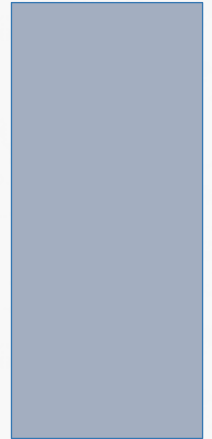




WHAT HAPPENS POST-TENURE?

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COACHE DATA POOL: 2011 AND 2012

➤ Tenured Associate Professors in STEM: 1,263

- 0 to 6 years in rank: 1,050
- 7 to 12 years in rank: 213

➤ Gender

- Females: 437
- Males: 826

➤ Institutional Type

- RU/VH: 909
- RU/H: 206
- DRU: 148

➤ Children (HS or younger)

- Yes: 787
- No: 476

Race	N
White (non-Hispanic)	962
Asian, Asian American, or Pacific Islander	194
Hispanic or Latino/a	54
Black or African American	34
Other	9
Multiracial	8
American Indian or Native Alaskan	1

TIME IN RANK MATTERS MOST IN FACULTY RATINGS ABOUT THEIR WORKPLACES

Associate professors in rank 7 to 12 years rate 82 of 129 (64%) items significantly lower than those in rank 0 to 6 years.

Category	# of items	# and % items rated lower by those 7-12 years in rank		Table #
Research	11	10	91%	3
Service	7	4	57%	4
Teaching	9	2	22%	5
Work Balance (research, service, teaching)	1	1	100%	6
Resources, Support, Salary, and Benefits	19	7	37%	7
Support for Interdisciplinary Work	5	4	80%	8
Collaboration	3	1	33%	9
Mentoring Effectiveness (no differences in importance)	6	5	83%	10
Promotion	8	8	100%	11
Institutional Governance & Leadership	21	12	57%	12
Departmental Faculty Vitality, Productivity, and Effectiveness	9	2	22%	13
Work & Personal Life	4	3	75%	14
Climate	11	8	73%	15
Appreciation & Recognition	11	11	100%	16
Global Satisfaction	4	4	100%	17

IT'S NOT ABOUT GENDER -- AT LEAST NOT IN THE WAYS WE MIGHT HAVE THOUGHT

There are more significant differences between males and females during years 0-6 than years 7-12.

0-6 Years in Rank

- Females rate 16 items significantly lower than males.
- Males rate 9 items significantly lower than females.
- Females rate the importance of mentoring on 3 of 3 items significantly higher.

7-12 Years in Rank

- Females rate no items significantly lower than males.
- Males rate 11 items significantly lower than females.
- Females rate the importance of mentoring on 2 of 3 items significantly higher.

~ RESEARCH, SERVICE, TEACHING ~

SIGNIFICANT DIFFERENCES BY GENDER

RESEARCH: Level of satisfaction or dissatisfaction with the...	0-6 years		7-12 years	
	M	F	M	F
Portion of your time you have for research	3.62	3.34 ✓		
Influence you have over the focus of your research/scholarly work	3.20	3.37	3.98	4.27
Availability of course-release time to focus on research	2.85	2.68 ✓		
SERVICE:	0-6 years		7-12 years	
	M	F	M	F
How equitably committee assignments are distributed across faculty in your department (satisfaction scale)	3.08	2.84 ✓		
My institution does what it can to help faculty who take on additional leadership roles to sustain other aspects of their faculty work (agreement scale)	3.26	3.07 ✓		
TEACHING: Level of satisfaction or dissatisfaction with ...	0-6 years		7-12 years	
	M	F	M	F
The quality if students you teach, on average	3.20	3.52	3.18	3.54
Support the institution has offered you to improve your teaching	3.24	3.42		
How equitably the teaching workload is distributed across faculty in your department	3.10	2.91 ✓		

~ WORK BALANCE, RESOURCES ETC., MENTORING~ SIGNIFICANT DIFFERENCES BY GENDER

WORK BALANCE: Level of agreement or disagreement...	0-6 years		7-12 years	
	M	F	M	F
I am able to balance the teaching, research, and service activities expected of me.	3.39	2.99 ✓		

