ALISE Academy:
Mid Career Faculty Workshop
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Faculty in the Middle Years: What the Research Tells Us….

Baldwin, R.G; Lunceford, C.J. Vanderlinden, K.E.. (2005) Faculty in the Middle Years: Illuminating an Overlooked Phase of Academic Life. *Review of Higher Education.* **Baltimore: Fall 2005. Vol. 29, Iss. 1; pg. 97, 23 pgs**
Survey data of full-time faculty at four-year institutions of higher education (n = 10,315) based on National Study of Postsecondary Faculty (NSOPF-99) data

Composition of work:
Teaching and administration begin to take larger portions of faculty time. The mid-career faculty in this sample reported the highest percentage of time spent on administrative activities of all the stages. Time devoted to research, service, and professional development decreases. But very large standard deviation indicating a lot of variation among respondents.

"While mid-career faculty work slightly fewer hours per week on paid activities at their institution than their early-career counterparts, they invest more time in outside professional work and internal administrative roles. This trend in faculty work probably reflects the greater efficiency and increased leadership and management demands of established professionals in the prime of their careers."

Productivity:
Midlife may be the most productive phase of the faculty career when productivity is defined as publications, presentations, and other creative work produced in the past two years. With the single exception of books and book chapters, early midlife faculty show the highest productivity.

Satisfaction:
"Midlife, especially early midlife, is a challenging time for faculty members. For each source of faculty dissatisfaction, larger percentages of early midlife faculty reported being somewhat or very dissatisfied than did faculty in any other life stage." Major sources of dissatisfaction: workload, time to stay current in one's field. Home life may become more challenging as children move into young adulthood and parents begin to require care.

Baldwin, R.G.; Dezure, D.; Shaw, A.; Moretto, K. (2008) Mapping the Terrain of Mid-Career Faculty at a Research University: Implications for Faculty and Academic Leaders. *Change* 40(5), 46-55.
Semi-structured interviews with 20 mid career faculty from MSU Colleges of Arts and Letters, Communication Arts and Sciences, Natural Science, and Social Science. No professional schools.. Identify themes and patterns.

Themes:
1. High expectations "More work is dumped on you."

Expectation that you will maintain or enhance research output but assume new roles and duties. You will sacrifice for the department/school either in terms of time or your research orientation under pressure to get more grants.

2. Neglect "The mid-career faculty get less attention."
    Resources/time given to untenured faculty or research superstars. Little support given as everyone assumes you can operate without help.
3. Relief "The axe is removed from your back."
    Less stress, of a type. You can shift from short term to long term projects. But many feel a loss of motivation and confusion about options.
4. Challenges
    a. Staying up to date with your research and teaching areas. Staying fresh with students (humor doesn't age well… no common cultural references)
    b. There are often ulear expectations for full, and a lack of mentoring/feedback or help setting priorities.
    c. People have problems staying motivated… not becoming bitter.
5. Race/Gender/Sexual Orientation
    a. Increased demands on female professors, ethnic minority professors by students wanting advising/mentoring and also demands for service on certain committees.
    b. Old boys network may still shut some faculty out of information/decision making.
    c. Mid career faculty may experience stress when they are asked in early to lead committees that include elders from their countries of origin, which may violate their cultural norms.
6. Work/life
    a. Many feel strong disappointment that tenure does not end family sacrifices at the same time that child rearing may become more challenging and aging parents demand time.
7. Contested Topics:
    a. Should mid career faculty receive greater support at the expense of untenured faculty?
    b. Should promotion criteria be made more explicit or left vague?
    c. Should promotion be based on predominately research, or should the type of contributions be broadened to include superior and innovative teaching/service/outreach activities.
    d. To what extent should tenured faculty's research be directed to be strategic (get grants, attention) vs. faculty totally free to choose?
    e. How often should tenured faculty be reviewed?

Nuemann, A.; Terosky, A.L. (2007) To Give and to Receive: Recently Tenured Professors' Experiences of Service in Major Research Universities. The Journal of Higher Education, 78(3), 282-310.
Three-year study of the learning and development of 40 recently tenured professors across a variety of fields working at four major American research universities. Two interviews per participant, three years apart: just after tenure then further in.

