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How Tenure in Higher Education Relates to Faculty Productivity and Retention

Cindy Kay Manjounes
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Walden University

College of Social and Behavioral Sciences

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Cindy Manjounes

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Walden University
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Abstract

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by

Cindy Kay Manjounes

EdD, Lindenwood University, 2010

MS, Lindenwood University, 2006

BA, University of Missouri St. Louis, 1991

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Public Policy

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July 2016

Abstract

Some public university systems are considering abolishing tenure as a cost-saving mechanism, but little is known about how this change may impact organizational outcomes related to faculty retention and research productivity. Using Almindarez' human capital theory, the purpose of this concurrent mixed methods study was to explore how tenure relates to faculty retention and productivity at a convenience sample of public universities in mid-western states. Qualitative questions focused on faculty perceptions of factors that affected retention and productivity. Quantitative data from the Integrated Postsecondary Education Data System and publicly available information from institutions was used to explore questions about relationships amongst tenure, retention, and academic publication. Qualitative data were collected from tenured, tenure track, and faculty members with no option of tenure using individual interviews ($n = 14$) and 2 focus groups with 13 total members. The qualitative data were inductively coded and analyzed using a constant comparative method, and an *ANOVA* was used to test for statistically significant pairwise comparisons between faculty tenure, retention, and productivity. Qualitative and quantitative results were in agreement that there was no significant difference in research productivity of tenured, tenure track, or non-tenured professors. The positive social change implications of this study include recommendations to public universities to explore incentives for research productivity that are not bound to tenure, which may reduce human capital expenditures, thereby making attendance at a public university more affordable.

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Dedication

This study is dedicated to my family and friends who have been my support structure throughout this process. Without them I could not have succeeded in this venture.

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Thanks first be to God, for without Him I am nothing. I would like to thank my family and friends for their support throughout this study. Their tolerance, love, and belief in me are amazing, and I feel very blessed and fortunate to have them all in my life. To my mom and dad, thank you for instilling in me a work ethic and belief in me, your example is the foundation on which I have built my life. Thank you to my brothers and sister for their support in just being there for me and supporting me with the belief and prayers that I needed. Thank you to my husband for his tolerance of the late nights and early mornings when I had to isolate myself to get this done. A special thank you to Dr. Sheppard: Your guidance, direction, counseling, and belief in me and my ability to finish this study kept me going. Also thank you to Dr. Goldman and the rest of the Walden faculty and staff who aided me in this process.

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Chapter 1: Introduction to the Study

Introduction

Tenure in higher education is, in essence, an anomaly. A concept that began in higher education around the year 1158, with the purpose of protecting professors' future employment, it is perhaps one of the most controversial and hotly debated topics in academia today. Jesse Jackson (2011) once said, "Deliberation and debate is the way you stir the soul of our democracy" (p. 1). Perhaps the debate on tenure is the stirring of the soul of higher education. The dissention within, as well as outside, the ranks of higher education regarding tenure has not dissipated. Public outcry in opposition to tenure in higher education centers around the concept that faculty should not be exempt from the pressure of job security, as well as accountability, any more than any other profession (Zemsky, 2008).

The majority of new full-time faculty positions are nontenure-eligible or adjunct/lecturer positions, and only approximately one-fourth of new advertised faculty positions are tenure track (Lee & Clery, 2011). The security that is provided by tenure is thought by some professors to be more conducive to faculty retention as well as productivity (i.e., research and publication). Conversely, there are institutions composed of individuals who have no prospect of tenure in their future that have been quite successful in terms of both faculty retention and productivity. It was this dichotomy in higher education, coupled with the lack of research regarding the prospect of tenure, or the lack thereof, and how that relates to faculty retention and productivity in research, that reinforced the need for this study.

The role that higher educational leaders play in responding to challenges that plague society cannot be understated. In order to have the greatest possible effect on these societal issues, higher education must focus energies and set priorities (American Commonwealth Partnership Education for the Public Good [ACPEPG], 2012).

Examination of the concept of tenure is necessary to determine if tenure is an impetus for division or unification in higher education.

In Chapter 1, I provide the background, problem statement, purpose, research questions and quantitative hypotheses, theoretical/conceptual framework, nature of the study, definitions, assumptions, scope and delimitations, and limitations. I conclude Chapter 1 with a reinforcement of the significance of this study. In Chapter 1, I set the foundation for the study and attest to the need for this study.

Background

Research in higher education encompasses a number of topics that are of societal concern. The topic of this qualitatively weighted (80% qualitative and 20% quantitative) concurrent mixed methods study was the nature of the relationship between tenure in higher education and faculty retention and productivity. Faculty perceptions of tenure as it relates to productivity in research at both tenure-granting and nontenure-granting institutions were assessed through 14 individual interviews ($N = 14$) and two focus groups (Group 1 $n = 8$; Group 2 $n = 5$; total $N = 13$). This topic of faculty perceptions of the relationship between tenure in higher education and faculty retention/productivity is related to public policy because the concepts are intertwined. Factors like institutional accreditation and accountability are rapidly becoming mechanisms assuring that

institutions are academically sound and offering a good product both to the public and to students (Hartle, 2012). Due to the complex field of higher education, it can be difficult to assess when an institution or individual is deemed successful or productive. Some institutions may define success and/or productivity as publication in a peer-reviewed journal, whilst other institutions have set parameters of what is acceptable. In contrast, individuals at all levels of government are setting public policies nearly every day that can have an impact on higher education, and it is possible that these government policy makers do not have a clear understanding of higher education. Public policies regarding higher education are potentially being created by those who do not have a complete and thorough understanding of the field that could, in turn, facilitate more disunity between tenured and nontenured professors within higher education.

Tenure is not a new concept in higher education and has existed in some form since the Middle Ages. For the purpose of this qualitatively weighted concurrent mixed methods study, *tenure* was defined as an agreement between faculty members and administration indicating that after faculty members complete certain requirements or probation, they can only be dismissed for adequate cause and typically only after a hearing before a faculty committee (American Association of University Professors [AAUP], 2013). The original purpose or intention of tenure was for professors to share their opinions without fear of losing their jobs, even if they contradicted people in positions of high power (Anne, 2007). This free sharing of opinions and information is closely related to one of the most touted aspects of the U.S. Constitution: freedom of speech. It would appear, then, that this fundamental freedom is intertwined with the

concept of tenure protections provided in respect to conducting controversial research and publication. The National Security Agency (NSA) has postulated a belief that the very securing of the nation's future mandates a strong commitment to the freedom for the education of future generations in America (National Security Agency and Central Security Service [NSACSS], 2011).

Literature on tenure exists, and much of the literature that I review in Chapter 2 is related to tenure achievement, or the lack thereof, as well as faculty retention and research productivity. In a multifactorial experimental survey of 1,004 randomly selected (both tenured and tenure-eligible) faculty members, Ceci, Williams, and Mueller-Johnson (2006) found that the benefits of tenure included prevention of intrusion by administration, which is necessary to conduct research as well as to attract the best faculty. A search for research that specifically related faculty retention and productivity to tenure (or eligibility for tenure), or the lack thereof, was inconclusive, and a specific study related to this topic was not found. This lack of empirical research opened a gap in the existing nomothetical network that this research addressed. In this qualitatively weighted concurrent mixed method study, I addressed this existing gap in the empirical literature regarding the existence of tenure, or the lack thereof, and rates of faculty retention and publication productivity.

This weighted (80% qualitative and 20% quantitative) mixed methods study was necessary because the system of higher education in the United States needs increased financial efficiencies and potential revision (i.e., greater supply of qualified instructors) if it is to keep pace with the global needs of society (demand). Financing of higher

education is featured in public policy discourse (Johnson, 2010), and the high cost is often the focus of public dissatisfaction with the industry. If this study can establish the nature of the relationship between my independent variable of tenure (potential for tenure, or no possibility of tenure) and the dependent variables of faculty years of retention and productivity, then perhaps the community of higher education will be able to focus its efforts on debates that will resolve more societal ills than on the existence or necessity of tenure.

Problem Statement

Impediments to intellectual multidisciplinary exploration in higher education can lead to ramifications far outside academia and further on into global society. In the 1950s and 1960s, the university system, composed of both public and private institutions, drove the economy, facilitated technological advances in nearly every industry, and also substantiated improvements in public health and increased growth in liberal arts (Clawson & Page, 2012). The university system was a key element of society as it served in this economical anchoring role.

An abundance of literature exists on the subject of tenure in higher education; however, this existing research does not focus on possible links between the presence of tenure and faculty retention and/or professors' research productivity. Discussion of controversial topics in higher education has been shown to facilitate a neutral ground for objective discourse and study (Reitano, Kivunja, & Porter, 2008). It is possible that a revolution in higher education is necessary and that this revolution could ideally result in the impetus needed to inspire economic development and social change. In this study, I

investigated the potential link between tenure and increased faculty productivity and enhanced faculty retention.

Purpose of the Study

The purpose of this qualitatively weighted mixed methods study was to explore the concept of tenure as it related to faculty retention and to faculty productivity in business administration and social science departments. My intent was to investigate whether tenure or the lack thereof in any way affected faculty retention and productivity in higher education. In this study, I compared faculty perceptions of tenure and the tenure process at both tenure-granting and nontenure-granting institutions. Additionally, my goal was to examine the years of faculty retention as well as productivity at both tenure-granting and nontenure-granting institutions. This qualitatively weighted mixed method data were collected through interviews with faculty as well as three focus groups, and through review of public documents from colleges and universities. The mixed methods approach was appropriate for this study to determine if there was a linkage between the qualitative elements obtained through interviews and focus groups and the quantitative elements secured through existing public numerical data.