RESOURCES, SUPPORT, SALARY, And BENEFITS: Level of satisfaction or dissatisfaction with...	0-6 years		7-12 years	
	M	F	M	F
-- Library resources	3.87	4.05		
-- Clerical/administrative support	3.22	2.99 ✓	3.80	4.11
-- Tuition waivers, remission, exchange	2.58	2.83		
-- Health benefits for yourself	3.41	3.62	3.40	3.75
-- Health benefits for your family	3.22	3.40	3.20	3.58
-- Retirement benefits	3.36	3.53		

MENTORING	0-6 years		7-12 years	
	M	F	M	F
-- Importance of having a mentor or mentors in your department	4.26	4.39		
-- Importance of having a mentor or mentors outside your department at your institution	3.41	3.85	3.46	3.86
-- Importance of having a mentor or mentors outside your institution	3.57	3.96	3.44	3.90
-- Effectiveness of mentoring from someone outside your department at your institution	3.71	4.00	3.07	3.54
--There is effective mentoring of pre-tenure faculty in your department	3.13	2.90 ✓		

~ PROMOTION, INSTITUTIONAL GOVERNANCE & LEADERSHIP ~

SIGNIFICANT DIFFERENCES BY GENDER

PROMOTION	0-6 years		7-12 years	
	M	F	M	F
My department has a culture where associate professors are encouraged to work towards promotion to full professor. (agreement scale)	3.70	3.46✓		
My sense of whether or not I will be promoted from associate to full professor (clarity scale)	3.35	3.17✓		

INSTITUTIONAL GOVERNANCE & LEADERSHIP Level of satisfaction or dissatisfaction with...	0-6 years		7-12 years	
	M	F	M	F
My institution's president's/chancellor's stated priorities			2.98	3.29
My <u>department head's or chair's</u> pace of decision making	3.64	3.45	}	
My <u>department head's or chair's</u> communication of priorities to faculty	3.64	3.39		
My <u>department head's or chair's</u> ensuring opportunities for faculty to have input into departmental policy decisions	3.70	3.43		
My <u>department head's or chair's</u> fairness in evaluating my work	3.93	3.75		

~ DEPARTMENTAL VITALITY ETC., APPRECIATION, AND GLOBAL SATISFACTION ~ SIGNIFICANT DIFFERENCES BY GENDER

DEPARTMENTAL FACULTY VITALITY, PRODUCTIVITY, EFFECTIVENESS Level of satisfaction or dissatisfaction with...	0-6 years		7-12 years	
	M	F	M	F
Intellectual vitality of pre-tenure faculty in your department			3.86	4.21
Research/scholarly/creative productivity of pre-tenure faculty in your department			3.71	4.00
Intellectual vitality of non-tenure-track faculty in your department			3.20	3.77
Teaching effectiveness of non-tenure-track faculty in your department			3.44	4.17

APPRECIATION AND RECOGNITION Level of satisfaction or dissatisfaction with...	0-6 years		7-12 years	
	M	F	M	F
Recognition you receive, for all your work, from your department head or chair	3.68	3.50 ✓		

GLOBAL SATISFACTION Level of satisfaction or dissatisfaction with...	0-6 years		7-12 years	
	M	F	M	F
All things considered, your department as a place to work	3.82	3.66 ✓		

IT'S NOT ABOUT GENDER & KIDS – AT LEAST NOT IN THE WAYS WE MIGHT HAVE THOUGHT

There are very few significant differences between males with kids and females with kids.

O-6 Years in Rank

- Females with kids rate 4 items significantly lower than males with kids.
- Males with kids rate 4 items significantly lower than females with kids.
- Females with kids rate the importance of mentoring on 2 of 3 items significantly higher.

7-12 Years in Rank

- Females with kids rate no items significantly lower than males with kids.
- Males with kids rate 0 items significantly lower than females with kids.
- Females with kids rate the importance of mentoring on 1 of 3 items significantly higher than males with kids.

