



Regenerating the Faculty Workforce by Focusing on Pre-Tenure Faculty

AAC&U: Shaping Faculty Roles in a Time of Change
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HARVARD
GRADUATE SCHOOL OF EDUCATION

Now Facing a Paradigm Shift

- Statement of the Problem
 - Aging of the Population
 - Pressure to Increase Productivity/Efficiency
 - Norms of the Academy
 - Restructuring
- Opportunities
 - Increase Diversity
 - Improve Policies and Processes
 - Do Things Differently

At the same time the population is aging the demand for affordable, convenient, quality higher education continues to increase.



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“Regenerating the Faculty”

- What does this mean?
 - “formed or created again”

<http://www.m-w.com/dictionary/regerate>

 - “restored to a better, higher, or more worthy state”
- At its core...
 - Understanding outcomes of faculty work and
 - How faculty work must change in response to changing student and societal needs.

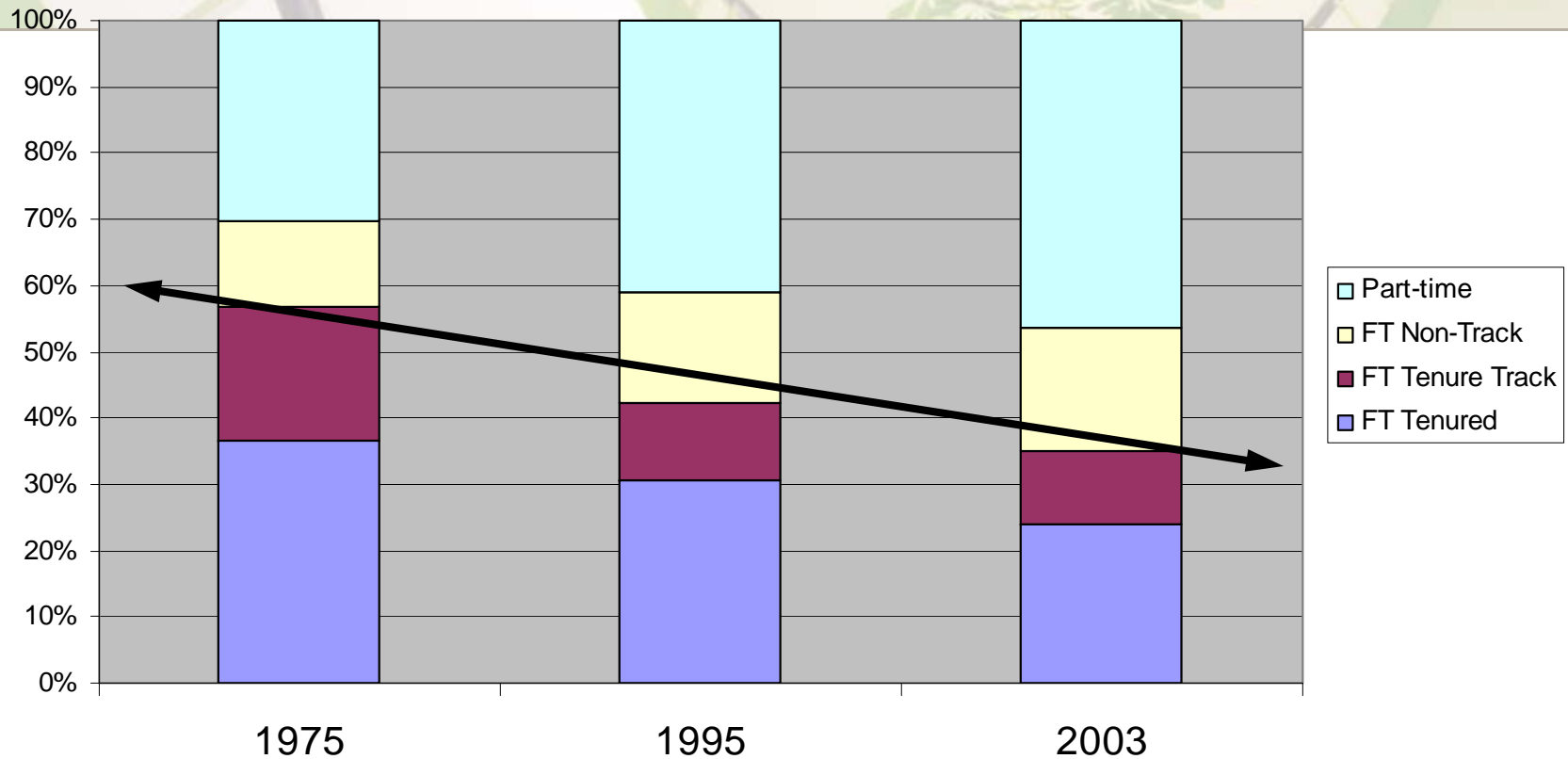


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“Regenerating the Faculty”

- What will it take?
 - Renewed attention and investment in faculty
 - Beyond the faculty development focus
 - Understanding complexities of faculty work life
- What will it look like?
 - More transparent
 - More collaborative and engaged
 - Expanded beyond traditional teaching, research, and service categories

Trends in Faculty Status



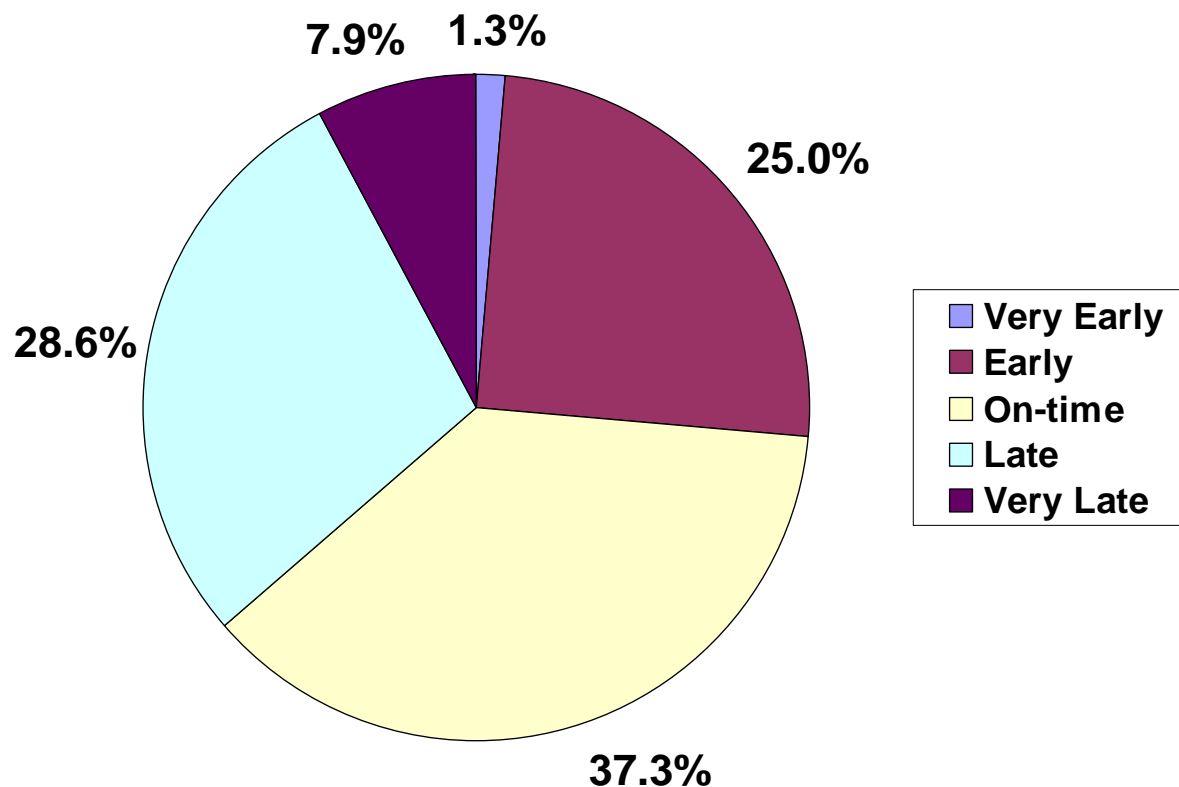
Source: U.S. Department of Education, IPEDS Fall Staff Survey; EEO-6 Survey Compiled by AAUP Research Office, Washington DC; John W. Curtis, Director of Research (5/05).