Research Questions and Hypotheses

The primary qualitative research question that formed this qualitatively weighted mixed methods study was the following: What factors contribute to faculty retention and research productivity?

The independent variable in the quantitative portion of this study was tenure, potential for tenure, or no possibility of tenure (*tenure* as defined by AAUP [2013]),

whereas the dependent variables were both faculty retention, defined as the length of time (in years) professors had spent at a given institution, and rate of publication and presentation, defined quantitatively by number of publications in hard-copy print and electronic formats as well as number of presentations at professional seminars or meetings.

There were two quantitative research questions:

1. What is the nature of the relationship between the independent variable tenure status (as measured by the number of those professors with *tenure*, *potential for tenure*, or *no possibility of tenure status*) and the dependent variable of faculty productivity (as measured by number of publications in hard copy print and/or electronic formats, as well as the number of presentations at professional seminars or meetings)?

H_0 1: There is no statistically significant relationship between the independent variable of tenure (as measured by *tenure*, *potential for tenure*, or *no possibility of tenure status*) and the dependent variable of faculty productivity (as measured by number of publications in hard copy print and/or electronic formats, as well as the number of presentations at professional seminars or meetings).

H_A 1: There is a statistically significant relationship between the independent variable of tenure (as measured by *tenure*, *potential for tenure*, or *no possibility of tenure status*) and the dependent variable of faculty productivity (as measured by number of publications in hard copy print and/or electronic formats, as well as the number of presentations at professional seminars or meetings).

2. What is the nature of the relationship between the independent variable of tenure (as measured by *tenure*, *potential for tenure*, or *no possibility of tenure status*) and the dependent variable of faculty retention (as measured by the number of years a professor was at one institution)?

H_{02} : There is no statistically significant relationship between the independent variable of tenure (as measured by *tenure*, *potential for tenure*, or *no possibility of tenure status*) and the dependent variable of faculty retention (as measured by the number of years a professor was at one institution).

H_{A2} : There is a statistically significant relationship between the independent variable of tenure (as measured by *tenure*, *potential for tenure*, or *no possibility of tenure status*) and the dependent variable of faculty retention (as measured by the number of years a professor was at one institution).

Theoretical Framework

Two primary theories formed the basis for this study. Human capital theory (HCT; Almendarez, 2010) and dual market theory (DMT; Meyer & Mukerjee, 2007) were the parts of the theoretical framework. HCT relates to individuals within the field of higher education by illustrating the higher value to society of tenured professors. DMT relates to a division within the labor forces by illustrating the differences in compensation and other reporting structures of tenured and nontenured professors. Further explanation of these theories is warranted to facilitate understanding of the inner workings of higher education.

In HCT, the theorists assume that a formal education is a necessity in order to improve the production ability of a population (Almendarez, 2010). HCT in this particular instance is indicative of the need for society to have higher education in order to advance and increase viability. If higher education becomes unproductive, then it impedes not only that industry, but many others as well. For example, economic theories and advancements that could serve as growth stimuli for multiple industries might not develop due to lack of creative thought and explanation.

Theorists of HCT also stress the importance of education and training as a precursor to participation in the global economy (Almendarez, 2010). Hence, Almendarez's explanation of HCT would appear to indicate that a country must have a fully functioning and effective system of higher education to have global economic power. Research findings indicate a belief that major reform efforts in education over the past century have been predicated on the premise that expansion of access to education would ideally increase social welfare (Loomis & Rodriguez, 2009).

Human capital theory (HCT) has a focus on people, whereas DMT focuses more on specific jobs. DMT theorists essentially postulate that the educational market has two tiers, one in which the participants have high wages, good benefits, and relative job security. Conversely, the second tier of faculty tenure status has low wages, high turnover, job insecurity, and little opportunity for advancement (Saint-Paul, 2013). One might equate this theory to the supposition that the tenured professors were in the upper tier, whereas the untenured professors were in the lower tier. The upper tier, in essence, is revered, respected, and perceived to have definite societal and institutional advantages

(Saint-Paul, 2013). These advantages could include preference in courses taught and teaching load, assistance provided to the professor in the form of graduate or teaching assistants, or possibly greater salaries that thrust them into higher societal status due to income.

The basic tenets of the DMT are different wage-setting methods for various sectors and evidence of rationing in the primary sector (Meyer & Mukerjee, 2007). This pattern is shown in academia through higher wages for tenured professors and the fact that the number of available tenured positions has decreased (Cameron & College, 2012). Many institutions now offer both tenured and nontenured positions. The self-imposed segmentation of the higher education market via the mechanism of tenure could be creating this dual market and hence be impeding or limiting the opportunities for advancement due to lack of available resources for those without tenure, who are seen to be in the secondary class relative to their tenured peers.

I discuss the theoretical approaches of HCT and DMT in greater detail in Chapter 2 and present further evidence illustrating how the concepts relate to the foundation or purpose of this study. The basic tenets of HCT are illustrated through narratives attained through the interview process ($n = 14$) as well as two focus group discussions (1: $n = 8$; 2: $n = 5 \rightarrow N = 13$). I postulated that I would be able to establish the value of HCT through document review as well as face-to-face interaction, and by reinforcement of these concepts through both qualitative and quantitative means.

DMT (Meyer & Mukerjee, 2007) aided in the explanation of the segmentation of the higher education marketplace into both tenured and nontenured positions. While part

of the premise of DMT is that the secondary or lower class does not have all of the advantages of the primary class, I postulated that this concept may not be supported by the findings of this study due to the success of some nontenure-granting institutions as well as individuals who are not tenured professors.

Conceptual Framework

The conceptual framework for this study focused on the creation of an understanding of relevant and timely concepts regarding tenure in higher education and how this concept related to the areas of faculty retention and rate of professorial publication. Themes and patterns discovered in the qualitative phase of this research created the basis for the further development of the conceptual framework of this study.

Qualitative research is based upon assumptions, creation of a worldview, potential use of a theoretical lens, and the examination of research problems that review the meaning that certain individuals or groups assign to a social or human problem (Creswell, 2007). For the qualitative components of this research, the contextual lens through which this study was viewed was two-fold. The primary view was revealed through professorial viewpoints of the basic concept (HCT), whereas the secondary view of how this concept has a reach far outside academia and into society was examined through review of interview transcripts, focus group transcripts, and additional secondary literature (DMT).

Research has been conducted related to tenure in higher education (Benjamin, 2012; Ceci et al., 2006; Harris & Lumsden, 2006); however, when this study was conceived, there was no other existing empirical research that examined the relationship between tenure and faculty retention, as well as any that examined the rates of

publication. In Chapter 2, I examine these foundational concepts of this study and use relevant and current literature to illustrate what has been done regarding this subject matter as well as what still needs to be accomplished.

The aforementioned conceptual framework afforded the best approach to this weighted mixed methods research study as it provided the structure for a broad-based yet relevant examination of the concept of tenure in higher education as it related to the factors of faculty retention and productivity. Through qualitative interviews with both tenured and nontenured faculty members and focus group discussions as well as document reviews, answers to foundational interview questions were correlated through key word searches as well as interlacing of related concepts and themes.

Nature of the Study

Qualitative data were obtained from the individual interviews with various faculty members ($N = 14$) as well as two focus group discussions (1: $n = 8$; 2: $n = 5 \rightarrow N = 13$). The interviews as well as the composition of the focus groups were equally balanced among those who had tenure, those who had the possibility of tenure, and those who did not have the possibility of tenure. Quantitative data were retrieved from university and college documents available publically both in print and online. These data encompassed duration of faculty retention (in years) as well as volume of professional presentation and publication (productivity). These quantitative data were collected from a mixture of public as well as private institutions, and the number of institutions represented in this study was balanced between public and private and between tenure-granting and nontenure-granting institutions. Because this information is typically public data, it was

not anticipated that any permissions from the institutions was needed; however, if the information was not on the organizations' public websites or documents, then permission for information use was obtained from the institutions via written form and signed release citing the Freedom of Information Act. I anticipated that the blending and cross correlation of the qualitative and quantitative data would reinforce and support the findings of this study from multiple sources. Qualitative findings of this study revealed the motivations of faculty to conduct research in both tenure-granting and nontenure-granting institutions. Data regarding faculty retention (in years) were collected from institutional annual reports, websites, or with institutional permission, and a *t-Test* and *ANOVA* were performed to compare faculty retention (in years) at tenure-granting and nontenure-granting institutions.

For the qualitative component, data were collected via 14 personal interviews with both tenured ($n = 6$) and nontenured ($n = 8$; those who had the potential for tenure and had not yet achieved it as well as those who did not have the possibility for tenure) faculty members, as well as from two focus group ($n = 13$) discussions that involved different faculty from the same institutions represented by participants in the individual interviews. I attempted to obtain two participants from each institution who had tenure, one with and one without tenure (either with the possibility of tenure or from a nontenure-granting institution). This happened for all institutions with the exception of Greenville College. The focus group discussions involved faculty members of varying rank as well as those who were tenured, those who were on tenure tracks, and those who did not have an option of tenure. In order to achieve six total focus group participants per

group, one faculty member per institution was sought out from three institutions that did not offer tenure and three faculty members were sought from institutions that had the option of tenure. There was a blend of professors who had tenure, professors who were on tenure track, and professors who did not currently have the option of tenure.

Definitions of Terms

Academia: The compilation of the shared community of students and professors who are involved in higher education as well as in related research. It is “the milieu or interests of a university, college, or academy” (“Academia,” 2013, para. 3). For the purposes of this dissertation, the terms *academia* and *higher education* were used interchangeably to indicate the same segment of society.

