Maybe 9 (35%)

**4b. If you answered "yes," please specify:**

- Op-Eds 13 (50%)
- Social media 11 (42%)
- News media 11 (42%)
- Community outreach 9 (35%)
- Other: 1 (4%) How to manage personal website

**5a. Would you be interested in joining a feminist mentoring program? Please check all that apply.**

15 respondents (58%) said “yes” to some form of mentorship. Of those, preferences were as follows:

- Yes, as mentor 3 (12%)
- Yes, as mentee 2 (8%)
- Yes, as both mentor and mentee 10 (38%)

In addition,

- [No] 1 (4%)
- Maybe 9 (35%)
- Other: 0

One person did not respond.

**5b. If you answered "yes" or "maybe," please specify type/s of mentorship:**

Of the 23 who answered “yes” or “maybe,” preferences were as follows (note that many respondents were favorable to more than one form of mentorship)

- Non-hierarchical/peer-to-peer mentoring 18 (78%)
- Senior faculty mentoring junior faculty 12 (52%)
- Within affinity groups 14 (61%)
- Other: 0
- No response: 3 (12%)

**6a. Would you be interested in a CSW Faculty Fellowship Program (e.g., a cohort of 8–10 faculty who meet regularly, workshop their research projects with each other, and present their work through various forms of dissemination)?**

- Yes 17 (65%)
- No 1 (4%)
- Maybe 8 (31%)

**6b. If you answered "yes" or "maybe," please select the length of program that would interest you. Please check all that apply.**

25 responded “yes” or “maybe.” Of these many were favorable to more than one form of timeline.

- One quarter 8 (32%)
- Two quarters 6 (24%)
- Full year 9 (36%)
- Ongoing over several years with less intensive participation (e.g., weekly/biweekly/monthly gatherings over lunch) 14 (56%)
- Other: “Not sure; length dependent on terms” 1 (4%)  
“I'd be interested but am not entirely sure how my work fits in” 1 (4%)

**6c. If you answered "yes" or "maybe" to question 6a, please let us know what you would require in order to be able to participate in such a program. Please check all that apply.**

Of the 25 who responded “yes” or “maybe,” their preferred forms of support were as follows (again, many were favorable to more than one form).

- Course buy-out 21 (84%)
- Stipend 5 (20%)
- Reduced service load 8 (32%)
- Leave 2 (8%)
- Other: None 1 (4%)

**7. Would you favor the establishment of a CSW activist-in-residence position?**

- Yes 16 (62%)
- No 0
- Maybe 10 (38%)

**8. Please share any other ideas you have for the Faculty & Research Development Program.**

- “This is amazing, thank you. I would benefit from almost everything proposed!”
- “Grant application help would be most beneficial as SSC grants is so overwhelmed and development doesn't blink unless it is in multi-millions.”
- “These seem like great questions! Anything that would assist with course buyout would be most helpful to advancing my research.”
- “(1) I would like to see a series on trans-science. That is transgendered individuals in science merged with trans research from the north campus side. (2) NSF funding (along with other large funders) are moving in a multidisciplinary direction. I am a scientist and typically work on discrete science questions. I'd like to develop cross-campus collaborations that share social science/art research questions. And critically support (not financially) postdoc/student mentoring for attracting/retaining/developing future cross-disciplinary feminist and diversity positive scientists/researchers.”
- “I could imagine lower intensity/smaller scale versions of the fellowship idea that would convene a small group to workshop a paper, or even something not yet a paper. CSW has unusual interdisciplinary/cross-campus reach and so might be able to catalyze some of the conversations that we always talk about having but can be hard to make happen, when there isn't another institutional context that brings ppl together.”
- “Training on how to use big data and to ‘scrape’ Twitter”
- “Questions: What would that mean? What would that enable the activist in residence to do? Someone from inside the university or outside? A grad student or a faculty member? What access or entrée would that provide to the activist in residence?”