Justifications for study – Service seen as important given increasing demands on public universities and funding problems, need to have good PR; but, typically not rewarded as highly as research or teaching/

Dimensions of Service
- Internal: supports the institution's mission, operations, and cultural life
- External: outreach/public service or support to disciplines or fields and professional associations
- Scholarly: draws on subject matters in which professors claim substantive expertise
- Non Scholarly: no relation to professors expertise

Themes
1. Service change/type of service
Almost all experienced increase in service. 95% serve on department committees, 50% serve on institutional committees, 9 out of 39 center directors, 67% serve on discipline or professional service or community outreach

2. Manifestations of change in service work
Accretion: Expansion of the service component of faculty work,
Intensification: Changes in stakes associated with service, take more high-stakes or high-status service positions
Transformation: conversion of nonservice work into service. Expansion/complication of programs and reduction of budget and size of faculty shifts some work into service work. Or as research becomes more complicated, PI takes on a more managerial role.
Service self-replication: service often led to demands for more service, especially if they demonstrated competence and responsibility.

3. Learning in service:
Knowledge gained is sometimes disheartening, making one more cynical.
- Over half the study participants (22/39, 56%) said that their service activities complemented and/or fostered their understanding of subjects they studied or and taught either directly or indirectly through social contacts.
- About a third of the study participants (14/39, 36%) indicated that faculty service provided opportunities for learning about themselves or for improved job or career management: learning to manage work on the job, (b) learning to maneuver their careers and develop career options (consider admin position mostly), and (c) learning about one's self as a person, confronting fears and limitations.
- Approximately two thirds of the study sample (25/39, 64%) indicated that, in service, they learned how to (a) work with people, especially faculty colleagues (gain interpersonal knowledge); (b) get things done in complex systems (gain management knowledge); and (c) think about the larger institution that employs them (gain organizational knowledge).

Karpiak, I. (2000) The `Second Call' : faculty renewal and recommitment at midlife. Quality in Higher Education, 6(2).
Interviews with 20 associate professors (mostly men) between the ages of 41 and 59 in the Faculty of Arts at a Canadian research university. Study goals: gain an understanding of the subjects' experiences and career perceptions at mid-career and midlife.

<div align="center">Themes:</div>

Caring – respondents expressed desire to help/influence others through mentoring and especially through teaching, which many found intrinsically rewarding. "Students affirm you so much. Therefore, you owe them much more yourself in what you're doing. You don't need a reward of a watch after 25 years of service. You don't need a reward at all, because you've already had your reward" Relationships with students become easier, more relaxed.

Creativity – As you move toward later middle career, you really have to focus on what you want to get done in the time you have left. This motivates people to get going. But some people have difficulties letting go of earlier failures or accepting personal limitations and moving forward. "Those who are motivated by intrinsic rewards and who relate to what they care for are able to continue to be creative and make unique contributions. Those who cannot let go are doing more of the same, searching through old manuscripts for something to finish, imagining a book based on research long done. Others appear to be stagnating. Included among these are the disheartened, frustrated and alienated."

Crisis- Most participants had experienced a major life crisis: death, divorce etc. Further, most have experience sharp professional rejection either through rough tenure processes, manuscript rejections etc. while watching the success of friends. This may make people more empathetic, but it may also entail lasting pain and bitterness, usually faced alone or without formal support networks. "That tenure hearing was an extremely stressful event in all my life…in spite of my conscious intention to overcome it, health-wise and psychological-wise, my back had been broken then…I was all excited, full of controversy and ready to conquer the world. After that, I could not conquer the world; and I knew it."

Stagnation – May result from a growing feeling of isolation from one's colleagues and marginalization in the department. May be misinterpreted as indifference or disdain. "A further understanding of stagnation would more likely urge the administration and colleagues to reach out, enquire into their situation and offer the types of supports that communicate care and appreciation, that they still `matter'."

Lessons Learned from Senior LIS Faculty

Advice provided by: Christine Borgman, C.C. Brown, Blaise Cronin, Abby Goodrum, Sam Hastings, Barbara Kwasnik, Chuck McClure, Candy Schwartz, Carol Tenopir. Many thanks to all the advisors!