Adjunct professor: Typically a part-time position at an institution, and not standardly afforded benefits or the possibility of tenure. Adjuncts are typically hired on a per-class or per-semester or quarter basis (Association for Study of Higher Education [ASHE], 2010). For the purposes of this study, only those instructors with full-time faculty positions or status were used, and there were no adjunct instructors used. Individual institutions defined full-time faculty positions according to hours as well as other institution-specific requirements; however, for the purposes of this study, full-time positions were further defined as not only those positions meeting institutional requirements for hours, but also those positions that entailed keeping office hours as well as that offered eligibility for benefits from the institution.

Assistant professor: An academic ranking typically directly below associate professor, typically a full-time faculty position (AAUP, 2013).

Associate professor: An academic ranking typically directly below full professor. This individual ranks above an adjunct professor and typically holds a full-time faculty position as previously defined (ASHE, 2010).

Full professor: An instructor with the highest possible academic rank at a college or university (“Professor,” 2015). This rank is a full-time faculty position that is typically afforded any amenities that the institution by which the individual is employed has to offer.

Productivity: For the purpose of this study, productivity was defined as encompassing publication and professional presentation. Productivity was further defined as the measurable output of faculty members in relation to their specific fields (Kairouz et al., 2014).

Professor emeritus: Professors will, on occasion, receive the rank of *professor emeritus* or, in some cases, *distinguished professor*, which may indicate that said professor is retired or anticipates retirement soon and that his or her institution wishes for said professor to retain certain privileges defined by and pertaining to that specific institution (University of Texas at Austin, 2012). The title *professor emeritus* is not solely indicative of a retired individual.

Retention: For the purposes of this study, retention was defined as the institution’s effort to facilitate a working environment that supports an individual staying with said company (“Employee Retention,” 2015). A professor (regardless of specific academic rank) is defined as *retained* when he or she stays for a period of longer than one academic year.

Assumptions

This study addressed the gap that exists in the existing research and literature related to tenure and the potential correlation of that concept to faculty retention and rate of publication and presentation. It was assumed that tenure, or the lack thereof, in the system of higher education had a strong likelihood to either negatively or positively affect the rate of faculty retention as well as productivity (publications and presentations) in research. It was also assumed that the random selection of faculty chosen to participate in this study would be representative of the professorial body in higher education. Ideally, the faculty chosen for this study equally represented the tenured, tenure-eligible, and nontenure-eligible professorial population. This focus was chosen in the hope that it would afford me the opportunity to assuage some of the friction caused by the debate about tenure in academia. It was also assumed that if the information that was needed on faculty retention and publication was not publicly available, that institutions would participate and supply this information so long as proper permission was obtained.

Scope and Delimitations

Populations included in this study were both full-time tenured as well as nontenured faculty positions in higher education. Individuals in nontenured positions included those who were employed by an institution that did not grant tenure. The population was balanced among full-time professors who were tenured, full-time professors who were eligible for tenure but had not yet achieved tenure, and full-time professors who did not have tenure because they were employed by institutions that did not operate under a tenure-granting system. Adjunct professors were not included in this

research due to their part-time status and the fact that adjunct positions are not typically afforded the option for tenure even at tenure-granting universities. For the purposes of this study, those with the rank of *assistant*, *associate*, or *full professor* were included. All of the aforementioned professorial ranks exist at both nontenure-granting institutions such as Lindenwood University and Webster University in the Saint Louis, Missouri area, and tenure-granting institutions such as Saint Louis University and University of Missouri at Saint Louis. It was important that perspectives from both tenure-granting and nontenure-granting institutions were included in this research to assure a well-rounded and nonbiased perspective.

The sample size for this study was small; however, due to the depth of description and variance in tenure status, the results of this study could be generalized into the main population or into society outside of academia and potentially be applicable to workforces that have segmentation of their populations due to both contractual and individual differences. For example, in the corporate world, Chen, Lin, and Lin (2008) found that there was a direct link between quality of the audit and how long auditing firms were allowed to retain their positions and conduct future audits at the same facilities. The sample size in the Chen et al. study was 436 audit firms, and through further online searches, a total number of existing auditing firms were not discoverable. Auditing firms operate not solely in corporate America, but also in the private and nonprofit sectors. This correlation between auditing firms in corporate America in contrast with academia illustrates that tenured auditors do not have adequate quality assessments, which, according to Benjamin (2012), parallels the postulated lack of

quality assessments for tenured professors and is analogous to the same potential for tenured professors in academia.

Ekman (2012) also conducted research in higher education and compared quality of classroom instruction between tenured and nontenured professors, concluding that nontenured faculty had inferior working conditions (equipment, office hours, materials, textbook input) in comparison with those of tenured faculty and often had a poor support structure, all resulting in poorer quality instruction and instructor availability. Tenure for some civil service positions indicates that individuals will be retained so long as they have good behavior and efficient service and, conversely, they can be removed for incompetence, immoral conduct, or insubordination (Legal Research, 2013). Tenure in academia has shown some positive correlation in previous research to performance in relation to removal and promotion of professors (Harrison, 2006; Jones, 2012). Whilst tenure and the implementation of such across the aforementioned industries do differ, the general concept of tenure is the same.

Limitations

Conducting mixed methods research can be challenging for many reasons, the least of which is time and organization of information. Inherent challenges reside in timing and mixing the research: determining which strategies should be used for integration, which philosophy best partners with mixed methods, and whether there are issues of credibility and validity (Johnson, Onwuegbuzie, & Turner, 2007). Although the ability to triangulate data is arguably a benefit of mixed methods research, it can also be an impediment. The difficulty can lie in the correlation or association of like information

or data. The trustworthiness of mixed methods research is based upon the application of rules and research procedures that are focused on quality criteria (DeLisle, 2011). The reliability and validity of this study were based upon a thorough explanation of the research and data collection methods used as well as illustration of the narrative and member checking attained for the qualitative elements of this study.

A study that affords the opportunity for the findings to be generalized to society at large is high in external validity, whereas the ability to ascertain, as well as eliminate or mitigate, the confounding variables in the study increase the internal validity (School of Psychology, University of New England, 2000). The transferability of information within this study to society at large is largely dependent upon the research findings. If it is determined that there is no statistically significant relationship between the independent variable of tenure or potential for tenure, or no possibility of tenure, and the dependent variable of faculty retention and productivity, then the generalizability of this study is limited. In-depth, rich description and analysis of interviews and focus groups will afford greater opportunity for generalizability to the general population.

Potential biases in this study include my own history and involvement within the higher education system as well as the objective presentation of data results that may or may not be contradictory to my own opinions and interpretations. *Bias* was intentionally defined within this study as “any tendency which prevents unprejudiced consideration of a question” (Pannucci & Wilkins, 2010, p. 619). Bias can potentially occur in any phase of the research process. In the case of this study, I guarded against personal bias toward information through journaling as well as through independent review of findings related

to the information attained through the research methods. The independent review was conducted by colleagues within the discipline and specialty area of public policy in higher education.

Significance

Colleges and universities must be held accountable for their actions, or lack thereof, regarding their contributions to overall society. The curricula and instructors in higher education simply must address contemporary social problems, or the institutions will become irrelevant and irresponsible (Heyneman, Kraince, Lesko, & Bastedo, 2011). I postulated that public accountability from the higher education system, which may be insufficient because of inefficiencies and/or antiquated processes within academia, must be made to both satisfy and potentially resolve some societal issues. Some would consider the concept of tenure to be one of these antiquated processes (Vaughan, 2011). Others might consider the concept of accreditation in higher education to be an onerous, nonbeneficial, and somewhat antiquated process (Burke & Butler, 2012). These antiquated processes could still have value and merit; conversely, they might need substantial revision in order to continue to justify their existence.

The system of higher education is perceived by some to have a set social foundation that encompasses multiple public as well as private roles (Marginson, 2011). Higher education touches nearly every aspect of the social spectrum, from religion and philosophy, to business administration and healthcare, to psychology and the criminal justice system. The system of higher education not only facilitates education and discussion in these areas, but also sets the tone for political discussions that, in turn,

affect the public policies that are set in these different avenues. I developed this study because of these multiple roles and the substantial effect that the system of higher education has on society in general. If potentially simple revisions of processes (i.e., tenure) can revamp the system and allow it to regain societal status and significance, then I have accomplished my foundational purpose.

Potential for Social Change

Research confirms that teacher quality has a more substantial impact on student learning than any other factor (Hassel et al., 2011). The questions that come into play are “What impact does tenure or the lack thereof have on teacher quality?” and “How can learning and research outcomes be improved to increase overall societal benefits?” Hassel et al. (2011) found that a redesign of the tenure system has the potential ability to support and encourage a highly productive workforce in higher education. Increased productivity and vitality of the professoriate will ideally have a trickle-down effect on the remainder of society and other economic factors. The premise of the trickle-down theory in economics is that a stimulus will lead to economic growth and creation of wealth that will benefit all of society (Investopedia, 2013). The trickle-down premise for higher education is that a revival and economic stimulus will, in theory, predicate additional benefits to society. It is the difficulty in documentation of these civic learning outcomes from higher education that presents the challenge in the quantification of the important social and civic contributions that are provided by higher education to society (Cunningham, 2013).

