

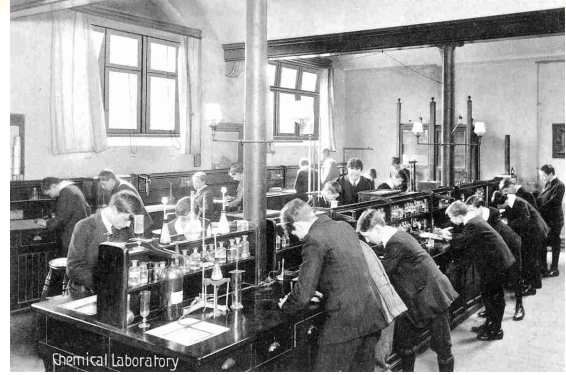
Rackham-CRLT Seminar on College Teaching
Preparing Future Faculty
TENURE AND FACULTY WORK LIFE

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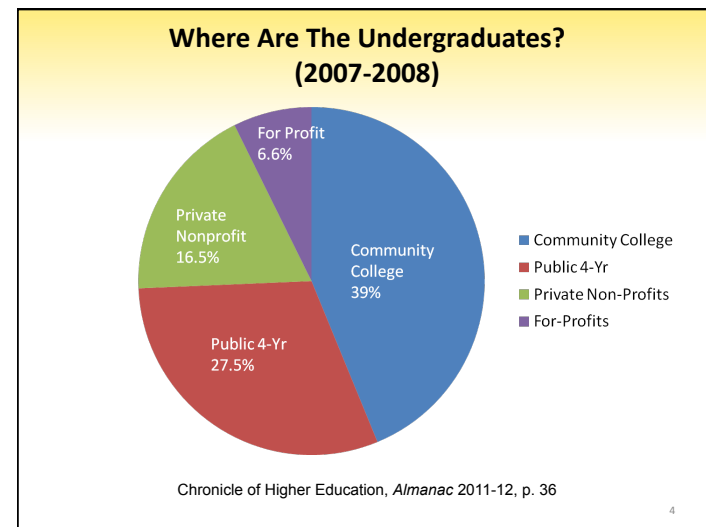
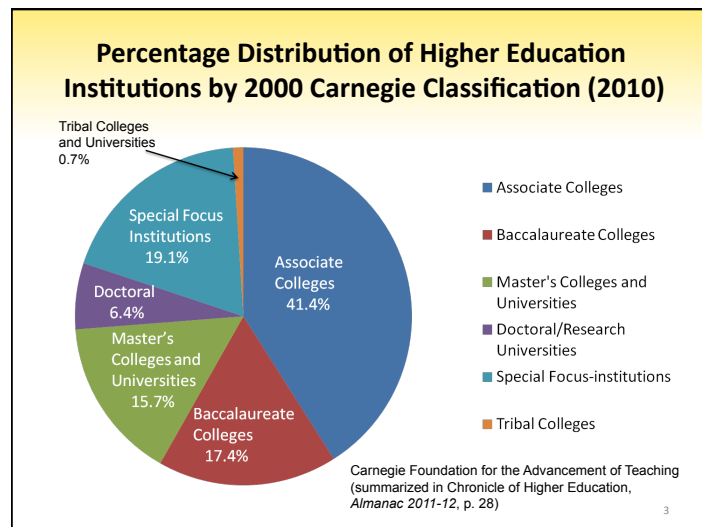
- Introductions
- The Shape of Higher Education in 2011
- How Will You Spend Your Time?
- Working Toward Tenure
- Q & A

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I: Where You Might End Up – The Shape of Higher Education in 2011



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Three numbers to keep in mind as you predict the future...

- +1%: The projected change in high school graduates from 2011 to 2019
- +14%: The projected change in college enrollments from 2011-2019
- +38%: The actual increase in undergraduate enrollment from 1999-2009

Chronicle of Higher Education, *Almanac 2011-12*, p. 32.

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Online: One in Four

- On-line enrollment at universities: up 17% 2007-08; 12 % 2006-2007.
- Approximately 5.6 million students were enrolled in at least one online course in the fall 2009.