Motivating Question: What should newly tenured faculty be thinking about in order to advance their careers?

Gaining the Rank of Full Professor

"The difference between Associate and Full is leadership in the profession and the university."

Shift in focus from oneself to an external focus. It is like being a partner in a law firm; You have to contribute to the firm in some way. Or you can think of it as being a member of a family: You are the parent, not the kid. You have to help take care of the kids.

But at the same time you must maintain and expand your research. Many places expect that you will continue to publish, be PI or co-PI on large grants, and have an "international reputation."

Know your program – what does the institution demand in terms of institutional service and community involvement? "Read the situation." Figure out where you want to take on more responsibility.

What are your school's expectations for leadership (school, professional) in order to gain full professor?

Where are you more interested in fulfilling your increased leadership/service obligations?

Departmental:

University:

Professional Society:

Community:

Building an International Reputation

"Personal fame does not just come to you because you keep doing what you are doing."

You have to make "your thing" something recognizable and valued by other people, and this involves marketing it.   Are you alone on your stage? If you are alone on stage, then few people are recognizing or referencing you. Goal: People must recognize, reference and interact with your ideas.

Join the university committees that influence who gets invited to speak. You volunteer to help host big names in order to meet them more. Invite people who you want to know better.

Email people whose work you like. Offer to meet at conference. Offer to review/comment on work. Suggest future collaboration.

International Aspects:
- Submit to overseas conferences because you are not going to get invitations to speak abroad at first.
- Scrape for money, but go even if you can't get it. Try to do at least one trip a year.
- Network heavily at the international conference. Try to get collaborators. Find people abroad who do what you do.   Make yourself develop at least 2 opportunities per international conference such as future speaking engagements (either you go there or they come to your school), collaborative opportunities (research, teaching). The conference should be work – get your work done!
- International PhD students who have returned home or former PHD colleagues are an excellent source for international networking and collaboration

The Brand of You: What is the thing that people should know you for?

Brand recognition requires that people know you. Who should know you?

Within LIS:

Outside LIS:

Who could you get invited to speak at your university?

Other tips: Stop going to conferences that don't provide the networking you need, Fulbright scholars program, Set up a visiting professor position, Teach at a satellite foreign campus, You can be less snooty in your choice of publications in order to get your name out there.

Establishing Relationships with Granting Agencies
"Get over the idea that big grants will happen fast. Get over the idea that a good proposal equals funding."

 Expect rejection and don't give up. Think long term – focus on establishing a relationship that gets you a grant some years down the road. This can take years, multiple contacts, and many resubmissions of a grant. It takes longer to build relationships with foundations than government agencies.

Trust relationship: You are convincing them that they should trust you to solve their problems/answer their questions. Aim for smaller grants and for exploratory research grants. Use them to build toward a bigger grant. Show that you can do things on time and within budget.

Know your program directors. They should be able to attach your face and your name. You should have a personal relationship. Face to face is better than phone. Phone is better than email. Call them rather than email because they will often say things on the phone that they will not put in an email.

Thinking about Grants:
Smaller grants have certain advantages. How much does BIG money matter to your university? Do they care more about the money or more about the articles/output? Big funded research has a lot of overhead in terms of management, reports, and possible forced change in focus. Smaller funds allow for more freedom. It may be better to stay with smaller grants.

Other ideas:
 • Ride coattails. Try to get on some grants of people who are already funded.
 • Invite program officers to visit your school.
 • Develop a coalition in place before a call goes out so you can react quickly.
 • Get on review panels for funding agencies (IMLS, NSF, Mellon, Lili, CLIR). This allows you to see how the review process works from the inside. Find the program officer and then just volunteer.
 • Consider serving as a program officer. These are posted full-time positions, and some will buy you out for a few years.

In order to get full professor at your university, how important are BIG grants versus smaller grants and/or publications?

What steps can you take to get to know your granting agencies better?

Risks and Rewards in Changing Research Directions

"If you completely change direction, all your previous work is a "sunken vessel" because you can get no new benefits from it."

Don't stay in a burnt out research area. Don't do more than three articles with one data set.