The impetus in some institutions to “publish or perish” may not increase efficiency and could indeed preclude individual professors' professional development. Success at some universities is defined not by the depth, but rather by the amount of research (Plockington & Tupper, 2011). In-depth qualitative research can be more time consuming than a quantitative study yet has the potential to lead to more rich and descriptive research results and answer not just the *how* but the *why*. Many qualitative methods involve substantial precision and time in regard to data collection (Flick, 2009), and this may not be conducive to greater research volume. Emphasizing quantity over quality in regard to research may not contribute to the greater body of scientific work. This postulation was corroborated by Lawrence, Celis, and Ott (2014) as they set forth the assertion that research topics are being chosen based on their attractiveness to tenure committees and the speed at which the study can be completed. This need for speed may indeed not be conducive to the resolution of societal ills.

Summary

In this study, I focused on an area of heated debate, and one that is marked by a stark contrast of opinions within the higher education system. There are organizations with strong opinions that illustrate support of tenure without question (AAUP, 2013), whereas other research indicates that the concept of tenure is not necessary and might indeed be replaced with more efficient mechanisms (Immerwahr & Johnson, 2008). One of my goals with this study was to resolve some of the dilemmas created by these differing opinions regarding tenure, hence increasing the transparency as well as the effectiveness of the system of higher education. Both HCT as well as DMT were used as

foundational concepts for this qualitatively weighted, mixed methods study. The correlation of potential changes within higher education and how said changes offer larger benefits to society were set forth through this study.

In Chapter 2, I illustrate this relationship, or lack thereof, through the establishment of a historical perspective on the concepts of tenure, faculty retention, and rate of publication. I reinforce conceptual frameworks through a comprehensive review of existing literature in Chapter 2 and establish yet another foundational part of this study. A balanced viewpoint reflecting the arguments of those in favor of tenure as well as those against tenure is presented.

Chapter 2: Literature Review

Introduction

The dichotomy that exists in higher education regarding tenure facilitates a fracturing of the system and imposes limitations on effectiveness. Impediments to exploration in higher education can lead to ramifications far outside academia and extending into global society. In this study, I compared faculty perceptions of tenure at both tenure-granting and nontenure-granting institutions and examined faculty retention (in years) and publication and presentation frequency (productivity).

Controversies including those related to achievement and denial of tenure as well as alternative tenure arrangements and the abolishment of tenure at example institutions were reviewed. I discuss the legal issues surrounding tenure as they relate to faculty retention. I also examined diversity issues relating to higher education and tenured positions as well as the financial aspects of the system. I attempted to establish a link between the findings of this study and the significance in the arena of public policy. This link is further explained in Chapter 5 of this study. Public policies in higher education can affect the professoriate's social, educational, and professional progression (Arias, 2011). I postulated that higher education is deeply involved in the creation and implementation of public policies related to social and political issues, and when the attention of the professoriate is fractured on other issues, such as tenure, this lack of focus can have detrimental effects on society overall.

Greater accountability in the area of higher education was one area of focus for legislators in 2013. The primary theme for state policy on higher education was

improvement in the performance of higher education institutions, including, but not limited to, measures of affordability, productivity, and ultimately student success (American Association of State Colleges and Universities [AASCU] State Relations Policy Analysis Team, 2013). One of my foci for this study was to investigate whether longevity and achievement of faculty might be hindered, impeded, or aided in some way by the very prospect of tenure and the processes it entails. States, as well as the federal government, play major roles in the determination of what types of educational opportunities are available to residents (National Center for Public Policy and Higher Education [NCPPE], 2003), and it is because of these intricate roles that higher education needs to work more closely with these governmental entities to facilitate resolution of societal issues. The driving force in the conception and evolution of academia in the United States has been societal need (NCPPE, 2008).

College degrees afford individuals the best possibility of economic advancement within society (Schrecker, 2010). Some postulate that due to the increasingly important part that higher education plays in the economy as well as society, the public policy environment in which these institutions currently operate has to change in significant ways in order to meet the needs of the knowledge-based global economy (NCPPE, 2005). Changes in significant ways may involve upsetting institutional vestiges and facilitating revisions of antiquated policies and processes.

Alternatives to tenure positions have evolved; however, tenured positions do still exist in higher education. Within the hallowed halls of colleges and universities, conversations have changed directions for society and also sparked creative thought and

expression. Exploration without bias is the beginning of discovery, and I sought to examine the various aspects of tenure in higher education through objective discussion as well as potential correlation of tenure to faculty retention and publication.

Tenure in higher education is a complex topic with varied perceptions and definitions. Tenure is, in essence, perhaps best defined as a method of allowing continued long-term employment provided that there is no valid cause for termination upon a process given due consideration (Lowman, 2010). Both at its inception and in current times, the concept of tenure has been equated to protection for the collegiate professoriate.

Establishment of a tenure system in higher education occurred during medieval times as an effort to limit influence by monarchies as well as other authorities (Park, Sine, & Tolbert, 2011). Although the efforts to influence might appear slightly different in current times, the premise is still the same. The goal of tenure is to protect those who have the courage to speak their minds and stand up to the monarchy or powers that be and voice dissent or displeasure as well as espouse the need for change. Protection of tenure essentially equates to job security, hence disagreement with authority figures is condoned within the tenure concept.

Although tenure in higher education has existed in some form since the Middle Ages (Cameron & College, 2012), it was with the advent of the American Association of University Professors' (AAUP) *Declaration of Principles* in 1915 that the opinion was set forth that indicated that tenure was required to establish security for the professoriate (Rosenthal, 2011). AAUP went on to further espouse members' beliefs regarding tenure

in 1940 with its *Statement of Principles on Academic Freedom and Tenure*, which advocated protecting faculty rights to expression of opinion and controversial research (McPherson & Schapiro, 1999). This statement issued by AAUP further elucidated tenure as essentially a means to an end that involved freedom to teach, as well as a means to provide some security to talented professors to make higher education attractive to them as a career prospect, positing that this freedom, along with economic security, is necessary for the vitality of society (White, 2010). Upon issuance of these firm opinions regarding the necessity of tenure to academia, AAUP secured a position as one of the most vocal bodies in higher education regarding this topic. AAUP perceived tenure to be the holy grail of higher education, something that no one should tamper with or change (AAUP, 2013).

Tenure began to noticeably decline in the 1970s (Park et al., 2011). Even though it is still present as an option in many universities today, tenure is markedly different than in years past. Many universities that retain the tenure process and positions within their institutions now also offer some nontenured positions (Benjamin, 2012), whereas other universities and colleges now have many courses taught by individuals in adjunct or part-time positions that are not eligible for tenure (Christensen & Eyring, 2011).

Some accreditation bodies make specific reference to tenure, or, at the very least, to the ratio of full-time to part-time faculty. The Association to Advance Collegiate Schools of Business (AACSB, 2013) sets forth a requirement that a minimum of 75% of faculty be full-time and makes a reference to a numerical target for tenured faculty, which is a minimum of 50% of the full-time faculty (Park et al., 2011). In addition to

stipulations set forth by AACSB (2013) in reference to tenured faculty, there are other requirements for accreditation, such as number of doctorally qualified faculty as well as teaching and research load. Although tenure is part of the requirements for the AACSB accreditation process, it is neither the dominant nor the overall deciding factor.

Expectations and requirements for achievement of tenure have gradually given way to a limited number of tenured positions in higher education. Current research shows that approximately 30% of the current professorial population are tenured or on the tenure track (Ginsberg, 2011). Although a multitude of opinions exist as to why this downward shift in the tenured professorial population has occurred, the fact remains that many universities are still very successful in terms of student population, financial stability, and professorial production of research. Some say that the shift or downsizing of tenured positions has occurred for economic reasons (Cheston, 2010), whereas others indicate that the smaller number of tenured positions today is indicative of individual professors not wanting to sacrifice their personal lives in pursuit of the awarding of tenure (Jackson-Weaver, Baker, Gillespie, Bellido, & Watts, 2010).

When discussing tenure in higher education, it is important to note that the composition of faculties at colleges and universities has changed over the course of the past several years. Quality of worklife before, during, and after tenure achievement is very important to most faculty members and has a strong effect on their overall level of satisfaction (Rosser, 2004). Support structures as well as access to desired resources are also important. Adequate administrative support and access to library materials and resources are critical to the continuation and sustenance of research (Rosser, 2004). If

either quality of worklife or access to resources is compromised, then research will likely suffer.

Tenure may help to attract better qualified full-time instructors and to keep them within academia as opposed to them pursuing higher paying corporate positions (Premeaux & Mondy, 2002; White, 2010). The primary idea behind the concept of tenure is that it facilitates freedom of expression in higher education as it offers those who possess tenure a modicum of security. Pursuit of tenure might also serve as encouragement for faculty members to conduct additional research in their given fields of expertise. It is also postulated that the existence of tenure increases the ability of the faculty to collectively influence institutional decisions (Forkner, 2012; McPherson & Schapiro, 1999).

There are also widespread concerns regarding performance in higher education, largely due to the belief that failures of colleges and universities are reflected not only in economy, but also in social stability as well as in the search for an equitable society (Budig, 2013). Improvements to efficiency and production often necessitate revision of processes that have existed for numerous years. In this case, increases in efficiency and, ideally, consistency in higher education will have a trickle-down effect on the rest of the economy. Through more expeditious resolution of societal issues, a more productive environment in higher education will ideally facilitate a better functioning society. Does a well-functioning society involve more or less governmental involvement? Some postulate a belief that the role of the state in higher education is essentially to assure autonomy (Ferlie, Musselin, & Andresani, 2008).

To achieve tenure or not to achieve tenure—that would seem to be the question in academia. The existence of tenure, or the lack thereof, is one of the most hotly debated issues in higher education. Staunch opinions earmarked with controversy are interspersed in the tenure discussion. The significance of this study exists on the premise that higher education must continue to attract and retain the best critical thinkers in their respective fields if both current and future societal issues are to be resolved.