~ RESEARCH, WORK BALANCE, MENTORING ~ SIGNIFICANT DIFFERENCES BY GENDER & KIDS

RESEARCH: Level of satisfaction or dissatisfaction with the...	0-6 years		7-12 years	
	M w/	F w/	M w/	F w/
Portion of your time you have for research	3.66	3.47 ✓		
Influence you have over the focus of your research			4.04	4.41
Quality of graduate students to support your research/scholarly work	3.22	3.47		

WORK BALANCE: Level of agreement or disagreement...	0-6 years		7-12 years	
	M w/	F w/	M w/	F w/
I am able to balance the teaching, research, and service activities expected of me.	3.44	3.17 ✓		

MENTORING	0-6 years		7-12 years	
	M w/	F w/	M w/	F w/
-- Importance of having a mentor or mentors outside your department at your institution	3.44	3.83		
-- Importance of having a mentor or mentors outside your institution	3.58	4.02	3.55	4.00
-- Effectiveness of mentoring from someone outside your department at your institution	3.34	3.67		
-- Effectiveness of mentoring from someone outside your institution	3.72	4.07		

~ PROMOTION, WORK & PERSONAL LIFE, APPRECIATION & RECOGNITION~ SIGNIFICANT DIFFERENCES BY GENDER & KIDS

RECOGNITION (Clarity)	0-6 years M w/ F w/		7-12 years M w/ F w/	
The promotion process in your department	3.67	3.43 ✓		

WORK & PERSONAL LIFE (Agreement)	0-6 years M w/ F w/		7-12 years M w/ F w/	
Department meetings occur at times that are compatible with my personal /family needs	4.06	3.85 ✓		

APPRECIATION & RECOGNITION	0-6 years M w/ F w/		7-12 years M w/ F w/	
Recognition you receive from your chief academic officer for all your work	2.82	3.05		

IT'S NOT ABOUT KIDS – AT LEAST NOT IN THE WAYS WE MIGHT HAVE THOUGHT

There are several significant differences between females with and without kids—most in the opposite direction of what you might have thought.

O-6 Years in Rank

- Females with no kids rate 18 items significantly lower than females with kids.
- Females with kids rate 3 items significantly lower than females without kids.

7-12 Years in Rank

- Females with no kids rate 0 items significantly lower than females with kids.
- Females with kids rate 7 items significantly lower than females with kids.

~ RESEARCH, SERVICE, TEACHING ~

SIGNIFICANT DIFFERENCES BY FEMALES WITH AND WITHOUT KIDS

RESEARCH: Level of satisfaction or dissatisfaction with the...	0-6 years F w/ F w/o		7-12 years F w/ F w/o	
Portion of your time you have for research	3.47	3.21		
Amount of external funding you are expected to find	3.30	3.06		
Influence you have over the focus of your research/scholarly work	4.41	4.22		
Support your institution has offered for managing externally funded grants (post-award)	3.23	2.95		
Support your institution has offered for securing graduate student assistance	3.07	2.73		

SERVICE: Level of satisfaction and dissatisfaction with...	0-6 years F w/ F w/o		7-12 years F w/ F w/o	
How equitably committee assignments are distributed across faculty in your department	3.08	2.84		
The number of students you advise/mentor (including oversight of independent study, research projects, internships, study abroad)	2.98	2.70		

TEACHING: Level of satisfaction or dissatisfaction with ...	0-6 years F w/ F w/o		7-12 years F w/ F w/o	
The quality of students you teach, on average	3.41	3.64	3.25	3.80

~ WORK BALANCE, RESOURCES ETC., PROMOTION ~
SIGNIFICANT DIFFERENCES BY FEMALES
WITH AND WITHOUT KIDS

WORK BALANCE: Level of agreement or disagreement...	0-6 years F w/ F w/o		7-12 years F w/ F w/o	
I am able to balance the teaching, research, and service activities expected of me.	3.17	2.79		

RESOURCES, SUPPORT, SALARY, And BENEFITS: Level of satisfaction or dissatisfaction with...	0-6 years F w/ F w/o		7-12 years F w/ F w/o	
-- Clerical/administrative support			2.84	3.49
-- Health benefits for yourself	3.49	3.77		
-- Health benefits for your family	3.28	3.57		
-- Retirement benefits			3.13	3.67

PROMOTION Level of agreement or disagreement...	0-6 years F w/ F w/o		7-12 years F w/ F w/o	
Generally, the expectations for promotion from associate to full professor are reasonable to me.	3.80	3.45		