You really need administrative support to make a big change: sabbatical, course release, bridge funding… and understanding about lower productivity. Much harder without it. Depends on your school atmosphere. Some deans will immediately increase your teaching load if your grant/research productivity drops.

Downsides of a big change: You are basically going through the same exercise as a PhD student without the motivations of trying to get a job and get tenure.   Also, lose the benefit of people knowing what your research is about. You will be less known, lose prestige and invitations for some time because people won't know what your thing is. It can be a shock to have things rejected after having your work easily accepted for a long time.

Danger of reinventing what has already been done in a related field.   You really have to do your homework to make sure your 'new' area is really new. You will need to go to conferences in the related fields (COM, HCI, STS).

Better to change through subtle modifications that allow you to continue to benefit from your earlier work and maintain your reputation. Need to be able to put it under a conceptual big umbrella.

Ameliorating risk by looking for partners/co-authors in the new areas who already have some field knowledge.

Benefits of change: If you move into a hot new area you may get a lot of citations because you are the first to write about it. Also, if the area is truly new then everyone is starting at ground zero and no one has an advantage over you. This strategy requires you to be very fleet of foot and be able to shift rapidly from one area to another.

Stretching yourself is fun, and it is good to do things that interest you.

How can you change your research but still enjoy the value of your existing work?

Method:

Topic:

Theory:

The Administrative Question

"People have got to stop being so negative about administration. It is integral that people go into administration in order for the professional community to survive and grow."
"Just say no. Do not feel bad."

Research:	Administration:
Independent,	Collaborative,
Self-centric,	Bridge building,
Have control over work,	Negotiating,
Your territory	Work at others' schedules,
	Don't control what happens

So you want to be dean? Saying yes to administrative roles

You need to make a conscience decision about administration. Think about why you have said no in the past. Are those reasons still true? Maybe now is a good time. Decide based on quality of life. Are you doing things because you enjoy them or because you *should* be doing it?

Be realistic – can't be great at both admin and research. What do you want to do with your life? Figure out what kind of identity will make you happy? Do you need your identity to be about your last publication? Or will you be happy building labs and programs? What are you good at? What makes you satisfied?

The politics of upper level administration is fun. Many enjoy being in the loop and really knowing what was going on. Do you enjoy playing the game? You can make change happen and use your influence to benefit your school. You can facilitate and steward projects. In administration your stage is smaller. Your view is focused on your university, and you can gain a lot of respect and power within your university.

Strategies:
- Many administrative positions include course buyouts
- Some university systems have formal administrative training programs (Big 10)
- Staying active in research allows you to pressure others to do so as well. Setting a good example of regular scholarly writing and presentations.
- Choice of research topic matters more. The danger of "becoming a generation behind" Some areas of research are difficult or impossible to catch up with after an administrative stint. Other area may be easier. So, you may lock yourself out of research in some areas when you return. Be realistic.
- Negotiate so it is not suicidal. Too many people martyr themselves. See book "getting to yes" Be clear about your roles, others' expectations about your responsibilities, time limitations.

- Protect yourself: develop stock phrases about what you can't do that you will remember and be able to pull out when you need them (e.g., I don't come into campus on Mondays).
- Say no "the right way." Be quick on your feet to offer alternative solutions that protect your time. Why don't we meet now? How about next week?
- Don't lead everything. Learn to delegate. Send someone else to meetings.

So you want to be dean:
- Find dean like responsibilities where they are available (e.g. program director)
- Do committees that are more administrative in nature
- Learn budgeting
- Meet other people at your university
- Learn to deal with difficult people "Anyone could be an administrator if it weren't for the HR"
- Be fair and truthful and open.

Maintaining a research focus with greater leadership and administrative responsibilities

Greater service and administration is a "fact of life." You need to be a good community member, but it is a constant battle to stay away from greater and greater administrative responsibilities as a senior faculty member. Plus, you have to have a sufficient level of service to get full. But if you say no, you must have exemplary funding and research record. You need to have a good reason you are saying no.