Source: Marc Perry, "Colleges See 17 Percent Increase in Online Enrollment," *Chronicle of Higher Education*, Jan. 28, 2010; 2010 Sloan Survey of Online Learning

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For-Profit Institutions

- From the local beautician or truck driving school to the University of Phoenix, with its 380,000 students (Fall 2009)
- Enrolled 1.7 million students (9% of the 17.5 million students enrolled in postsecondary institutions in fall 2010)
- Speedy growth: Enrollment increases of more than 539% from 1998-2008
- But...enrollments have fallen by 14% in last quarter due to weak economy and increased scrutiny.

United States Department of Education. (2010). *Postsecondary Institutions and the Price of Attendance in the United States: Fall 2009, Degrees and Other Awards Conferred: 2008-09, and 12-Month Enrollment: 2008-09*. Washington, D.C.: U.S. Dept. of Education, National Center for Education Statistics (NCES), Institute of Education Sciences. *Chronicle of Higher Education Almanac* (2011-2012); CHE, Sept. 2, 2011 (A33).

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Keep in Mind...

1975	2009
45%	24%

That's the decline in the number of full-time instructors and professors on the tenure track or with tenure from 1975-2009. (The number of part-time faculty has nearly doubled over those years.)

US Department of Education, IPEDS Fall Staff Survey, *Academe* (March-April 2011), p. 7.

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**II: But YOU Will Get the Job.
So, How Will You Spend Your Time?**



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Types of Faculty Positions

- *Full Professors and Associate Professors*: usually tenured
- *Assistant Professors and Instructors*: usually tenure track but untenured
- *Lecturers*: not tenure track; contracts of 1-5 yrs; mostly teaching
- *Clinical Faculty*: not tenure track; often practitioners who teach
- *Research Scientists*: promotion within the track; little or no teaching
- *Visitors*: temporary hires
- *Adjuncts*: usually part-time instructors

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**Percentage of Time Full-Time Postsecondary
Faculty Spent on Various Activities**

Activity	Professor	Associate Professor	Assistant Professor
Teaching	53.0	55.3	56.9
Research	18.2	17.0	17.3
Administration/ Service/Other	18.9	27.8	25.9

<http://nces.gov/fastfacts/display.asp?id=39>

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**Percentage of Time Full-Time
Faculty Spent on Various Activities
(Compared to U-M Faculty)**

Activity	Professor	Professor (U-M)	Associate Professor	Associate Professor (U-M)	Assistant Professor	Assistant Professor (U-M)
Teaching	53.0	43.0	55.3	50.0	56.9	49.0
Research	18.2	28.0	17.0	24.0	17.3	34.0
Administration/ Service/Other	18.9	24.0	27.8	22.0	25.9	12.0

Wright, M. C. (2011). The importance of teaching at the University of Michigan, 1996-2010. *CRLT Occasional Paper No. 28*. Ann Arbor: Center for Research on Learning and Teaching, University of Michigan.

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Wait, What?

As a FULL TIME faculty member, you will spend:

Half your time teaching;

As much time on research & writing as you
spend on service obligations

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Downs & Ups



On the down side:
Faculty members
work extraordinarily
hard: 52-55 hrs. a
week on average.

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On the up side: "I get to
do what I love and they
pay me for it."

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III. What to Expect After You've Landed the Plum Job: Working toward Tenure



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A lot of hard work, most of which will be in the areas of teaching classes and research and writing.

Assistant Professors at the University of Michigan (2010) worked an average of almost 61 hours a week. [Don't despair: Associate Professors averaged just under 57 hours.]



Wright, M. C. (2011). The importance of teaching at the University of Michigan, 1996-2010. *CRLT Occasional Paper No. 28*. Ann Arbor: Center for Research on Learning and Teaching, University of Michigan.

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The Work Time of Professionals

In their article "The work-home crunch," Kathleen Gerson and Jerry Jacobs (2004) emphasize that changes in work time are unevenly distributed across occupations in the U.S. According to these scholars, "the decade-long debate over whether Americans are working longer hours is misleading. Indeed, while well-educated professionals are working more hours than they used to, others with less education are working fewer." Managers and professionals tend to have the longest work weeks. According to Peter Kuhn, an economist, overtime labor among these workers is influenced by "the incantation of white-collar work": more compensation for longer hours and more job commitment, with implied penalties if you don't give your all" (Barnes 2003).

