

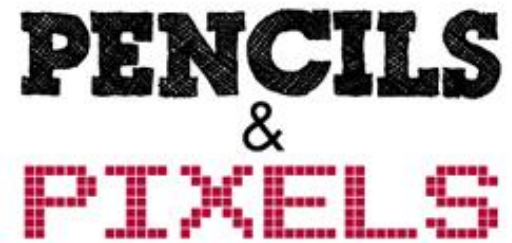
Values of the Tenure Process: Findings from FSSE

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21ST CENTURY PRACTICES IN HIGHER EDUCATION
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FSSE

- Designed to complement NSSE
- Gives a snapshot of
 - Faculty perceptions of how often students engage in different activities
 - The importance faculty place on various areas of learning and development
 - The nature and frequency of student-faculty interactions
 - How faculty organize their time in and out of class
- 2012: 117 institutions; over 15,000 faculty

Tenure Process Extra Items

- **Twenty-six items intended to explore faculty perceptions and understanding of the tenure process**
- **At your current institution, to what extent are the following valued as criteria for tenure?** (*Very much, Quite a bit, Some, Very little*)
 - Thirteen activities on which faculty spend time (see handout for individual items)

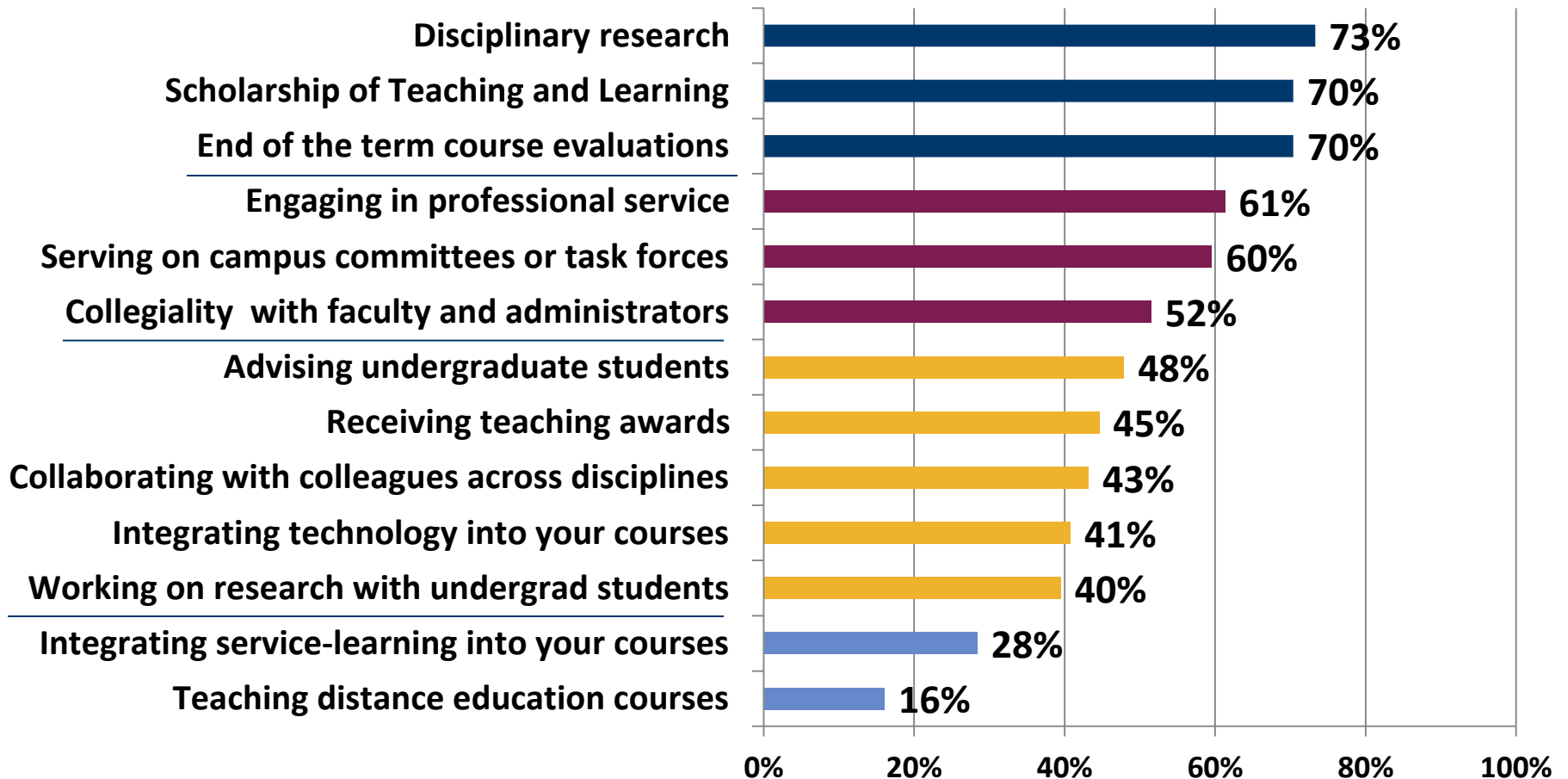
Research Questions

1. What criteria are more or less valued in the tenure process, and how do these values vary by faculty and institutional characteristics?
2. Which faculty are more likely to perceive criteria that are important to teaching and learning as being valued in the tenure process?
3. How do faculty perceptions of the importance of teaching and learning in the tenure process relate to faculty teaching practices?

Sample

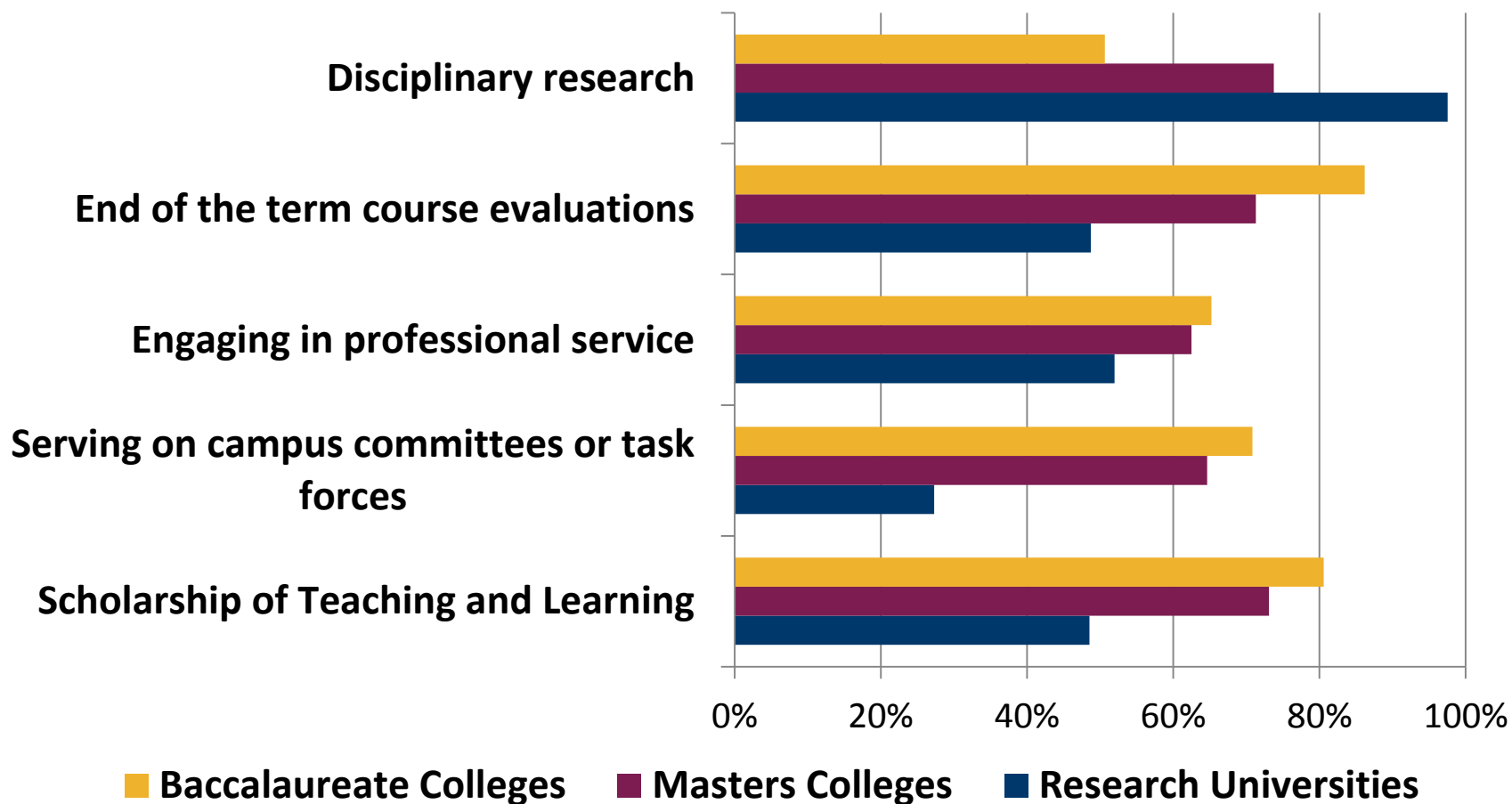
- 1365 faculty
 - 36% tenured, 23% on tenure-track, 41% not on tenure-track
 - 48% female
 - 43% 55 or older
 - 59% White, 19% Black/African American, 8% Asian/Asian American
- 13 institutions
 - 16% at Research Universities, 65% at Master's Colleges, 19% at Baccalaureate Colleges