Strategies:
- You need to plan time well.
- You need to carve out writing time. Think of it as like saving money through automated withdrawl. There will never be enough time after you turn your attention to the rest of the day.
- Get graduate students to do a lot of your work for you: Collecting data, analysis, citation checking. Work with/author with your PhD students. Work through other people.
- Do collaborative projects with other departments
- Protect your life – do activities not related to your primary work. If you can't get your work done in 60 hours, then something is broken.

From your perspective, what are the pros and cons of taking on a purely administrative position for some time?

Recovering from Burnout

- Do things you want to do in the way you want to do them in order to make yourself happy in order to recoup from tenure.
- Get involved with committees that you think would be fun either in terms of topic or in terms of sociality/networking
- Pamper yourself intellectually: read some interesting but peripherally related things.
- If you are too busy, you have no time to think. You have to carve out time. Go do one thing for a week. Just one thing. Ignore the rest.
- Build in some rest, but not rest doing nothing – it must be something that will nourish you.
- Collaborate with people on your campus from other departments. But ditch anyone who doesn't do their share of the work.

Getting More Involved with Professional Societies

Offer to run a conference to get to know people. You will meet a lot of people and get to know very senior people quite well. It is a stepping stone to higher office. It helps your school look good among its peers, but your university likely won't care unless you are president.

Getting involved in conferences:
- Conference committees
- Identify keynotes
- Pulling together SIG sessions
- Finding referees for contributed papers/managing papers
- Local arrangements

Boards of ALISE/ASIST
- Meet three-four times a year
- Do policy stuff
- Liaison to committees and make sure committees do work
- Pick meeting locations and work with meeting planner
- Tossing around ideas and collective decision making

What aspects of professional community development and management are you most interested in exploring?

Who do you need to contact to get more involved?

What other things should mid career faculty be thinking about?

Build collaborative networks. Do less solo authored work.

Do more funded work. Go for bigger more important questions that funding agencies want to fund. No one will take care of you like yourself. Ideally you would have sources of money that you control.

Recommended Reading
Read the Chronicle and Inside Higher Ed.
See Sage series on managing your career.
Take classes in other departments
Refresh your methods skills. LIS tends to be weak in methods but big grants require methods sophistication.
Read widely, develop a habit/process to scan journals. Need to be able to argue for the relevance of your work more broadly.

Writing a Book
Time to think about writing a book or editing a volume. It gets you a lot of visibility.   Publishers: Scarecrow, Libraries Unlimited, Elsevier, MIT Press, Idea Group. Find the "new manuscripts" person and email to say you have an idea. Look for series editors and then write to them. But don't put a lot of effort into it until you know they are interested.

Editing a volume is actually harder than writing because you have to herd so many people and tie so many disparate things together. Plus you have to pressure people to improve their texts and do a lot of editing and index yourself.

Writing your own. Do it to fill a gap you think is missing because you won't make money. Textbooks can get you a lot of visibility.

Mentoring PhD students and junior faculty

Mentoring is another drain on your time and must be managed carefully with lists, due dates etc. Ideally you would work PhD students and junior faculty into grants.

Post Tenure Career Dimensions

All post tenure careers require a mix of research and increased service, as well as continued strong teaching. This list offers my ideas of an array of research and service options that one might mix and match. You might have some new ideas to add.

1. ***Keep on Keeping On***. Relative success in your research area… keep doing more of the same and better. More funded research but in your area.
2. ***Big Change/Reinvention***: this takes administrative support, self-discipline, time, costs high
3. ***Collaborator Researcher***: Build bridges to related departments and go for new grant areas.
4. ***Rain maker***: What funding opportunities are out there? Reshape your research around those areas. Chase the money.
5. ***Pedagogy/curriculum innovator***: Changing the way people think about teaching or curriculum within the field and in related fields and advocating for new methods. Research on pedagogy or curriculum in the field.
6. ***Community service/development***: Creation of innovative new programs that tie the program or the university to the community, often funded by grants and producing sunshine (good press, donations) for the school and the university with local communities and state legislatures. May be action research project.
7. ***Professional Administrator***: dean/director with potential move into university level position such as university dean, chancellor
8. ***Quasi administrator/researcher*** – Leadership position within your school (asst dean, program director) also chair high level university committees to spread school's influence.