~ INSTITUTIONAL GOVERNANCE & LEADERSHIP AND WORK & PERSONAL LIFE ~

SIGNIFICANT DIFFERENCES BY FEMALES WITH AND WITHOUT KIDS

INSTITUTIONAL GOVERNANCE & LEADERSHIP Level of agreement or disagreement...	0-6 years F w/ F w/o		7-12 years F w/ F w/o	
My institution's priorities are acted upon consistently across all levels of leadership.	2.94	2.63		
My dean's or division head's ensuring opportunities for faculty to have input into school/college priorities.			2.75	3.31
[For those who agree that, in the last five years, the institution's mission has changed in ways that have negatively affected their work] I have received sufficient support from my dean or division head in adapting to the changing mission.			2.11	3.00
My department head's or chair's ensuring opportunities for faculty to have input into departmental policy decisions.	3.58	3.28		
My department head's or chair's fairness in evaluating my work.	3.89	3.59		

WORK & PERSONAL LIFE Level of agreement or disagreement...	0-6 years F w/ F w/o		7-12 years F w/ F w/o	
I have been able to find the right balance between my professional life and my personal/family life.	3.19	2.80		
My departmental colleagues do what they can to make personal/family obligations and an academic career compatible.	3.73	3.39		

~ APPRECIATION & RECOGNITION AND GLOBAL SATISFACTION ~

SIGNIFICANT DIFFERENCES BY FEMALES

WITH AND WITHOUT KIDS

APPRECIATION & RECOGNITION Level of satisfaction and dissatisfaction... Level of agreement or disagreement...	0-6 years F w/ F w/o		7-12 years F w/ F w/o	
Recognition you receive for your student advising	3.10	2.86		
Recognition you receive for your scholarly/creative work	3.54	3.29		
For all your work, the recognition you receive from your chief academic officer	3.05	2.77		
For all your work, the recognition you receive from your department head or chair	3.64	3.36		
For all your work, the recognition you receive from your department head or chair			2.86	3.43
I feel that my department is valued by this institution's President/Chancellor and Provost.			2.86	3.51

GLOBAL SATISFACTION Level of agreement or disagreement...	0-6 years F w/ F w/o		7-12 years F w/ F w/o	
All things considered, your department as a place to work	3.79	3.52		

IMPLICATIONS FOR POLICY & PRACTICE

- “Getting to Full” not “Getting to Tenure” (from the start)
 - Clarity needed about what, how, and when
 - Credit for leadership roles
- Stop making assumptions and start talking with faculty
- Think holistically about the department and build the team
- One size does not fit all. Did we ever really think it did?
- Fix the workplace, not force faculty to adapt to it
- Mentoring matters at every step
- Help faculty manage expectations and demands
- Pay attention to workload equity – especially teaching and service
- Ensure faculty have the time they need to do what’s expected
- Consider the impact of focus on faculty with kids for faculty without kids
- Department chair education and development needed!

IMPLICATIONS FOR POLICY & PRACTICE

- Work-Family Policies
 - What to do if your spouse loses his/her job?
 - After school care for pre-teens
 - Supporting eldercare needs during travel
 - Support for eldercare, spousal care
- Promotion to Full Professor
 - Modified duties
 - Leave (e.g., sabbatical planning workshops)
 - Workload shifts (more teaching or more research)
 - Improved communication about timing/push to stand
 - Small grants to support mid-career faculty (e.g., matching funds, travel support)
 - Trigger (e.g. 9th year review)
 - Broader, more inclusive criteria

THE WAY AN ISSUE IS FRAMED AFFECTS...

- The questions we ask
- The way we see the issue
- The outcomes and solutions we get

WE CANNOT SOLVE OUR PROBLEMS WITH THE SAME
THINKING WE USED WHEN WE CREATED THEM ~ EINSTEIN ~

EVERY SYSTEM IS PERFECTLY DESIGNED TO GET THE RESULTS IT GETS
~ BATALDEN ~

INSANITY: DOING THE SAME THING OVER AND OVER AGAIN
AND EXPECTING DIFFERENT RESULTS ~ EINSTEIN ~