PROFESSION	WORK WEEK	REFERENCES
Higher Education	Professors work an average of 52-55 hours per week. Faculty at research institutions tend to work the longest hours. [Jacobs 2004, pp. 7-10] Four key factors have increased time pressures on faculty: 1. greater emphasis on teaching 2. rising expectations for research productivity 3. as a result of technological advances, faculty spend more time on correspondence 4. as the proportion of part-time faculty increases, there is greater competition for full-time positions and a smaller proportion of full-time faculty are responsible for committee work and administrative tasks [Jacobs & Winslow 2004, pp. 109-111]	Jacobs (2004); Jacobs & Winslow (2004); Gerson & Jacobs (2004)
K-12 Public Schools	Public school teachers worked an average of 50 hours in 2004. The 50-hour work week included 38 paid hours and 12 uncompensated hours.	National Education Association (2003)
Medicine	In 1997, physicians worked an average of 58 hours per week. In the medical profession, 40-45 hours per week is regarded as regular, full-time work. Internists tend to work the longest hours. In 2003, the Accreditation Council for Graduate Medical Education (ACGME) began restricting the duty hours of residents to 80 per week. In addition, the ACGME mandated that residents have one day off per week, work a maximum of 28 hours per shift, have at least 10 hours off between shifts, and have overnight on-call duty no more than every third night.	Murray et al. (2000); Weinman (2002)
Law	Most law firms expect their attorneys to have at least 2000 billable hours each year. To meet this standard, an attorney must work an average of 60 hours per week. Attorneys in larger law firms are obliged to work much longer hours.	Rhodes (2001)
Software Development	The average work week varies between 43 and 63 hours. The work time of software programmers, engineers, technicians is influenced by a variety of factors, including work culture, automation, programming methodology, and labor supply. Peer and supervisor pressure contributes to the amount of overtime hours.	Leipziger (2002)

Rubin Hargrove, CRLT, April 2005

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What really matters for tenure?

At universities (doctoral and masters) and most elite baccalaureate colleges: You will not get tenure without published scholarship. The amount will vary by *type* of institution, the "culture" and rules of the institution, department/school/program. (Also, published scholarship is your ticket for changing institutions, if you want or need to do that.)

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- At elite baccalaureate colleges, and other undergraduate institutions, a record of subpar teaching can undermine even an active publication profile.
- A 2010 survey of tenured and tenure track faculty at the University of Michigan shows 80% think that teaching matters for tenure.

Wright, M. C. (2011). The importance of teaching at the University of Michigan, 1996-2010. *CRLT Occasional Paper No. 28*. Ann Arbor: Center for Research on Learning and Teaching, University of Michigan.

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How Will I Be Judged?: Scholarship

You are judged on the quality, quantity (productivity), publication venue, outside reviews, standing in field, grants, and letters (anonymous to you) of external experts in your field.



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Teaching

- Student evaluations of teaching – everywhere
- Peer review at tenure time – everywhere
- Continual formative and summative peer review – some colleges and universities
- Syllabus review or outside review – very infrequently



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Service



Most universities and top colleges have low service demands on untenured faculty. Two points to keep in mind: (1) be a good citizen (collegiality matters); (2) you won't get tenure based on service.

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Timelines... Key Points

- Most appointments on the tenure track contain a major mid-way assessment (Reappointment; 3rd-Year Review, etc.)
- Tenure evaluations usually begin in the 5th or 6th year of service.
- One can often negotiate a shorter time to tenure; rarely a longer time.
- There are a number of factors that can “stop the tenure clock” for a defined period of time.

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Who Decides on Tenure?

Depends on the university or college. But the decision will most often involve:

- Department
- School/College/university personnel committee
- Dean, Provost, President
- Trustees

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Take Away on Getting Tenure?

- Be very clear about the rules, the expectations, the time frame.
- Never be afraid to ask questions.
- Find several mentors in your department and outside of your department to answer questions and/or give advice when needed.
- It is easiest to put your research and writing aside – don't.

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