Colleges and universities are proposed to be the United States' essential supplier of three integral parts of the progress of this nation: groundbreaking scientific discoveries in many fields, expert knowledge, and well-trained professionals who are adept at performing varied jobs in a sophisticated economy (Bok, 2013). The suppliers are not, in essence, providing the integral parts that society needs, hence both overall effectiveness and efficiency of society are affected. Public and governmental policies focused on higher education are demanding greater accountability, more transparency, and better fiscal responsibility on the part of higher education. Universities in Texas, Illinois, and Missouri, for example, are being required by law in their respective states to provide information to the public about their success metrics regarding employment, tuition costs, student debt, and graduation rates (Texas Public Policy Foundation, 2013). One might ask if it is fiscally, as well as ethically, responsible for these institutions of higher education to retain costly professors who are not performing, irrespective of whether or not tenure is involved.

In Chapter 2, I illustrate through the examination of existing literature a variety of factors that explain both the various facets of tenure and the process involved in the

awarding of tenure. I review changes and the evolution of the tenure process and examine alternative arrangements to tenure. I examine legal issues as well as theories providing a basis for tenure and challenges in the related processes. I establish an explanation of the concept of tenure as it relates to faculty retention. I discuss diversity in the population of tenured and nontenured professors as well as financial aspects involving both institutions and individuals participating and not participating in the tenure process. Finally, I illustrate the avenues of social change affected by tenure, or the lack thereof, as well as how public policy is involved in this process.

I begin this literature review with an overview of the current tenure system in higher education and then continue with a description of the development of tenure from a historical perspective. Next, I provide the literature search strategy, theoretical foundation, conceptual framework, and literature review related to key variables and concepts. I end with a summary and conclusion.

Literature Search Strategy

The Walden University online library was used to facilitate research for this study. Multiple online databases were used, including ProQuest, Ebsco Host, and ERIC. Through these resources, multiple professional peer-reviewed journals were accessed. Search terms used to structure the research included, but were not limited to, *tenure*, *tenure in higher education*, *faculty retention*, *social issues in higher education*, *public policy in higher education*, *promotion*, and *career track*. Current books and textbooks in my possession were also used for foundational research. Years searched for this study were primarily 2008-2016, with a limited number of resources coming from 1990-2007.

These older sources are considered seminal works in the field and are used to provide a foundation for the newer information. The older works were also used to further develop the theoretical foundation for the study. Approximately 80% of the sources used for this literature review are less than 5 years old. In this literature, I reviewed peer-reviewed journals, books, college public reports, state education reports, conference proceedings, and a national research study.

Theoretical Foundation

Higher education can be viewed as a social formation through a theoretical lens, and tenure is an integral part of that social formation. According to Rae (2011), not all social formations afford the participants free expression in the same way or to the same degree. It is this differentiation in expression that comprises the eclectic society of academia. Rae further indicated that even though the institution may, in some ways, constrain individual freedoms, it is through the power of the group at the institution that individual power is enhanced. Rae would appear to be indicating that there is power in numbers through the social aspects of group formation.

In this case, it would appear that the existence and structure of the institution in and of itself acts as the suppressive agent, indicating that even tenured individuals might feel constraint. Lewis (1980) indicated that “tenure does not primarily work either to reduce the intellectual activity of faculty or to protect the idiosyncratic or dissenting scholar, its’[sic] central function is to insure minimal performance standards and compatibility” (p. 86). Lewis is, in essence, confirming the quality of complacency in tenured professors. Lewis’s findings may confirm the complacent qualities of the tenured

professoriate, however, more recent research indicates that tenured professors continue in their quest for research (Forkner, 2012; Members of the Joint Legislative Audit and Review Commission [MJLARC], 2004).

A well-rounded theoretical perspective on tenure would be well served with a conceptual definition of human capital theory. Faculty are essentially the human capital of the university. In HCT, Almendarez (2010) postulated that the individual's own success and perceived prosperity are inexplicably intertwined with specific skills and qualities that are seen as key to success in a given discipline (Park, 2011). Retention, or lack thereof, in regard to a university's pool of human capital could be a costly process. Within this theoretical framework, employees are essentially rewarded based not only on productivity, but also on their education level, experience, training, and physical and mental health and satisfaction (Park, 2011). The primary asset of an institution of higher education is typically its faculty. Without qualified faculty to aid in the retention as well as education of students, there are no students, and with no students, there would be no university. If the professors feel happy and successful at their institution, they will stay, thus increasing the valuation of that university's human capital. The primary premise of HCT indicates that "an individual's success and prosperity is connected to the individual's possession of specific skills and attributes seen as vital to success in a given discipline" (Park, 2011, p. 30). What defines a successful professor differs from individual to individual and institution to institution.

Various economic theories can also be used to aid in understanding the typical affect and behavior of both tenure and nontenure-track faculty. In DMT, Meyer and

Mukerjee (2007) set forth the ideal of the segmentation of the labor market essentially into two sections: a primary market, which would be considered in this case as tenure-track, and a secondary market, considered in this example to be nontenure track (ASHE, 2010). Each of these segments handles general operating factors with a varied set of rules. In the aforementioned example, the primary market ideally affords the participants more security and greater benefit, whilst the secondary market espouses the opposite (ASHE, 2010). This theory would form a basis for the explanation of the varied opinions that faculty members voice on tenure, perpetuating the ideal that tenure equates with implied security.

Human capital theory (HCT) and DMT explain some of the variances that exist from institution to institution in academia. The less invested the professors (human capital) are in their institutions, the greater decrease in their loyalty as well as staying power at said institutions. Less loyalty equates to lower numbers in longer term faculty retention. The number of nontenure track faculty has been continually increasing since the 1970s (ASHE, 2010), contributing to the further entrenchment of the dual market system in higher education.

Typically tenure is awarded at four year institutions when a certain educational level (doctorate) is achieved, a defined period of service has occurred, and evidence of collegiality is present. This definition of HCT does not account for disparities that exist amongst tenured professors in regard to race, ethnicity, and gender (Park, 2011). The variances among tenured professors can have long term effects on the institution. Research indicates that the institutions of higher education that do not reflect cultural

diversity within their own faculties will not likely prosper and may suffer financial losses due to waning student enrollment (Plata, 1996). Lack of tenure for minority faculty members may also precipitate their leaving and going to other institutions with greater diversity, affecting faculty retention. Action, or lack of action, by administrators fosters the social mistrust that causes faculty to leave one institution for another (Little & Mohanty, 2010).

Differences in opinion in regard to the importance and significance of tenure are vast. Lerner (2008) postulated that an abundance of changes in higher education, including the dissipation of tenure, affect the quality of education. Others advocate that changes in the workforce impose a need for a re-examination of the whole system of tenure (Lowman, 2010). Controversy, as well as misunderstanding of the tenure process, has prompted some university administrators to espouse the belief that “tenure impedes reallocation of academic resources, institutional reorganization and academic innovation” (Benjamin, 2012, p. 5). Lerner (2008), Lowman (2010), and Benjamin (2012) all espouse the need for further examination of the tenure system, they just do not agree on how this examination and potential reorganization of the system should be established. It is this very divergence of passionate opinions that prompted closer examination of the process and intricacies of tenure in the higher education system.

Conceptual Framework of Study

Conceptual framework is best defined by Miles and Huberman (1994) as essentially a visual or written product which explains in some way the focus which is to be studied (Maxwell, 2013). In this study, tenure was the main concept, and the presumed

relationships were those between tenure and full-time faculty retention and productivity. A primary challenge with previous literature was that no linkage or relationship had yet been established amongst these factors.

I established the conceptual framework of this study in accordance with four suggested sources “(1) experiential knowledge, (2) existing theory and research, (3) pilot and exploratory research, and (4) thought experiments” (Maxwell, 2013, p. 44). Primary sources for establishment were experiential knowledge and existing theory and research. Maxwell’s four suggested sources were previously applied through research on tenure and on various instances of the justification or issues with the process of tenure (Brenneman et al., 2010; Ceci et al., 2006; Ernst, 2010). I applied Maxwell’s sources in this study to investigate the potential linkage between tenure, or the lack thereof, and full-time faculty retention. This study benefited from the structure of this framework in that it incorporated previous studies and knowledge to facilitate this establishment of a linkage or lack of relationship between the aforementioned factors.

Literature Review Related to Key Variables and Concepts

The independent variable of tenure or potential for tenure, or no possibility of tenure, and the dependent variables were faculty retention and rate of publication and research presentation (or productivity). This study was based on the principle that tenure, or the lack thereof, would be related to faculty retention and publication. Ultimately, it is imperative that autonomy, which some equate to the existence of tenure, in higher education is maintained, whilst accountability standards are also enforced (Kallison & Cohen, 2010).

An abundance of research exists on tenure and the process of achieving tenure as well as on faculty retention and research productivity (AAUP, 2013; ASHE, 2010; Greenburg, 2012). These concepts appear as fundamentally different; subsequently, there is potential for one aspect to be related to the others. Lack of faculty retention can essentially destabilize the whole higher education system, thus resulting in more debate about rather than resolution of societal issues. Faculty switching institutions does not facilitate consistency, and consistency in higher education is needed if the pressing social issues of the day are to be resolved.

