SUCCESS AFTER TENURE:

LESSONS IN ENGAGING MID-CAREER FACULTY

October 26, 2018

collaborative on academic careers in higher education
OVERVIEW

Introduction
COACHE data about the mid-career experience

Vicki Baker
Perspectives from editing *Success After Tenure*

R.I.T.
Mid-career support at the Innovative Learning Institute

Q&A
Audience input, perspectives, additional questions
PANELISTS

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WHAT WE THINK LIFE AFTER TENURE WILL FEEL LIKE

WHAT LIFE AFTER TENURE ACTUALLY FEELS LIKE
THE ‘REWARDS’ FOR EARNING TENURE

• Teaching protections are lifted
• Service load increases
• Asked to serve as chair
• Mentoring disappears
• Grants are more competitive
• Family life/crisis intervenes
• New chair/dean moves goalposts to full
• Unclear path to promotion

All of the above x2 for women, fac. of color
# COACHE DATA

Average age of faculty by rank and tenure status at 50 COACHE research universities

<table>
<thead>
<tr>
<th>faculty rank</th>
<th>n</th>
<th>Median</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor/Lecturer</td>
<td>6,771</td>
<td>48</td>
<td>48.4</td>
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<tr>
<td>Assistant</td>
<td>5,078</td>
<td>44</td>
<td>46.0</td>
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<tr>
<td>Associate</td>
<td>2,364</td>
<td>53</td>
<td>52.8</td>
</tr>
<tr>
<td>Full</td>
<td>1,064</td>
<td>60</td>
<td>59.3</td>
</tr>
<tr>
<td>Pre-tenure Assistant</td>
<td>9,245</td>
<td>38</td>
<td>39.0</td>
</tr>
<tr>
<td>Tenured</td>
<td>Associate</td>
<td>14,129</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Full</td>
<td>18,306</td>
<td>60</td>
</tr>
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</table>
The following data represent the opinions of over 5,000 Associate Professors in the rank for 6+ years.

**COACHE DATA**

- **45%** Somewhat or Strongly Disagree
  - With the statement
    “My department has a culture where associate professors are encouraged to work towards promotion to full.”

- **40%** Have No Plans...
  - ...to submit their dossier for promotion to full professor
Vicki Baker, MBA, MS, PhD

- Why mid-career faculty
- Motivation behind the edited volume
- Organization of the edited volume
- Key Trends/Takeaways
WHY MID-CAREER FACULTY

• Limited research and practice devoted to mid-career faculty as compared to early career

• Researchers reveal that each career stage is unique; characterized by differing challenges and opportunities that require corresponding faculty development supports

• “Mid-career faculty today are arguably one of the first generations to directly experience dramatic shifts in faculty work” – rise in contingent work force, reduced resources, shifting notion of higher education as a public good (Lester and colleagues, Chapter 15)
MOTIVATION BEHIND THE EDITED VOLUME

• Engaged in longitudinal faculty work in the GLCA; findings revealed a lack of resources and strategic efforts to support mid-career faculty
• Developed the Academic Leadership Institute (ALI) for mid-career faculty in the GLCA
• If we were engaged in this work, assumed others were too – interested in learning what others were doing to support mid-career faculty
ENGAGED IN THOUGHTFUL DISCUSSIONS WITH ASSOCIATE EDITORS

FIRST, THOUGHT WE WOULD ORGANIZE BY INSTITUTION TYPE; DECIDED AGAINST INSTITUTION TYPE AS THE ORGANIZATIONAL FRAME

OPTED TO ORGANIZE BY THEME: LEADERSHIP DEVELOPMENT, TEACHING AND LEARNING, SCHOLARLY DEVELOPMENT, SPECIAL TOPICS

UNDER EACH THEME, A DIVERSITY OF INSTITUTION TYPES, BOTH DOMESTIC AND ABROAD, ARE FEATURED TO ILLUSTRATE THAT ALL INSTITUTIONS ARE IN NEED OF BETTER SUPPORT FOR THEIR MID-CAREER FACULTIES

CHAPTERS FEATURE A DIVERSITY OF INSTITUTIONAL, DISCIPLINARY, CENTER-BASED, AND INDIVIDUAL EFFORTS TO BETTER SUPPORT MID-CAREER FACULTY
KEY TRENDS/TAKEAWAYS

• Intersection of individual and organization – opportunity to be more deliberate and strategic by situating mid-career faculty development supports at this intersection

• National and institutional contexts matter – must be accounted for when envisioning, developing, implementing and assessing the effectiveness of mid-career faculty development efforts

• Earning tenure and promotion does not mean professional development opportunities are no longer needed; quite the contrary given the ways in which the professoriate evolves and expands at this career stage

• Collecting data, on a regular basis, and using that data to inform mid-career faculty development programming is crucial
ANNE MARIE CANALE, MS &
CHERYL HERDKLOTZ, PHD

Lessons from the Innovative Learning Institute
Faculty Development Center at
the Rochester Institute of Technology
Organizational Development
- Leadership opportunities
- Involvement in governance
- Opportunities for fellowships, sabbaticals, etc.
- Mentoring opportunities

Functional Development
- Opportunities for technology training
- Teaching strategies
- Peer review/assessment
- Curriculum design
- Instructional skills
- Interdisciplinary opportunities

Personal Development
- Professional & career advancement
- Unique programs for women, deaf and hard-of-hearing, AALANA faculty
- Well-being, work/life balance programs
- Family friendly policies such as dual career

LEADERSHIP DEVELOPMENT

Scholarships

• Cornell Faculty Leadership Development Workshop
• National Center for Faculty Development & Diversity (NCFDD)
• POD Leadership Development Institute (LDI)

Grants

• Provost’s Leadership Opportunity Grants (PLOG)
• Lecturers’ Professional Development (non-tenure track faculty)
MENTORING

Mentoring for mid-career faculty

• Resources and networking opportunities as they continue building their “mentoring constellation” throughout their career

Resources on being a mentor

• Panel “So You Want to be a Mentor?”

Faculty Mentoring Mini-Grant Program

Provost’s Excellence in Mentoring Award
FUNCTIONAL DEVELOPMENT

Teaching and Learning Services (TLS)

- Training on technologies
- Course design, classroom technology
- Experimentation with emerging modes and models
- Contributing to cutting-edge research and interdisciplinary collaboration
- Media production and captioning
- Individual consultations; web-based teaching and learning resources
- Classroom observations
PERSONAL DEVELOPMENT

- Evolving your Career: Managing Transitions
- Mid-Tenure Review Panel
- Promotion Package Prep (P3)
- Promotion & Tenure “Smarts”
- CV, Résumé, Portfolio Polishing Workshop
PERSONAL DEVELOPMENT

Research and Scholarship Support
- Pitching and Publishing Your Next (or First) Book
- Publish or Perish Symposium
- Guest authors and faculty development

Faculty Writing Groups
- Individual writing sessions/retreats
- Goal setting
- Directed writing activities
- Individual consultations
Faculty Grants Showcase
  • Opportunity to share with colleagues

Orientation Presentations
  • Senior faculty sharing experiences with new faculty

Author Presentation
  • RIT authors, special events

Social, Networking Activities
  • Coffee breaks, Power Reception
QUESTIONS?
CONNECT WITH COACHE

If you would like access to additional resources, contact us:

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coache.gse.harvard.edu

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