

*SUCCESS AFTER TENURE:*

# LESSONS IN ENGAGING MID-CAREER FACULTY

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October 26, 2018



collaborative on academic  
careers in higher education

# OVERVIEW

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## 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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**Vicki Baker, MBA,  
MS, PhD**

Professor, Albion  
College



**Anne Marie Canale, MS**

Faculty Development Research  
Consultant, Rochester Institute of  
Technology



**Cheryl Herdklotz, PhD**

Faculty Development Research  
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**Todd Benson, PhD**

Associate Director,  
Collaborative on Academic  
Careers in Higher Education

## WHAT WE THINK LIFE AFTER TENURE WILL FEEL LIKE

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## WHAT LIFE AFTER TENURE ACTUALLY FEELS LIKE

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# THE 'REWARDS' FOR EARNING TENURE

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- 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

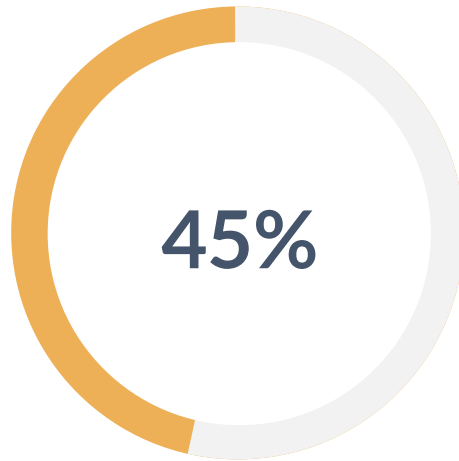
Average age of faculty by rank and tenure status at 50  
COACHE research universities

		<i>n</i>	Median	Mean
Non Tenure-Track	Instructor/Lecturer	6,771	48	48.4
	Assistant	5,078	44	46.0
	Associate	2,364	53	52.8
	Full	1,064	60	59.3
Pre-tenure	Assistant	9,245	38	39.0
Tenured	Associate	14,129	48	50.2
	Full	18,306	60	59.3

# COACHE DATA

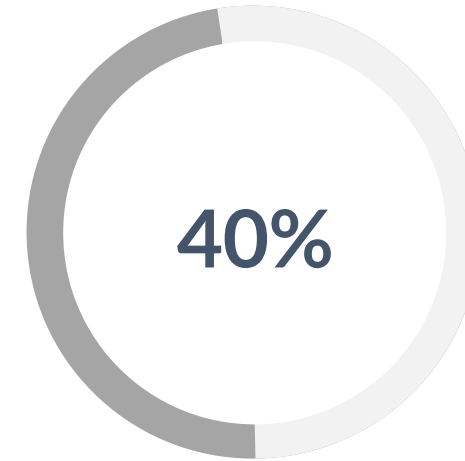
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The following data represent the opinions of over 5,000 Associate Professors in the rank for 6+ years



## Somewhat or Strongly Disagree

With the statement  
"My department has a culture where  
associate professors are encouraged to work  
towards promotion to full."



## Have No Plans...

... to submit their dossier for promotion to full  
professor

# Vicki Baker, MBA, MS, PhD

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



# WHY MID-CAREER FACULTY

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- 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

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- 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

# ORGANIZATION OF THE EDITED VOLUME

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- 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

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- 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**

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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

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## 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

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## 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

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## 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

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

# PERSONAL DEVELOPMENT

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## 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

# RECOGNITION/SHOWCASE

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## 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?**

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# CONNECT WITH COACHE

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

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617-495-5285  
coache.gse.harvard.edu



20% OFF OF “SUCCESS AFTER TENURE”  
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