Six out of 10 Americans believe that colleges operate more in the business realm and have a greater focus on their bottom line as opposed to the student's educational experience (Immerwahr, Johnson, Ott, & Rochkind, 2010). This research essentially equated operational issues in corporate America with similar operational issues in higher education. If this research is indeed justifiable, then how could a university or college justify keeping an expensive and nonproductive employee? A Gallup poll conducted in 2011 showed that only 30% of all workers in the United States who are employed full- or part-time are engaged and enthusiastic about their work (Struyk, 2014). Nonproductive, dissatisfied employees are a financial drain for any business, be it institutions in higher education or other corporations outside of academia.

Quantitative Variables

In the higher education system, productivity (published and presented research) is difficult to quantify, and herein lies the challenge. Increased tuition costs coupled with dissipating public funding in higher education both feed the urgent need to improve

overall performance of institutions and measurement of learning to justifiably prove worth or academic quality (Anderson, 2012). Government funding of higher education has dissipated, and the national government's ability to provide individual states with various grants has decreased whilst the federal budget deficit has increased (McLendon, Hearn, & Mokher, 2009). Lack of funding or money is not the only major concern in higher education; however, it is a prevalent issue.

Colleges and universities are turning to various accrediting agencies in an attempt to prove their worth and efficiency. Governmental involvement with accrediting agencies for higher education has increased, and accreditors are now required by the federal government to assure that institutions of higher education meet the federal definition of a credit hour (Hartle, 2012). Some believe that this change was, in essence, imposed via the regulatory process with no evidence of congressional authority (Hartle, 2012). This involvement of governmental agencies with accrediting entities in higher education has not been shown as beneficial at the time of the conduction of this study.

The routine of tenure and promotion in higher education is, essentially, a rule based action (Youn & Price, 2009). Because it is a rule based action, this means that there is a logically ordered sequence of events in which multiple decision makers are involved. The decision makers or actors in this sequence of events face substantial ambiguity with respect to potential outcomes (Youn & Price, 2009). This ambiguity makes the aforementioned individual interpretation as well as the outcome of the tenure process subject to a vast array of probable answers. This rife ambiguity means that the decision

makers involved in the tenure process have deemed said process as “appropriate” as opposed to what is a “rational calculation” in some instances (Youn & Price, 2009).

Qualitative Variables

Qualitative elements involved in tenure achievement can be somewhat ambiguous, and perhaps one of the most differently interpreted terms involved with tenure achievement and eligibility is collegiality. Collegiality is essentially defined as the professor’s ability to work productively with others and to get along well with a sense of mutual respect with his or her counterparts (DiLeo, 2011). Whilst the criterion of collegiality is a fundamental part of tenure achievement, AAUP does not support collegiality being a part of the tenure evaluation process (DiLeo, 2011). The definition of collegiality as an integral part of tenure achievement is left open to individual and institutional interpretation, and it is, in essence, this type of differentiation in opinion that exists in the current tenure system that continues to foster the debate on the merit, as well as the importance, of tenure in higher education.

Additional requirements for tenure achievement include teaching and scholarship as well as service (Pavel, Legier, & Ruiz, 2010). These requirements are potentially less ambiguous than collegiality and perhaps more readily defined. Teaching is defined as various activities that relate to avenues of instruction (Pavel et al., 2010), which is relatively easy to define. In contrast, definitions of scholarship, as well as service, are more difficult to discern and may be clouded by varying individual opinions. The University of North Carolina Greensboro (UNCG) defined scholarship as “the solution of practical problems; critical analyses; the organization, creation, analysis and

dissemination of knowledge resources” (2009, p. 3). UNCG further indicated that the definition of service is established by the way the faculty member strives to carry out the mission of the university and how he or she essentially contributes to the overall effectiveness (UNCG, 2009). Scholarship, as well as service, would appear to be, based upon the aforementioned definitions, subject to individual interpretation as well.

Opinions in higher education regarding tenure vary substantially. Premeaux and Mondy (2002) conducted a study and found that both tenured and nontenured professors viewed many aspects of tenure as problematic, but both groups viewed tenure as a necessary vestige of higher education overall. Advocates and opponents for tenure have divergent views on the costs and benefits of tenure to society. Society is dependent upon those who are well educated to resolve many of the challenges that plague it today. Some would say that tenure is seen as a protection for those in academia to explore controversial ways of resolving societal issues (Premeaux & Mondy, 2002), whereas others would say that having to continue to pay complacent instructors who have tenure a higher rate is unfair to those coming up in the ranks who do not have tenure but who have the creativity necessary to resolve said issues (Harrison, 2006).

Previous studies focus on various aspects of tenure, including, but not limited to, factors such as salary (Park, 2011), process of achievement and/or denial (Anne, 2007), and litigation involved in the tenure process (Jones, 2012). Although these factors are indeed of concern in academia, one might postulate as to what concern others have for them outside of this realm. Limited salaries equate to limited consumption of public goods, and conversely, excessive litigation also has a high monetary, as well as mental,

cost involved. Salary, process of achievement, and litigation are all important factors in understanding the tenure process; however, they are not the only factors.

At this time, review of research has not revealed an established linkage between tenure, or the lack thereof, and faculty retention and productivity. The missing link here, which I addressed in my study, is that tenure, or the lack thereof, may or may not make a difference in how long faculty stay at an institution or how much research they conduct. It is important to understand that the tenure process has not been stagnant over the past several years, and while evolutionary changes have occurred, as stated by Benjamin (2012) the concept of tenure and the process involved remains a bastain of higher education that many are not willing to release or revise.

Previous research has approached tenure from the perspective of achievement or denial as well as from an aspect of censure and job elimination (Ceci et al., 2006). Additionally faculty retention is typically addressed in existing research as a stand alone subject, with minimal discussion regarding the factor of tenure as it relates to faculty retention. Literature currently available on tenure essentially provides some background on how it started as well as how the tenure system is currently defined (ASHE, 2010; Bok, 2013; MJLARC, 2004); however, the issue of tenure, or the lack thereof, is more far-reaching than this general explanation.

Some organizations and research postulate a belief in the merits and the necessity of maintaining the existing tenure system in higher education. Back in 1940, AAUP (2013) issued their statement of Principles on Academic Freedom and Tenure, and they have continued to maintain their support of tenure. One example found indicated the

author's belief that the existence of tenure prevents teachers for being fired for inappropriate reasons as well as also affording teachers protection from false accusations (Mathis, 2014). It should be noted, however, that this resource is not a scholarly or peer reviewed journal.

Additional support for tenure was found in an opinion piece by Reis on the website of Stanford University, wherein it was indicated that arguments against tenure are often a smokescreen or attempt to cover up other more serious financial problems at institutions that exist because of mismanagement of funds, not because of the existence of tenure (Reis, 2014). Opinions regarding tenure vary tremendously and the literature demonstrates this disparity. ERIC is a database where Critical Issue Bibliography (CRIB) sheets are created on topics of interest in the field of higher education. The most recent CRIB sheet located with 14 opinion articles regarding tenure was assembled in 2001 (Office of Educational Research and Improvement, 2001). At the time of this writing, the 14 articles on tenure opinion showed six articles in favor of tenure, two articles against, and six articles that presented a balanced opinion.

Previous research also focused on threats to academic freedom in higher education. A primary focus of the university as a public organization is to encourage its academicians to disseminate research whilst facilitating community engagement and making a contribution to the formation of public policy (Rowe & Brass, 2011). Key factors still in question are what causes suppression or limitation of research dissemination and societal contributions. Disruptions in the system, such as professors being unsatisfied with their work environments and moving from one institution to another, could indeed

deter institutional focus from research due to changes and thus inconsistencies in their workforce. This lack of focus or disruption is one of the foci of this study. The foundational information that has been created will be vital in the explanation of the potential relationship that may exist between tenure achievement, or lack thereof, and faculty retention and productivity.

Additional variables in and outside of the tenure process are numerous, and the necessity of a process (tenure) to establish a modicum of job security is being called into question. Jumping through the hoops in the tenure process only to have it not granted can be personally, as well as professionally, devastating for some professors. In today's society where most individuals do not want to be labeled or categorized, it is interesting to note that being labeled as "tenured" is still acceptable. Zuckerman (2008), a professor at Massachusetts Institute of Technology (MIT), corroborated this ideal when he indicated that one should consider that tenure is sustained because of history, not because of a current or viable purpose that it serves because no one can seem to agree why it exists. Zuckerman provides an interesting explanation, and it is important to note that he was employed by an institution that does have a tenure process at the time of this statement.

In a research study conducted with member institutions of the Council for Christian Colleges and Universities (CCCU), predominant reasons given for granting tenure were indicated as "academic freedom; commitment by institution/mutual commitment by institution and faculty; recruitment of quality faculty; the retaining of quality faculty members; and recognition and affirmation of faculty members" (Harris &

Lumsden, 2006, p. 343). While various institutions do have caveats unique to their own tenure processes, most focus on teaching, research, and collegiality as barometers for tenure achievement.

In a survey conducted with university presidents, most of them perceived tenure to be one part of the many facets of human resource considerations (Rosenthal, 2011). One could postulate that tenured professors are akin to a union of sorts, while the administrators are management or are removed from the significance of the day-to-day operations or the tenure process. Public or state run universities predominantly rely on the tenure system for the means for faculty promotion and have greater similarities in curriculum requirements (University of Illinois at Urbana-Champaign, 2009; UNCG, 2009), whereas private institutions develop their own individual curriculums and decide if tenure is a concept that is conducive to the accomplishment of their goals (McPherson & Schapiro, 1999). While a dichotomy of opinions regarding tenure exists, especially between administrators and faculty, those who are in support of tenure hold fast to the belief that without it, well-qualified individuals will not be attracted to the academic world as there is lack of job security and they can make more money in the private sector (Premeaux & Mondy, 2002).