**9a. Would you be interested in being more involved in CSW's governance structure and leadership either now or in the future? (I.e., CSWAC Executive Board, CSWAC Chair, Associate Director, BFI Director, Thinking Gender Faculty Director.)**

- Yes 5 (19%)
- No 8 (31%)

- Maybe 13 (50%)

**9b. Further comments regarding question 9a:**

- “I’m already over-committed in administrative capacities.”
- “Further participation in leadership after tenure”
- “I’ve been involved for a while and am definitely interested in more, if my own dept requirements don’t inhibit me.”
- “When my kid is more stable and/or out of the house, I would love to be more involved.”
- “Depends on my personal situation. I love CSW!”
- “Not in the immediate future, as I have fourth year appraisal coming up”
- “I probably can’t take on this responsibility in this academic year, but I would be happy to discuss being/ be involved in the governance structure, preferably in a collaborative capacity, the following academic year or later. Thanks!”
- “I am involved.”
- “For... identity reasons, I feel like I am better as a supporter without formal leadership.”
- “At a later date for sure”
- “I could imagine that changing [a ‘no’ reply] after first becoming more engaged beyond CSWAC mtgs, including via some of these sorts of things.”
- “I am feeling pretty burnt out by the past couple of years, and it’s hard right now to contemplate more administrative service, or more, anything. I feel badly about that, but that’s where I’m at.”

**9c. What resources or support would you need to be more involved?**

- “Writing groups or retreats”
- “UCLA needs some kind of interdisciplinary center where faculty can come together in a fellowship program for time off from teaching and service to work on manuscripts. Many universities have this in the form of Humanities Centers (Franke Institute at UChicago; Fox Center at Emory; Stanford Humanities Center etc.) and some are open to external scholars as well.”
- “I would need to complete my term as Vice Chair and Interim Director of a Center, and FEC Vice Chair.”
- “Many of the ones you listed above.”
- “Ahaha, LEAVE! Or Course release, or... I’m not sure- other creative support forms. One really helpful thing that my program is struggling with is more significant grad student (PhD) support-- I love CSWs grad awards, but if THEY were more substantial, that could be really amazing, especially if we might incorporate the faculty research support ideas here with some 'intergenerational' support for certain grad students too-- could be a really amazing mentorship and research incubation opportunity.”
- “Grant support, campus goals toward improving climate on racial and gender justice for staff, faculty and students”
- “I’m so overcommitted at present it would require major assistance such as course buyout to take on more.”

- “Time”
- “Course buyout would be helpful to be able to dedicate more time to the Center”
- “CSW is my favorite organization at UCLA. I'll stay engaged regardless. It would be ideal to get more involved from a research perspective.”
- “Buyout, stipend, grants, feedback”

**10. What forms of faculty and research development support are offered in your department/unit?**

- 5 “None” responses
- “None I can think of. I technically have a faculty mentor, but there isn't a structure in place.”
- “Uh. Nothing? There was one program (application, competitive) but it seems to have lapsed with change of dean and funding troubles in School. And I don't even have contract guaranteed research funds anymore so have been very entrepreneurial in trying to find them outside the dept.”
- “We work with CSW lol”
- “None, with no concessions for caretaking”
- “Research funds and travel grants”
- “Support is minimal to non-existent. I would be willing to add soft money to proposals for CSW staff support if there are research streams that go through CSW.”
- “Very little now (even dean's research grant has been removed)”
- “Dean's Vision Fund (\$7500)”
- “I don't think any are offered in my dept? Just referral to CEILS”
- “Basic funding for books/travel, and research assistance (cushy law school). We have a successful “think” session structure within the Critical Race Studies Program.”
- “Very little”
- “SOAA offers small grants to faculty for project development. That's it. The rest is self-funded or possibly a COR grant.”

**Interview Results**

Five CSWAC members (all from the arts) requested a Zoom chat about the survey topics. Here are summaries of the takeaways from the interviews:

1. Feeling on the fringe of CSW with regard to academic discipline [from an arts faculty member].
2. Would value working groups on topics pertinent to the arts that overlap with other disciplines (e.g., embodiment and ways of thinking about the body, corporeality, disability and intersectionality, how authorship is structured).
3. The value of creating opportunities for junior faculty in the arts to be in conversation with other faculty across campus.