Substantial Value as Criteria



Substantial: Faculty replied the criteria was “very much” or “quite a bit” valued

Substantial Value by Carnegie



Substantial: Faculty replied the criteria was “very much” or “quite a bit” valued

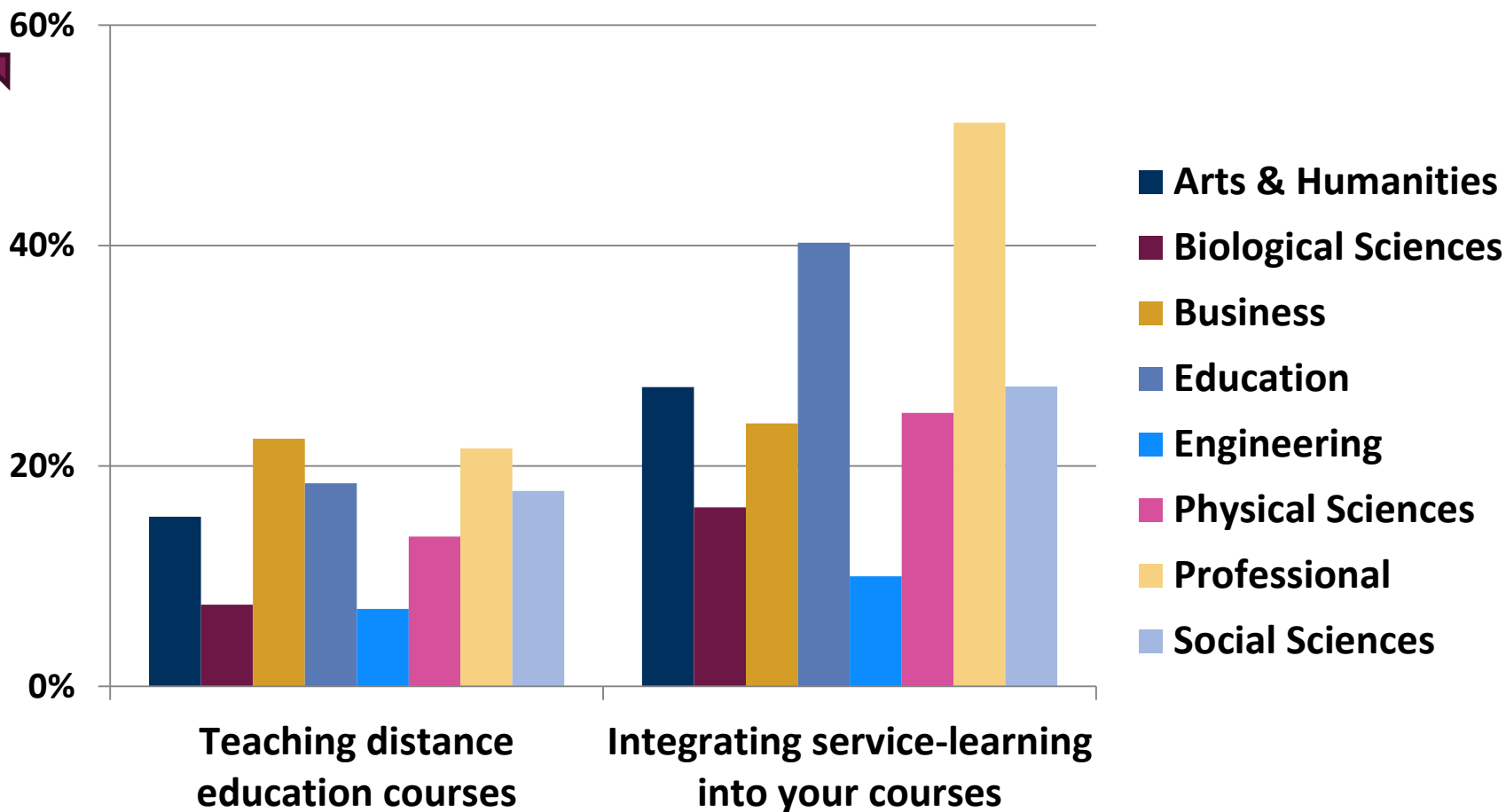
Substantial Value by Discipline

	Most Valued
Arts & Humanities	Course evaluations, scholarship of teaching and learning
Biological Sciences	Course evaluations, disciplinary research
Business	Disciplinary research, scholarship of teaching and learning
Education	Scholarship of teaching and learning, disciplinary research
Engineering	Disciplinary research, engaging in professional service
Physical Sciences	Disciplinary research, scholarship of teaching and learning
Professional	Scholarship of teaching and learning, engaging in professional service
Social Sciences	Course evaluations, disciplinary research

*The least valued criteria in all fields was teaching distance education courses.

Substantial: Faculty replied the criteria was “very much” or “quite a bit” valued

Substantial Value by Discipline



Substantial: Faculty replied the criteria was “very much” or “quite a bit” valued

Where Are Teaching Practices More Valued?

When examining faculty with the highest and lowest quartile values for a combined 'teaching criteria' (distance education, research with undergrads, integrating technology, integrating service learning)

- Professional, Education, and Physical Sciences faculty perceive more value in teaching activities
- Biological Sciences and Engineering faculty perceive less value in teaching activities
- Personal faculty characteristics made little difference