<http://www.aaup.org/AAUP/pubres/research/trends1975-2003.htm?PF=1>

Expected Retirement Age

Source:
NSOPF

Percentage distribution of expected timing of retirement of full-time instructional faculty and staff: 2003-04.



The largest proportion of faculty members (37%) expect to retire on time. However, diverse expectations about the expected timing of retirement are emerging in an uncapped environment.

Leveraging Opportunities

- Increase diversity among the faculty ranks
- Reform tenure process and policies
- Enhance interdisciplinary collaboration
- Re-define and enhance the faculty role
- Requires retaining and supporting current and future faculty members
- In short, to regenerate the faculty workforce we must improve the quality of work life.

Regenerating the Faculty Framework

- History and Tradition
- Demographic and Psycho–social characteristics
- Socio–cultural Experiences
- The Work and Status
- Values

Being Faculty: More than the Work

Institutional processes contribute to (or detract from) an individual's success/quest to be faculty.

Generational differences are adding to the complexity institutions and departments face in responding to junior faculty needs.

Creating welcoming work environments that embrace these differences while protecting what it means to be faculty.

Questions for Consideration

- What are your thoughts about regeneration?
- Does it resonate with what you've been seeing?
- What's missing?
- What needs more development?

- Is this the 'right' frame?

Comparing the Generations*

*Modified from Lancaster and Stillman, 2003; Trower, 2008)

	Baby Boomers 1946 - 1964	Generation Xers 1965 - 1981	Millennials 1982 - 2000
Key descriptor	Optimistic	Skeptical	Realistic
Cohort Size	80 million	46 million	76 million
Common Events	Vietnam War, Civil Rights & Women's Movements	Tripled divorce rate, Parents "downsized"	Columbine, rapid tech advancements
Notion of Command	Change of command	Self-command	Don't command - Collaborate!
Career Goals	Build a stellar career	Build a portable career	Build a parallel career
Motivation/rewards	Money, title, promotion	Freedom	Make a difference
Job Changing	Puts you behind	Is necessary	Part of the daily routine

Comparing the Generations (cont)

	Baby Boomers 1946 - 1964	Generation Xers 1965 - 1981	Millennials 1982 - 2000
Career Paths	Ladder	Lattice	Rubik's Cube
Attitudes re Training	Train 'em too much and they'll leave	The more they learn, the more they stay.	Continuous learning is a way of life.
Performance reviews	Once a year; well-documented.	Sorry to interrupt, how am I doing?	Feedback whenever I want.
Productivity Measures	Input matters most; Face time crucial	Output is all that matters; Face time unimportant	Output/collaboration key; Face time?
Career Pace	Prove yourself with long hours; pay dues	I want to know all my options now.	Where can I go from here?
Work-Life Balance	Want late-career balance	Want balance across career path	Want flexibility to balance all activities
Work & Life Priorities	Work comes first; dual career or divorced	Work and family/personal life equal; dual career	Life and meaningful work equally important

Faculty Labor Market Pressures

Generation X:

- Work hard, but seek **balanced lives *right now***: *Not waiting until retirement*
- Willing to go wherever lifestyle supported:
The right “fit”, the “portable career”
- Demand transparency and feedback:
“How am I doing? How about now?”

What is COACHE?