Collegiality is one of the most ambiguous terms involved in the explanation of the tenure process. Disagreements amongst faculty and administration can tremendously impede the decision making process. When this disagreement impinges upon the rights of and continued employment of professors, and the institution while shrouded behind the

tenure process dismisses a professor for a seemingly insignificant act or disagreement, both tenured and nontenured professors have pause for thought.

Granting of tenure typically involves some sort of commonly understood or essential guarantee. According to the law, guarantees of tenure include specifics regarding termination of professors according to procedure that are contractually specified and mutually understood (White, 2010). These guarantees essentially delineate that if there is a denial, a review process will be conducted and the individual who is about to be denied can be assured of due process in the legal system.

Achievement of tenure is a process, and waning revenues as well as state support for institutions are making cost cutting a necessity. Challenging economic times which include reductions in state as well as federal funding coupled with poor endowment performances and increased pressure to limit tuition increases have caused higher education to take pause and consider various options (White, 2010). There is a belief perpetuated that employing faculty via a tenure system involves greater costs (Park et al., 2011). Even when tenure is a possibility, it is not always granted, even when guidelines for achievement at first blush appear to have been met. Helfand (2011) postulates that the essence of tenure is actually more about crushing the academic freedoms of those who do not have tenure as opposed to uplifting and protecting those who do have tenure. It is perhaps the denial of tenure that has given way to the exploration of alternative arrangements.

Litigation that is involved when tenure is denied is costly not only in monetary terms but also in academic costs. When tenure is denied, time is consumed and energy is

diverted to the case, which will, in turn, disrupt the academic mission (Jones, 2012). The time and energy consumed cannot be regained, and it can be detrimental in public terms both to the institution as well as to the individual who was denied tenure. Cases of tenure denial can stem from many underlying causes, including gender discrimination, national origin discrimination, and contract related allegations (Hamil, 2010). In 80% of the cases where tenure was denied and a legal remedy was pursued, Title VII was involved (Hamil, 2010). Title VII prohibits employment discrimination based on race, color, religion, sex, and national origin (United States Equal Employment Opportunity Commission, 2012).

Well-known cases of tenure denial can be quite costly both in monetary terms as well as institutional reputation. In the case of Dr. Brown, who was a Boston University English professor who was denied tenure in 1979, a jury found that the university should pay her \$215,000 in damages, pay her attorney fees, and reinstate her as a tenured professor (Vinik, 2007). Boston University appealed this case all the way to the Supreme Court, which declined to take the case in July of 1990 (Vinik, 2007). This is just one illustration of how lengthy the tenure battle can be, and also how challenging it is to quantify all the non-monetary costs that occurred in relation to university resources during this time. Analysis shows that claims for tenure denial are, essentially, “complicated, divisive, protracted, and financially draining” (Vinik, 2007, p. 1). One might ask how many scholarships were denied or new positions were held in abeyance due to the costs to the university for this case.

Tenure denial could also have effects on the conduct of research in contrast to the financial challenges. Tenure denial could have more intrinsic costs, such as loss of

confidence in one's self as well as a less than stellar reputation within academia.

Profesors with increased satisfaction have been shown to have increased productivity in the workplace whereas those who are dissatisfied often do just enough to get by (Park, 2011). Achievement of tenure may increase the opportunity for advancement into administrative positions; conversely, denial of tenure is not viewed with favor in terms of institutional advancement.

History has indicated definitive criteria for tenure denial and dismissal of a tenure professor. The 1973 Commission on Academic Tenure determined that when tenure is denied or a faculty member is dismissed, adequate cause for the denial or dismissal should be deemed to be “(a) demonstrated incompetence or dishonesty in teaching or research, (b) substantial and manifest neglect of duty, and (c) personal conduct which substantially impairs the individual's fulfillment of his institutional responsibilities” (Brown & Kurland, 1990, p. 328). The intent of this definition was to ward off any derliction of duty and to ideally facilitate the establishment of a robust professoriate.

There have been increasing numbers of institutions conducting post-tenure reviews largely due to examination of middle, as well as senior, personnel in performance-based or potentially cost-benefit perspectives (Forkner, 2012). Many institutions that have attempted to institute post-tenure reviews have met with staunch opposition from faculty members. Saint Louis University administration attempted to introduce a tenure review process that would have put all tenured positions through a review process every six years and this proposal was met with such vehement opposition from faculty that it was withdrawn (Barker, 2012). This opposition would make it appear

that faculty members at this institution believe that once tenure is achieved, it is achieved, and there is no need of additional review processes. Achievement of tenure would be, in this instance, one final job review.

Regardless of the view, societal costs of tenure, or the lack thereof, can range from purely financial to suppression of ideas and an avenue of censorship wherein new and creative ideas are discounted because perceived authority figures disagree with said ideas. It is difficult to quantify the effects of tenure (Harrison, 2006); however, it is not impossible to explore ways to resolve this debate. The proverbial unhindered search for truth is eclipsed by the reality which is the enterprise of higher education is resistant to change (Greenburg, 2012). Resistance to change (i.e., the tenure process in higher education) has the potential to impede progress in many areas.

Riley (2012) postulates that tenure has, in essence, created a system of higher education that does not benefit students as it rewards research over teaching. Others espouse a belief that the highly anxiety-prone process of acquiring tenure actually acts as a suppression of free expression (Cheston, 2010). It is this diversity of opinion that facilitates the heated discussions in academia regarding the value of the tenure process.

Universities and colleges that have either never had tenure or have abolished tenure will often have contractual arrangements with professors that are either short or long term. Adjunct professors at many universities may just be contracted for one term at a time, whereas full-time professors may sign a new contract every year. Fixed term contracts, implemented and in effect for more than one term at a time, give the professor some degree of security or at least assure some continuity for his or her service (Harris &

Lumsden, 2006). In a Pew Research Center survey, 69% of college administrators indicated they had a distinct preference for faculty to work under long-term or annual contracts (Stripling, 2011).

Corporate America may measure job performance based on productivity as well as a multitude of other factors. Job performance in academia is also tied to a variety of avenues, including but not limited to production of research, how many and what quality of publications the individual has, grant money that he or she secured, and also student ratings of teaching (Zazie, Madill, Shaw, & Bown, 2008). Whether measurement of these factors occurs on a short or long term contractual basis, or not at all after one receives tenure, it would seem that some sort of a check and balance system needs to be in place if academia and the professoriate is to continue putting forth advancements in our society. One of the foundational concepts on which tenure is built is the perceived security that is provided when tenure is awarded. Although tenure does not mean that the professor is completely absolved from the potential to be fired, it does make it more difficult to release someone from employment. Conversely, if the professor has executed a multi-year contract with the institution, one could postulate that the same modicum of security is provided as it is with the issuance of tenure, dependent upon the termination clauses in said contract (Christensen & Eyring, 2011).

Some institutions have never had tenure, whereas others have abolished it among several measures or cost cutting procedures. Lindenwood University had a tenured system until it was abolished in 1989 (Lindenwood University, 2012). Likewise, Bennington College abolished tenure in 1994 (New Criterion, 2014). Removal of tenure

was not the ultimate demise of these institutions. Lindenwood University is thriving today (2014) with a healthy endowment and is completely debt free. Bennington College is also doing well and is considered financially secure.

Even though tenure was abolished in 1989 at Lindenwood University, the institution continues as one of the most successful midwestern universities today, boasting an enrollment of nearly 17,000 students as well as a healthy endowment (Lindenwood University, 2012). The removal of tenure did not impede this institution's growth, but would appear to have increased the possibilities for institutional enhancement. The average length of stay for a full-time faculty member at Lindenwood University is over seven years and this provides a greater base for solidity and consistency in the body of faculty. Professors still continue to conduct research at Lindenwood, as well as publish and present at conferences, and many faculty have been with the institution for more than 10 years.

Increased use of nontenure track appointments is thought to contribute to the institution's economy as well as flexibility via cost savings due to reduced resistance to program reforms (Ernst, 2010). This statement is evidenced through Lindenwood University. Lindenwood abolished tenure in 1989 at a time when it was struggling financially to continue to exist. Removing tenure has happened in cases of financial extingency (Lindenwood University, 2012; New Criterion, 2014) and is thought by these institutions to have been the cost savings measure that facilitated their continued existence.

Wayne State University, a research oriented university located in Detroit, Michigan is examining their tenure system and are considering removing the peer review element of tenure and putting the power to remove faculty in the hands of their administrators (Petkov, 2012). By this action, faculty perceptions at this university are that they are destroying one of the foundational elements of tenure. Wayne State is only one of several universities that are examining the intricacies of their tenure system as well as potentially exploring other relationships. Removal or attempted removal of tenured faculty at other institutions has met with substantial and impassioned discourse.

It is interesting to note that from 2003-2013 state support for higher education has fallen nine percent while the funding for corrections and rehabilitative services has increased 26% (Mintz, 2013). Based upon that statistic alone it would appear that society as a whole is experiencing a multitude of issues which contribute to the increased costs in corrections. Conversely, one might ask, if funding were openly increased in higher education without restriction, could improvements be accomplished? The professor's free speech rights should be no different than any other individual; however, some postulate that they have a special task to further democracy and because of that they must be afforded protections (Heins, 2013). Spirited debate is a bastain of higher education, and when that debate is quelled, communication is stymied, and the environment is not conducive to solving problems. Justice Frank further indicated that academic freedom was absolutely necessary "not because teachers are smarter or better than everyone else, but because they serve the public interest by imparting the skills to think critically and participate meaningfully in the great, if often flawed, American experiement in

democracy” (Heins, 2013, p. 5). Justice Frankfurter’s opinion is interpreted to essentially mean that because of the public interest served by those in higher education, they must be protected in their attempts to further our society.