Nurturing Mid Career Faculty: Promising Practices

From Roger Baldwin; Deborah Dezure; Allyn Shaw; Kristin Moretto "Mapping the Terrain of Mid-Career Faculty at a Research University: Implications for Faculty and Academic Leaders" Change 40(5) 46-55 2008.

Practices For Faculty

Teaching
- Teach a course at a different level (grad undergrad)
- Teach a special-topics course
- Teach a study-abroad course
- Add a new teaching strategy (e.g., service learning)
- Teach an online course or integrate instructional technology
- Team-teach an interdisciplinary course

Network/Collaborate
- Collaborate on a professional project
- Network with others in new or emerging areas

Research
- Move from a theoretical to an applied area or vice versa
- Review websites of funding agencies for new areas being funded (e.g., NSF, foundations)
- Move from shorter- to longer-term projects
- Be open to new approaches identified by graduate students
- Read literature reviews to keep current in the field
- Add a new component or technique to research

Service/Academic Governance
 Participate on a different departmental, college, or university committee -Take a leadership role in academic governance

Practices for Universities

Workshops for faculty:
- Orientation to the mid-career experience for newly tenured faculty
- Leadership development (running meetings/searches, governance, conflict management)
- Management of large grants -Workshops for chairs/directors:
- Managing personnel issues
- Providing career guidance
- Motivating faculty
- Evaluating faculty performance

Funding/Resources

Discretionary funds for chairs to:
- Offer bridge funding between external grants
- Provide second start-up packages to faculty to change research areas
- Provide funds for retooling
- Offer ample merit raises to act as an incentive

Criteria for Promotion
- Include criteria beyond teaching, research, outreach, and traditional service (e.g., administration, leadership, consulting, interdisciplinary work)
- Educate mid career faculty about expectations for full professor

Re-Assess Sabbatical Model
 Allow flexibility in terms of: Eligibility, length, requirements, and location to accommodate families

Promising Practices for Chairs

Make annual review process more meaningful and developmental by discussing the following:
1. Where faculty members are headed professionally and how they plan to get there
2. Clear expectations for what it takes to achieve rank of full professor
3. Whether the faculty members are working toward promotion and how they are fulfilling expectations
4. Projects they are working on

Decide who needs support and interventions
1. Work with faculty members on a case-by-case basis
2. Ask faculty what they need and how chairs can help
3. Encourage them to develop a plan to move forward

Encourage team work and collaboration
1. Encourage networking to connect those who need skills with those who have them
2. Encourage faculty to go to development workshops
3. Encourage mentoring and mutual mentoring
4. Encourage team projects and collaboration

Motivating burnt-out faculty
1. Nominate faculty to participate in selected professional development opportunities (e.g., leadership development programs)
2. Encourage faculty to explore what they can do to make a difference (in the institution, field, community)
3. Relocate less productive faculty near higher performers
4. Keep data on mid-career faculty, track career trajectories, and use data to support decisions about faculty and strategic planning

Retool/Refocus/Restructure
1.   Support faculty in retooling and recharging
2.   Encourage sabbaticals
3.   Provide course releases
4.   Support new course assignments and the development of new courses
5.   Enable people to renegotiate their appointments
6.   Alternate teaching loads (one semester heavier, one lighter) to focus on grant writing/research

Recognition and Encouragement
•   Advocate for mid-career faculty; nominate faculty for awards, recognition
•   Give bridge funding
•   Provide incentives (e.g., clerical support, schedule adjustments, release time, TAs, undergraduate research or peer learning assistants)
•   Praise and thank people for service, and recognize their achievements (e.g., via newsletters, faculty meetings)
•   Provide departmental leadership opportunities (e.g., associate, assistant chair, program review)
•   Reward good teaching

Promising Practices for Personnel and Promotion and Tenure Committees
•   Conduct peer review of teaching materials to assess currency and relevance
•   Meet annually with the department chair or associate chair to ask how the committee can help each faculty member
•   Provide a mentoring committee that stays intact until faculty member attains full professor
•   Give all pre-tenure faculty full annual reviews, associate professors full reviews every other year, and full professors every three to five years

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Related topics:
Post-tenure review
Faculty development programs
Career phases
Adult learning