Nationwide: Over 130 colleges & universities

Gathering + disseminating actionable research

Designed for leaders/policymakers

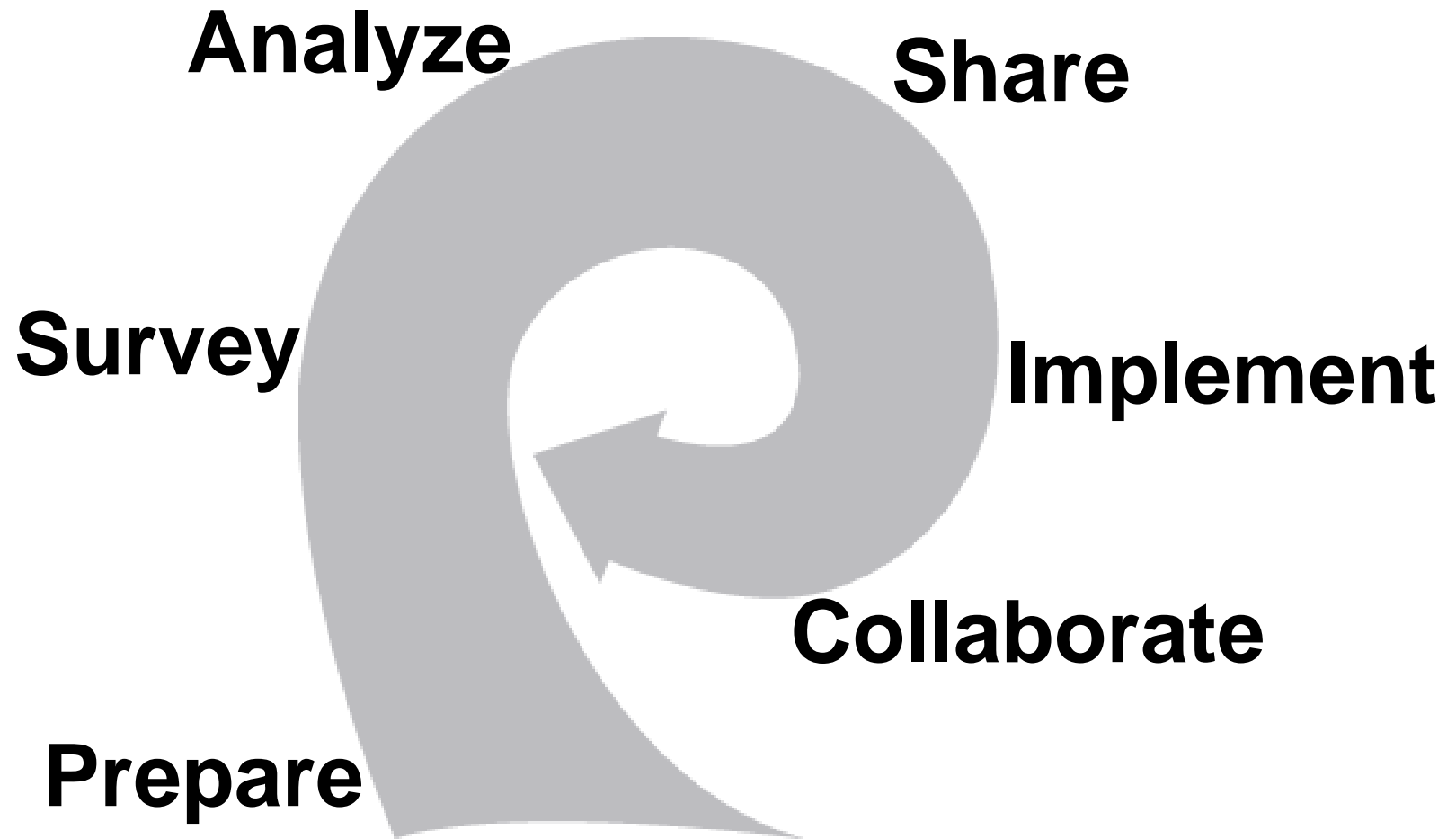
Targeting recruitment/retention

Connecting data to interventions

Improving the quality of faculty work/life

Making academic careers equitable + attractive

What is COACHE?