4. Would like to see CSW address ageism and ableism (what happens to an older generation of activists and scholars and who were on the ground and aren't anymore? Especially through a disability studies lens).
5. Working groups can be challenging to organize around films but screenings of works-in-progress (rough-cut screenings) would be great support. Would require stipend and course buyout.
6. In spring of 2021, UC arts departments offered a very helpful professional development workshop for faculty in the arts (the participation of the selected UCLA faculty was funded by the Office for Research and Creative Activities [ORCA]). The workshop, hosted by a team from [Strategic Planning Partners](#), covered a range of areas pertinent to professional development for arts faculty. In conversation with other UC faculty, arts practitioners, and facilitators, the participants engaged on various topics, including strategic planning for artists; career development; presentation and pitch development; networking; grant development; funding and promoting arts research and creative activities; and managing representation (galleries, agents) (see Appendix 5 for the full "UC Strategic Planning Workshop" program). This was recommended to CSW as a good model. Another organization that is well known in the arts community for grants, mentorship, and workshops is [Creative Capital](#).
7. Noted that arts faculty straddle academia, the arts, business, and the professional world and are expected to be conversant in all.
8. A GSR for a faculty member working on a documentary film would be a great way to support as well (arts faculty don't get research support). The UCLA [Center for Community Engagement](#) has an initiative where students work on faculty research projects, could serve as a model. Also mentioned the UCLA [Laboratory for Environmental Narrative Strategies](#) (LENS) as a model for smaller interesting collaborations involving faculty and students. Would like to see CSW involved in supporting faculty who create classes around a collaborative creative/research project.
9. Funding for development of projects (e.g., north and south campus collaborations with course release and opportunities for students).
10. Collaborative experiential research (e.g., be part of a working group that thinks about how to configure methodologies into output, community-based outreach).
11. Would like help with navigating the administrative work faculty are required to do ("not all are born leaders"). In some departments, faculty are expected to take on leadership roles (e.g., rotating chair and vice chair positions), where "you are expected to take it on and do it well." Workshops on how to lead meetings, how to lead faculty, and how to lead effectively.



12. Would like academic leadership training (e.g., how to negotiate with central administration on retention and raises; working with the lecturers' union and the TA's union—things to watch out for in the contracts that come up time and again; provide clarity on the university's governance structure).
13. How to address bullying of junior faculty by senior faculty.
14. Working groups work best when people get a course release (because of the time commitment). Senior admin has a hard time thinking of working groups without thinking metrics but faculty prefer for working groups not to have an expected outcome.
15. A funded working group/reading group (smaller amount the first year, an increased amount the second year because it takes longer than a year to create something).
16. Preference for mentoring outside of the unit you are in. Departmental mentoring is very difficult because of the hierarchies and the power senior faculty hold in voting on the career advancement of junior faculty. At the assistant professor level, peer mentoring does not make sense. If faculty are supporting colleagues at the same level, it is more of a support group (which is fine too). But if the purpose is to share experiences to help a junior faculty member navigate the university more successfully, it makes more sense to be mentored by someone who has done it rather than by someone who is trying to figure it out alongside you. Working with peers might be more suitable for mentoring on pedagogy.

### III. NEXT STEPS

#### A. Projects and initiatives to consider

The two biggest needs identified by the survey and interviews were:

1. Resources for research (grant support)
2. Opportunities for community engagement (creating community around particular forms of research)

With these priorities in mind, we may launch the program with the following tier 1 initiatives:

##### 1. Singular thematic monthly luncheons

We would announce the monthly themes for the quarter and admit up to 10 faculty for each on a first-come-first-served basis with priority given to faculty who have not previously attended a luncheon. This initiative could start in winter/spring 2023.

##### 2. Affinity groups

Faculty listed a number of identities they would be interested in forming groups around: race, sexual orientation, first generation college student, CSW faculty in leadership position, shared rank, caregiver to parent, BIPOC, Latinx, gender, disability/differently abled, ethnicity/religious culture, family structure, ethnicity, working in the arts as practitioner, white anti-racist, embodiment.

We propose organizing monthly lunches for 2 to 4 groups of 6 members each starting in winter/spring 2023.

##### 3. Summer GSRships

A relatively low-cost way to support faculty research and graduate students would be to offer summer GSRships. Starting in summer 2023, we could fund 2 GSRs who work with CSWAC members at 50 percent.

The next tier of initiatives may include seed grant funding of \$10,000 or a course release, starting in AY2023–2024.

#### B. Budget

Initiative	Quantity	Frequency	Cost	Total
Affinity groups	4 groups x 6 faculty	8 months/year	\$49 x 24 x 8	<b>\$9,408/year</b>
Thematic luncheons	10 faculty	8 months/year	\$49 x 10 x 8	<b>\$3,920/year</b>
Summer GSRships @ 50%	2	Summer session	\$7,984 + \$66 (TIF) x 2	<b>\$16,100/summer</b>
				<b>\$29,428/year</b>

## **E. ACKNOWLEDGMENTS**

## **F. APPENDICES**

Appendix 1: UCB\_CRG\_Working-Groups

Appendix 2: UMAA\_OVPR Research Administration Services

Appendix 3: UNC-CH\_2020-2021 ALP Syllabus\_11.18.20

Appendix 4: UNC-CH\_IAH at UNC\_ALP Literature

Appendix 5: UC Strategic Planning Workshop