Values of the Tenure Process: Findings from FSSE

37th Annual POD Conference
Thursday, October 25th

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Tony Ribera
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• 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?
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

- Disciplinary research: 73%
- Scholarship of Teaching and Learning: 70%
- End of the term course evaluations: 70%
- Engaging in professional service: 61%
- Serving on campus committees or task forces: 60%
- Collegiality with faculty and administrators: 52%
- Advising undergraduate students: 48%
- Receiving teaching awards: 45%
- Collaborating with colleagues across disciplines: 43%
- Integrating technology into your courses: 41%
- Working on research with undergrad students: 40%
- Integrating service-learning into your courses: 28%
- Teaching distance education courses: 16%

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

- Disciplinary research
- End of the term course evaluations
- Engaging in professional service
- Serving on campus committees or task forces
- Scholarship of Teaching and Learning

Substantial: Faculty replied the criteria was “very much” or “quite a bit” valued.
**Substantial Value by Discipline**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Most Valued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>Course evaluations, scholarship of teaching and learning</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>Course evaluations, disciplinary research</td>
</tr>
<tr>
<td>Business</td>
<td>Disciplinary research, scholarship of teaching and learning</td>
</tr>
<tr>
<td>Education</td>
<td>Scholarship of teaching and learning, disciplinary research</td>
</tr>
<tr>
<td>Engineering</td>
<td>Disciplinary research, engaging in professional service</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>Disciplinary research, scholarship of teaching and learning</td>
</tr>
<tr>
<td>Professional</td>
<td>Scholarship of teaching and learning, engaging in professional service</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Course evaluations, disciplinary research</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Quality of Campus Relationships</th>
<th>++</th>
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<tbody>
<tr>
<td>Campus Support</td>
<td>+++</td>
</tr>
<tr>
<td>Faculty-Student Interaction</td>
<td>+</td>
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<tr>
<td>Emphasis on Intellectual Skills</td>
<td>++</td>
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<tr>
<td>Emphasis on Practical Skills</td>
<td>+++</td>
</tr>
<tr>
<td>Emphasis on Personal and Social Responsibility</td>
<td>++</td>
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<tr>
<td>Importance of Reflective Learning</td>
<td>+</td>
</tr>
<tr>
<td>Emphasis on Integrative Learning</td>
<td>+</td>
</tr>
<tr>
<td>Emphasis on Higher-Order Learning</td>
<td>++</td>
</tr>
</tbody>
</table>


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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