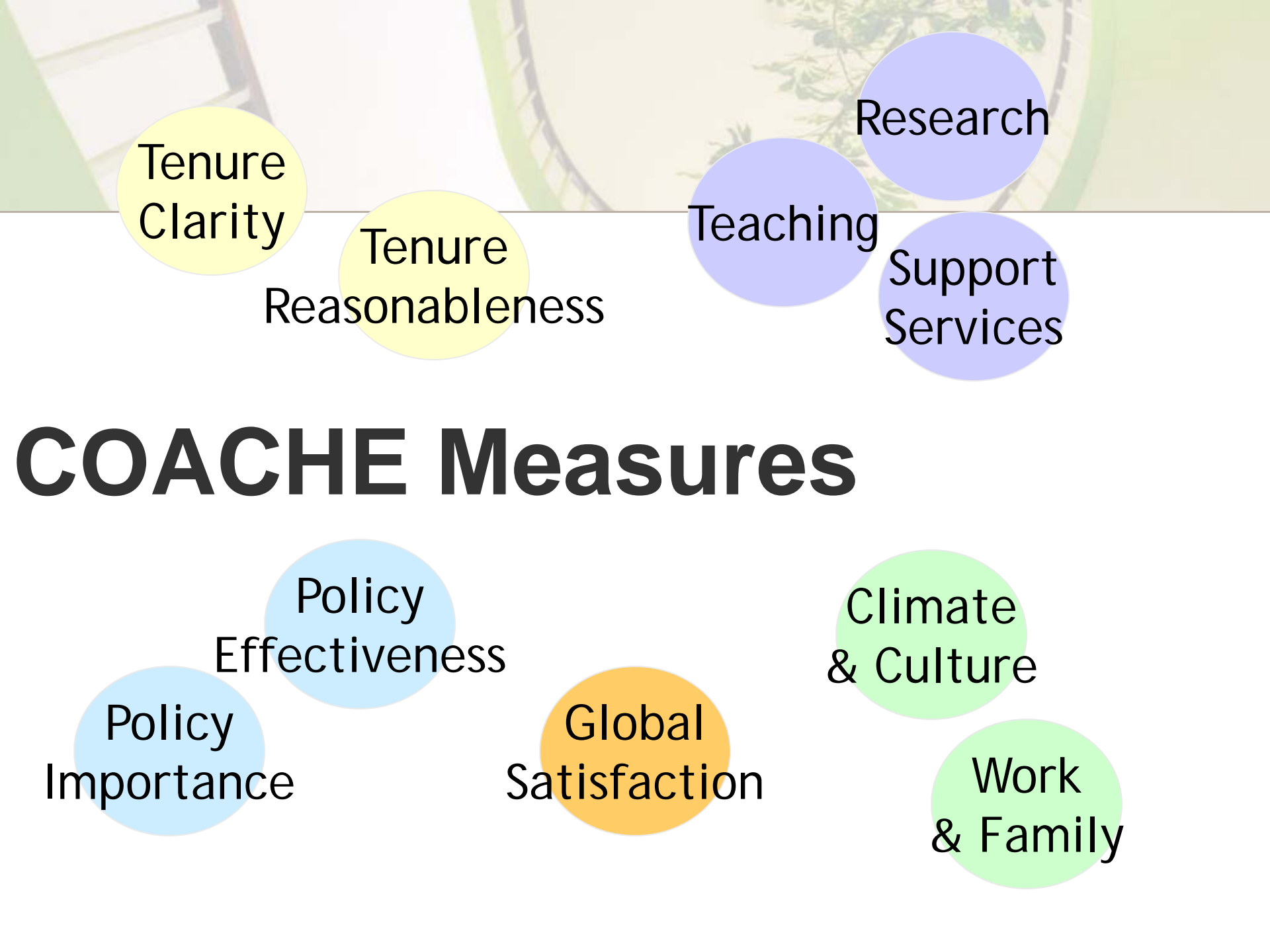
The Costs of Faculty Turnover

“Faculty turnover is expensive. Over all, across the disciplines, Madison figures that it spends an average of \$1.2-million in start-up costs for each new professor. It typically takes eight years for a professor to bring in enough research money to cover that cost... the university loses many professors before they even pay off the initial investment.”

