



# 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 <b>91%</b>   | 3       |
| Service  | 7          | 4 <b>57%</b>  | 4       |
| Teaching   | 9          | 2 <b>22%</b>  | 5       |
| Work Balance (research, service, teaching)                     | 1          | 1 <b>100%</b>   | 6       |
| Resources, Support, Salary, and Benefits                       | 19         | 7 <b>37%</b>  | 7       |
| Support for Interdisciplinary Work                             | 5          | 4 <b>80%</b>  | 8       |
| Collaboration  | 3          | 1 <b>33%</b>  | 9       |
| Mentoring Effectiveness (no differences in importance)         | 6          | 5 <b>83%</b>  | 10      |
| Promotion  | 8          | 8 <b>100%</b>   | 11      |
| Institutional Governance & Leadership                          | 21         | 12 <b>57%</b>   | 12      |
| Departmental Faculty Vitality, Productivity, and Effectiveness | 9          | 2 <b>22%</b>  | 13      |
| Work & Personal Life   | 4          | 3 <b>75%</b>  | 14      |
| Climate  | 11         | 8 <b>73%</b>  | 15      |
| Appreciation & Recognition                                     | 11         | 11 <b>100%</b>  | 16      |
| Global Satisfaction  | 4          | 4 <b>100%</b>   | 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:<br>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<br>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<br>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<br>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<br>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.**

## 0-6 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 |        | 7-12 years |      |
|--|-----------|--------|------------|------|
|  | M w/      | F w/   | M w/       | F w/ |
| The promotion process in your department | 3.67      | 3.43 ✓ |            |      |

| WORK & PERSONAL LIFE (Agreement)  | 0-6 years |        | 7-12 years |      |
|---|-----------|--------|------------|------|
|   | M w/      | F w/   | 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 |      | 7-12 years |      |
|--|-----------|------|------------|------|
|  | M w/      | F w/ | 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.**

## 0-6 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 |       | 7-12 years |       |
|---|-----------|-------|------------|-------|
|   | F w/      | F w/o | 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 |       | 7-12 years |       |
|---|-----------|-------|------------|-------|
|   | F w/      | F w/o | 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 |       | 7-12 years |       |
|---|-----------|-------|------------|-------|
|   | F w/      | F w/o | 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**

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

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

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

**~ INSTITUTIONAL GOVERNANCE & LEADERSHIP AND  
WORK & PERSONAL LIFE ~**

**SIGNIFICANT DIFFERENCES BY FEMALES WITH AND WITHOUT KIDS**

| INSTITUTIONAL GOVERNANCE & LEADERSHIP<br>Level of agreement or disagreement...   | 0-6 years |       | 7-12 years |       |
|--|-----------|-------|------------|-------|
|  | F w/      | F w/o | 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<br>Level of agreement or disagreement...  | 0-6 years |       | 7-12 years |       |
|--|-----------|-------|------------|-------|
|  | F w/      | F w/o | 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<br><br>Level of satisfaction and dissatisfaction...<br><br>Level of agreement or disagreement... | 0-6 years |       | 7-12 years |       |
|---|-----------|-------|------------|-------|
|   | F w/      | F w/o | 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<br><br>Level of agreement or disagreement... | 0-6 years |       | 7-12 years |       |
|--|-----------|-------|------------|-------|
|  | F w/      | F w/o | 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. 9<sup>th</sup> 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 ~