Collaborative On Academic Careers in Higher Education

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Many U.S. colleges and universities will hire more faculty in the next 8-10 years than they currently employ because of retirements and growth.

Will the best and brightest faculty (crucial to student engagement and retention, research, and service – mission fulfillment) seek employment inside or outside academe?

At your campus or your competitor’s?
US Faculty Employment Trends

- Full Time:
  - 1975: 78%
  - 2005: 52%

- Part Time:
  - 1975: 22%
  - 2005: 48%
US Full-Time Faculty Employment Trends

- Non tenure-track
- Tenured
- Tenure-Track
Who is Generation X?

- Born between 1965 and 1980
- Skeptical
- Believe parents suffered Vacation Deficit Disorder
  - “Give me balance now, not when I’m 65.”
  - “If they can’t understand that I want an [amazing] career and an [amazing] life … [or] I don’t want to work here.”
  - “Why does it matter when I come and go, as long as I get the work done?”
- Willing to work hard but wants to decide when, where, and how.

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<tbody>
<tr>
<td>Chain of command</td>
<td>Change of command</td>
<td>Self-command</td>
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<td></td>
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<td>Collaborate</td>
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<tr>
<td>Build a legacy</td>
<td>Build a stellar career</td>
<td>Build a portable career</td>
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<td>Satisfaction of a job well-done</td>
<td>Money, title, recognition, corner office</td>
<td>Freedom</td>
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<td>If we give in to demands for flexibility, who will do the work?</td>
<td>I can’t believe the nerve of those X’ers – they want it all!</td>
<td>I’ll go where I can find the lifestyle I’m seeking.</td>
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<td>Job changing carries a stigma.</td>
<td>Job changing puts you behind.</td>
<td>Job changing is necessary.</td>
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<td>If I’m not yelling at you, you’re doing fine.</td>
<td>Feedback once a year; well-documented.</td>
<td>Sorry to interrupt again, but how am I doing?</td>
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The GenX Academe Clash

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<th>Self-command &amp; collaborate</th>
<th>Top down hierarchy unappealing</th>
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<tbody>
<tr>
<td>Portable career</td>
<td>May move on despite tenure</td>
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<tr>
<td>Freedom, fun, fulfillment</td>
<td>Where is the fun?</td>
</tr>
<tr>
<td>Will go where the right lifestyle fit exists</td>
<td>May move on for the right “fit”</td>
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<td>Job changing is not bad and may be necessary</td>
<td>No stigma, just reality</td>
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<td>Sorry to interrupt again, but how am I doing?</td>
<td>Transparency matters</td>
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<td>Up or out after six years?</td>
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The Study of New Scholars

- Gather satisfaction data – by gender, race, and field – in a standardized fashion so that it is comparable over time and across institutions.

- Create a constructive competition among academic institutions to be a “great place to work” for all junior faculty.

- Bring market forces to bear on an otherwise insular academy.
Focus Groups and Survey

Key components of junior faculty satisfaction (and ultimately success) are:

- Tenure clarity and reasonableness of expectations
- Equity and fairness
- Climate/culture/colleagiality
- Quality of life/balance between work-home life
- Nature of work/workload
- Professional development/support for work
## Focus Groups

- Columbia
- Cornell
- Harvard
- Massachusetts Institute of Technology
- New York University
- University of Massachusetts, Amherst
- Barnard
- Holy Cross
- Mount Holyoke
- Sarah Lawrence
- Smith
- Williams
- Sarah Lawrence
Pilot Study

- Berkeley
- Brown
- Duke
- University of Arizona
- University of Illinois
- University of Washington
- Carleton
- Morehouse
- Mt. Holyoke
- Oberlin
- Sarah Lawrence
- Smith
COACHE – National Survey

- Nearly 7,000 early career faculty
- 77 U.S. universities and liberal arts colleges
Highlights – What We Know

- Faculty satisfaction depends most on climate…
  - Sense of ‘fit’ in department
  - Interest senior colleagues take in you
  - Opportunities to collaborate with senior colleagues

- …and nature of work/work load
  - Support for research and teaching
  - Reasonable teaching load
  - Few committees/less administrative work

- Research issues are among those with which faculty are least satisfied
  - Time to conduct research
  - Amount of external funding expected
  - Research expectations for tenure
What Can Be Done?

- There is no magic bullet that will eliminate the ‘ideal worker’ norm and the expectations of family built around that norm.

- Changes in policy are needed, yes,…BUT…
  - Changes in culture, climate, and day-to-day practices and expectations across all levels of the academy are required for long-term improvement.
  - Absent those changes, even the most progressive work/family policies will likely be ignored by faculty.
Institutional Support

- Provide “instrumental” mentoring
  - Critiques of scholarly work
  - Nominate for career-enhancing rewards
  - Include in valuable networks
  - Collaborate on research and teaching
  - Be Co-PI
  - Arrange for them to chair conference or submit their name

Institutional Support

- Provide clarity and fairness in tenure
  - Clear and written criteria
  - Clear body of evidence
  - Be realistic about what junior faculty can reasonably do
  - In evaluating ‘national’ reputation, realize that not everyone can travel
  - Credit outside of class work: independent studies and dissertations
Institutional Support

- Teach junior faculty how to document teaching
- Recognizes significant editorial work, advising, service work in tenure process
- Have year-long campus-wide orientation
- Help faculty build a network
- Hold demystifying workshops on tenure
- Provide mentoring teams
- Protect from service
- No one sees first year student evaluations but the new faculty member
Institutional Support

- Systematically assess bias in evaluation

- Monitor equity
  - Work load
  - Collaboration
  - Travel funds
  - Start-up packages
  - Space/lab/office
  - Resources
  - Salary
  - RA support
Faculty Reviews Should Be…

- Clear
- Transparent
- Fair
- Equitable
- Frequent
- Consistent
- Helpful
- Written
- Focused

Conducted by:
- Senior colleagues who understand the complexities and environment facing the junior faculty member
- Chairs who are trained

Based on:
- Reasonable requirements
A New Bottom Line?

- Provide flexibility, equity, transparency
- Provide a harmonious work environment
- Provide work balance (research and teaching)
- Provide work/personal life balance/bridge
- Minimize red-tape and rules
- They are scholars, not nerds – they want a life
- These faculty are mobile