“Wisconsin's Flagship Is Raided for Scholars,” *The Chronicle of Higher Education*, April 18, 2008, p. A19.

The Survey

A diagnostic tool for management to aid in **recruiting** and **retaining** top faculty by examining the key components of their work/life.

The diagram features a horizontal line across the top. Above the line, there are five circular nodes: 'Tenure Clarity' (yellow), 'Tenure Reasonableness' (yellow), 'Teaching' (purple), 'Research' (purple), and 'Support Services' (purple). Below the line, there are five circular nodes: 'Policy Effectiveness' (light blue), 'Policy Importance' (light blue), 'Global Satisfaction' (orange), 'Climate & Culture' (light green), and 'Work & Family' (light green). The text 'COACHE Measures' is centered below the horizontal line.

Tenure Clarity

Tenure Reasonableness

Teaching

Research

Support Services

COACHE Measures

Policy Effectiveness

Policy Importance

Global Satisfaction

Climate & Culture

Work & Family

COACHE Data

Sample Characteristics

- 5,173 full-time, tenure-line faculty @ universities
 - 56% are males
 - 74% are Xers
 - 80% are married
 - 52% have no children < 18 living at home
 - 85% are at public institutions

Tenure Clarity & Reasonableness

- Xers reported greater clarity than Boomers about the expectations for scholarship
- Boomers expressed greater clarity than Xers with the expectations for campus citizenship
- Xers reported greater reasonableness than Boomers in four categories: scholarship, teaching, advising, and colleagueship
- Xers agreed more that they receive consistent messages from tenured colleagues about requirements for tenure

Nature of Work: Research

- Xers were more satisfied with:
 - amount of time one has to conduct research/produce creative work
 - amount of external funded one is expected to find
 - influence one has over the focus of one's research
- Boomer and Xer males were more satisfied than Boomer and Xer females on the amount of time for research and the amount of funding expected

Nature of Work: Workload

- No generational differences
- Boomer males were more satisfied with the way they spend their time than were females
- Xer males were more satisfied with both the way they spend their time and the number of hours they work than were Xer females

Policies and Practices: Importance

- Boomers rated importance higher than Xers:
 - formal mentoring
 - periodic, formal performance reviews
 - written summaries of performance reviews
 - professional assistance in obtaining external grants and improving teaching
 - professional assistance improving teaching
 - peer reviews of teaching or research/creative work
- Xers rated importance higher than Boomers:
 - childcare
 - financial assistance with housing
 - stop-the-clock for parental or other family reasons
 - spousal/partner hiring programs

Policies and Practices: Work-Life

- Xers reported greater agreement than Boomers with:
 - the supportiveness of the institution for having children
 - the supportiveness of departmental colleagues of both having and raising children
- Xers reported greater satisfaction than Boomers with the balance between their professional time and personal or family time

Climate, Culture, and Collegiality

- Xers were more satisfied than Boomers with the:
 - fairness of evaluation by one's supervisor
 - interest tenured faculty take in one's professional development
 - opportunities to collaborate with tenured colleagues
 - amount of professional and personal interaction with tenured colleagues
 - amount of personal interaction with pre-tenure colleagues
 - intellectual vitality of tenured colleagues in the department
- Xers expressed greater agreement that their department treats pre-tenure faculty fairly compared to one another

Questions for Consideration

- Setting aside doing away with tenure for the moment, and given what you've heard so far about the values and needs of early and late Boomers, Gen X, and Millennials, what ideas do you have for getting, keeping, and maximizing the productivity of our faculty?
- What might our academic institutions rethink?

At tables by theme...

- What would you like to try?