- Faculty at Research Universities perceive less value in teaching activities, more at Baccalaureate Colleges

Relationships with Student Outcomes

Increased perceptions of value for teaching activities in the tenure process are related to increases in other educationally beneficial engagement:

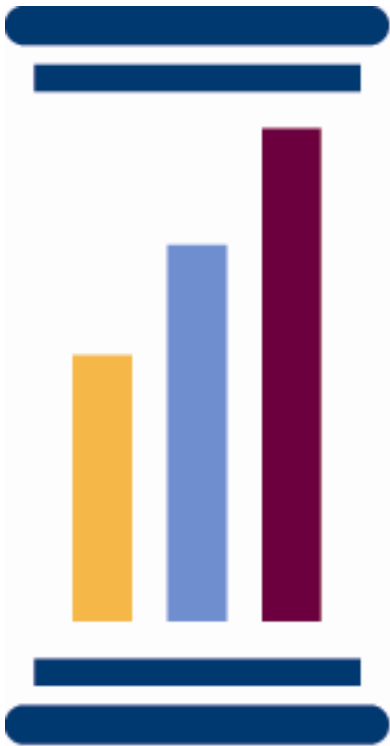
Quality of Campus Relationships	++
Campus Support	+++
Faculty-Student Interaction	+
Emphasis on Intellectual Skills	++
Emphasis on Practical Skills	+++
Emphasis on Personal and Social Responsibility	++
Importance of Reflective Learning	+
Emphasis on Integrative Learning	+
Emphasis on Higher-Order Learning	++

Key: + $p < .001$ unstd. B > .1, ++ $p < .001$ unstd. B > .2, +++ $p < .001$ unstd. B > .3

Controlling for academic discipline, rank, years spent teaching, number of courses taught, age, gender, citizenship, race, institutional Carnegie classification, and institutional control

Final Thoughts

- Findings on tenure are difficult to generalize. The process is varied for different institutions and disciplinary fields. Recommendations, improvements, and evaluations should be sensitive to these differences.
- Research institutions should investigate the value placed on teaching activities in the tenure process. Centers for Teaching and Learning can be advocates and assistance.
- Institutional emphasis influences faculty beliefs and behavior. Institutions should carefully evaluate 'what counts.'
- Tenure processes should be continually evaluated for sensitivity to new technologies and increasing focus on distance education.



Questions?

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