

Mid/Late Career Faculty Development: A Summary Report on Testing the Waters

I administered a survey in the early fall of 2003 to tenured faculty asking about different kinds of development activities. I received 54 surveys back, and assorted other written contributions.

The survey was divided to reflect the different aspects of our professional life – teaching, research/scholarship, and service, and it asked people to rate each item on a 0 (not interested) to 3 (priority for me) scale. If anyone left an item blank, I counted it as a zero, then simply tallied the scores for all items.

The lowest scoring items were: a seminar on inspiring readings, information technology sessions for late adapters, and workshops on getting published.

The highest scoring items were those that promised to enhance the time and money to carry out scholarship: release time to write or carry out research, research funds or grant supplements, year leaves, sabbaticals at full pay.

Mining the narrative comments, sometimes written in the margins as well as under the “other” category, was also very instructive. While in many ways these mirrored the items for which I have a numerical tally, there were also some new elements. One of these was **a call, by those nearing retirement, for help in planning this new stage of life**. More than merely a question of how to manage financial resources (although that was certainly there), these responses sometimes imagined a gradual, years-long slowing down rather than a sudden end, wondered about continued contact with the College in various capacities, and wished for discussions with retired colleagues about what lies ahead in personal terms.

Another item not in the survey that was mentioned by four people was **a development officer to help the faculty with grants**.

I hope that the survey will be useful in the future as we seek outside funding for faculty development, and as FAC and the Administration manage our faculty development resources and work one-to-one with faculty on their individual development needs. I plan to share the full results with FAC and the Committee on Faculty and Curriculum of the Board of Trustees. A copy of this summary and the full five page report will be posted as well on the Provost’s web site as a PDF document.

Rita Smith Kipp
Associate Provost
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Mid and Late Career Faculty: Testing the Waters - Totals

Over the last decade or so Kenyon College has invested in the development of junior faculty through its junior leave program, the Whiting Fellowships, and expanding the start-up monies available to newly hired faculty. How can we encourage tenured faculty to continue to grow as teachers, and to remain active and productive scholars? How can we support and encourage senior faculty who are increasingly drawn into leadership roles, both on the campus and in their professional organizations? Should we enable mid-career and senior faculty to engage in continuing education, even if it leads them to leave the College or move out of academe into new careers?

This is an attempt to start some conversations about these issues, especially in the Faculty Affairs Committee as well as the Provost's office. **Which of the ideas below have the most appeal to you** or address your needs? Those with an asterisk are items that would not require a great deal of money; the other items would require outside funding and might also be incorporated into planning our next fund raising campaign.



Please **rate the following items** according to whether you would be like to participate in the activity it describes. Use the following scale:

- 0 - I would **not be interested** in this activity, or it would not apply to me
- 1 - I might be interested in this, but it does not have a lot of appeal right now
- 2 - I would **probably** be interested in this
- 3 - This would be a **priority** for me



Revitalizing Teaching/ Course Release

70 * Workshops on pedagogies, e.g., active or student-focused classrooms, or how to encourage and lead effective discussion

I already do a lot of these (1)

Both at KC or outside (3)

We should be leading these, already know how to do it (0)

52 * Information technology training for the late adopter

Not unless something highly specialized, e.g., typesetting (0)

I was an early adopter (0)

Seems available already (1)

48 * Seminar readings: Inspirational rather than technical, e.g., *The Courage to Teach* by Parker Palmer; *Democracy and Education* by John Dewey. Or your favorite? _____

Keywords in the humane letters and liberal arts (3+)
Organize it by departments, not College-wide (2)
A Life in School: What the Teacher Learned (2)
Not enough time for this, but interesting... (1)

73 Course release to attend classes of colleagues for models, read, develop new approaches to teaching

Language refresher courses (3)
Can do this without course release (0)
Should not need course release (2)

Research Support/ Course Release

129 A pool of funds available for travel, summer research, sabbatical projects, and to supplement national fellowships.

Don't we have this already? (0)

111 Course release for writing or research.

At 3/2, we already have time for this (0)

78 Work-study student to help with research or other work

90 Banking courses to arrange a semester off or a light load

I might be interested if I could figure out how to do more than I am already (0)
An awful precedent (0)

130 A fellowship like the Whiting that provides a year leave

It would have to equal my salary or close to it (3)
Not for me, but it's a great idea (3)

142 Year sabbaticals at full pay

My last sabbatical will be this year (3)

Miraculous! (3)
We already have a generous program (0)
As opposed to 5/6 ? (3)

56 Workshop on scholarly publishing

Depending on venue (2)
I get published when I have the chance to travel, do research, write (0)

Course Release for Significant Service on or off Campus

(Examples)

62 A major role in a professional organization

This is part of scholarship (0)

64 Journal or book series editor

I already have this and am very grateful (3)
This is part of scholarship (0)

81 Institutional research for Kenyon or chairing a major ad-hoc committee

At this time in our lives, it is time to start doing things for the community. KC makes you feel guilty if you are not doing professional work during your spare time (3)
Such as serving on TPC or another committee (3)
E.g, TPC service (3)

Interdisciplinary Engagement or Back to School!

76 Teach in one our interdisciplinary programs; your department courses are replaced

I've taught in IPHS; want to remain in my department for now (0)
Great idea, I've done both. (2)

60 Course release to take courses at Kenyon, MVNU, OSU, etc. B for renewal or a career change

Language study (2+)
And other educational opportunities, e.g., KR writers workshop (2)
No course release for taking courses (2)

Number of years I have been at Kenyon 19.7

☆ Return to Edelstein House by Sept. 30

Other ideas?

Numerical Tally in Ascending Order

48	Seminar inspirational reading
52	Information technology
56	Publishing
60	Courses here or elsewhere
62	Release, professional organizations
64	Release, editing professional publication
70	Pedagogy workshop
73	Attend colleague classes for teaching models
76	Interdisciplinary teaching
78	Work-study helper
81	Release, collegiate service
90	Bank courses
111	Release, write/research
129	Money for research, grant supplement
130	Year leave with pay
142	Sabbatical at full pay

Written Items Regrouped in Related Clusters

Release time

- Release time from teaching (web projects)
- Release time for study and renewal
- Release time for professional opportunities in theater and film
- Reduced teaching for scholarship is a misplaced priority here

Help with grants

- A development officer who helps with grants (3)
- A person in development to help with grants
- Complains about Faculty Development Grant rejections

Retirement

Kalamazoo gives all faculty a lighter final year, a very good idea
A final five year transition period
Figuring out what happens in retirement is my major issue
A retirement seminar
A workshop on retirement
Contact with similar aged peers and recent retirees (What would you have done differently?)
Medical, financial advice for those approaching retirement
Continued contact/involvement with KC after retirement, SCAP or collegiate, community

Interaction with Colleagues

More opportunity for informal interaction with colleagues, e.g., faculty lunches
More faculty lunch discussions

Things Mentioned Once

A Faculty Institute: week-long courses and workshops on teaching, mentoring, improving technology skills, service B held during senior week or before everyone scatters
Money to supplement grant awards to bring them up to salary
Performance review needs to be re-examined
Development needs change through the life course.
We do not adequately reward leadership and the sacrifices to support new faculty and institution as a whole.
Faculty exchanges, domestic and abroad
More secretarial help in Ascension so they can help with professional work
Material support for artists

From Attached Documents

Professional organizations have programs that benefit younger scholars
The principal of service for two years, then take two off
It is okay to close the door, to help students understand that faculty need some spaces in the week for their research.
Mid-career malaise when learn of salaries colleagues earn elsewhere