Political pressure on those in academia has existed since the inception of the system of higher education. Some institutions of higher education profess the desire to restore faith in American political institutions (Ekman, 2012). Most recently, publications and postulations after 9/11 claimed that “the academy is not only too liberal; it is immoral, unpatriotic, and even dangerous to the nation” (Thomas, 2010, p. 84). Politics and politicians are merely one avenue through which social change is initiated, the system of higher education is yet another avenue. It would appear that Thomas is essentially equating an open and exploratory attitude in higher education to liberalism.

The concept of global communication has, in essence, transformed higher education in terms of outreach and possibilities. “The communication revolution driven by digital communications has profoundly changed the ways that university faculty members conduct research, store data, and share and publish research findings” (Hamada, 2010, p. 38). As avenues of communication change and evolve, and as society becomes even more interconnected, concerns are raised in academia. Freedom of expression is essential to human dignity and it is also the foundation of democracy (Hamada, 2010). The essential premise of academic freedom is rooted in social responsibility, hence, if higher education is to fulfill its obligation to society, it is important that faculty productivity is protected.

The Faculty Publication Project demonstrated that Deans espoused a belief that scholarship was the most important quality for full professors (Green & Baskind, 2007). In essence, these results indicate that while the motivation to publish may have not been there for tenured professors in the 1970s, thirty years later the Deans in charge of the departments perceived publication as a key element of increased faculty rank. What is the motivation to publish after tenure is achieved or the highest faculty rank is attained? Motivation to publish after these events would appear to be more intrinsic in nature.

Variables

Faculty remain at a given institution for a variety of reasons. A primary motivator in the decision to stay or leave on the faculty member's part is the support structure. Professional development opportunities, administrative support, and work life balance are key factors in the decision process (Rosser, 2004). Faculty members quite simply must feel a sense of value and significance from the institution. They must feel their contributions are significant, and they are an asset to the institution.

Turnover of employees can be quite costly to an organization, both in monetary as well as research terms. It is the intrinsic value that professors get from teaching as well as research that is difficult to quantify. Some postulate that there is a counter offer culture where offers from other universities are essentially perceived as the primary means by which to secure a substantial pay increase from one's current institution (University of Illinois at Urbana-Champaign, 2009). Regardless of the reason that faculty members leave, it is costly, and oftentimes could be prevented.

Tenure can, in and of itself, create tension between tenure-track, nontenure track, and tenured professors. Some see the increasing number of nontenure track positions as a threat to academic freedom (ASHE, 2010), whereas others postulate that lack of tenure stimulates those professors to be more creative in their research and thought processes. Research has also shown that the most often voiced concern against tenure is that it instills complacency (Budig, 2013). What incentive do professors have to teach borderline controversial subjects and conduct ground breaking research if, after achieving the crown jewel of tenure, they are not rewarded for such? By the same token, due to the stringent requirements for achieving tenure that are set forth at some institutions, what is the incentive, inspiration, or impetus for those with no prospect of tenure or not working toward achieving tenure to conduct ground breaking research? Many universities do not have tenure, yet employ many professors that continue to publish and conduct research; conversely, institutions that have tenure have tenured professors that continue to conduct and publish research. Tenure attainment would not seem to be the only impetus for publication and research.

Intrinsic motivators may not be present if a perceived psychological contract has been violated. Psychological contracts are essentially based on individual beliefs that there are specific terms or conditions of a reciprocal exchange between the organization and the employee (Peirce et al., 2012). If a professor is denied tenure, or promotion, and the basis of the denial is unclear, his or her incentive to succeed would be seriously impeded. Situations of inequity, such as with salary or promotion, can essentially be remedied; however, the impression that a psychological contract has been breached will

oftentimes linger with the individual who perceives he or she has been wronged by the organization (Peirce et al., 2012). Memory does not appear to fail when individuals perceive they have been wronged in some fashion.

Research has shown that faculty satisfaction is a critical element for the continued vitality of colleges and universities (Russell, 2010). Unsatisfied or unfulfilled faculty will, by nature, be less productive, both inside the classroom as well as the research laboratory. Faculty members are more likely to leave a current institution if they perceive intra-departmental competition over scarce resources (Russell, 2010). Those professors who feel taken advantage of or left behind are far more likely to leave for another institution where they can feel some modicum of appreciation.

Higher education faculty may remain at an institution for many years. There is no mandatory retirement age in higher education. It is also true that faculty may leave an institution for many reasons. Key factors taken into account when a faculty member considers leaving an institution are collegial relationships, if the environment is supportive, and also if a mentoring program exists (Monk, Irons, Carlson, & Walker, 2010). Development of collegial relationships and collaboration are conducive to creating feelings of loyalty toward an institution. Mentoring programs have been shown to be very effective in efforts to retain nontenured faculty (Monk et al., 2010). Mentoring facilitates establishment of a bond with another faculty member and, ideally, serves to create the camaraderie or collegiality which is typically a criterion of the tenure achievement process. If the faculty are mentored and nurtured through the tenure process, the probability of retention afterward increases (Monk et al., 2010).

Diversity of Faculty and Research

Although composition of the professorial body differs from institution to institution, in 2007, 28% of the U.S. labor force that possessed a doctorate degree were foreign-born (Weber, 2012). I postulated that research productivity could vary for U.S.-born versus foreign-born faculty. Research findings indicate that foreign-born faculty members in the United States spend more time on research and less time on undergraduate student instruction than the U.S.-born counterparts (Weber, 2012). The idea that foreign-born faculty are also more productive in research is also supported by Basu (2011). This seeming separation of foreign- and U.S.-born professors is not necessarily beneficial to the institution. Weber (2012) indicates that “Such a division of tasks could negatively impact the current strength of the research university” (p. 727). Integration of faculty members from all races and ethnicities in all facets of the university would benefit both faculty and students through illustration that many avenues are considered as research is conducted and decisions are made.

Minority Faculty

Not only do institutions employ low numbers of ethnic minority faculty, there is also more difficulty in retaining these faculty once they are employed. Higher levels of stress among minority faculty exist largely because of perceived discrimination, as well as financial worries, according to the Higher Education Research Institute (HIERI) 2010-2011 faculty survey (Aim-Abdul, 2012). The HIERI survey goes on to assert that these minority faculty feel powerless in their positions and even more powerless because they often do not have tenure.

Under-represented faculty are often heavily involved in graduate teaching as well as administrative responsibilities, and this, to a large degree, contributes to a higher burn out factor for them (Jackson-Weaver et al., 2010). Higher burn out rates mean that these faculty will look for proverbial greener pastures at other institutions, or may abandon academia all together in favor of other pursuits. Diversity was one of the founding premises of the United States. Universities cannot afford to continue to operate with policies and procedures in place for considerations in the tenure process that perpetuate monocultural views (Plata, 1996). Students at institutions of higher education must be able to see faculty with similar characteristics to their own in positions of success so they too will understand they can accomplish the same achievements.

Diversity and Gender

Diversity in terms of tenure achievement is also interesting when viewed from a gender-based perspective. In 1972, Congress passed Title IX which essentially prohibited sex discrimination in education; however, passage of this bill alone did not stifle nor end gender-based disparities in academia. Women spend more time as lower ranking faculty and are essentially less likely to be tenured or promoted (National Research Council [NRC], 2010). Society has long perpetuated the image of the stay at home mom, which can turn out to be quite different from what the same society perceives that a female professor should be.

Tenure committees are also often one-sided based on gender. “In 690 cases for which the gender of the tenure committee chair is known, it was a man in 90% of the cases” (NRC, 2010, p. 121). Women are typically under-represented in the science fields,

and in a recent study, 27% of faculty in the biology departments which were considered for tenure were women, although women comprised a total of 36% of the total biology faculty (NRC, 2010). The tenure process, in and of itself, would appear to be gender biased based upon this information. Be it gender biased or ethnic biased, the bias and disparities are not ethical nor right, and any process that fuels those biases, such as tenure, is worthy of further examination.

Part-Time Faculty

Discussions of cost savings and cutting procedures often focus on the costs involved with recruiting and hiring faculty. Elimination of tenure or reduction of the number of tenure positions in an effort to save money is not uncommon. Additionally, universities and colleges have shown a marked increase in the hiring of part-time faculty, with some postulating that this is happening to avoid paying benefits and them becoming a part of the tenure system (Park et al., 2011).

Although the tenure system may provide a modicum of security for tenured faculty, some perpetuate the belief that the presence of these part-time professors affects the full-time professor's professional commitment as well as his/her attitude (Park et al., 2011). There has been a significant growth in the number of part-time faculty appointments since the 1970s, illustrated by a research study which indicated that part-time faculty had grown in number from 104,000 in 1970 to 543,000 in 2003 (ASHE, 2010).

Tenure as It Relates to Publication

Typically, a part of tenure achievement includes publication. Faculty at more comprehensive institutions realize that teaching effectiveness is recognized at their institutions. In addition, they also believe that publication is imperative if they are to receive the ultimate rewards the system has to offer (Youn & Price, 2009). Pushes to publish or perish ideally culminate in tenure attainment.

Universities that do not have tenure have faculty that continue to publish and conduct research, which often has great societal benefit. Institutions like Lindenwood University host student research symposiums as well as an annual Research to Practice Conference to facilitate research (Lindenwood University, 2012). Research produced from these past events at Lindenwood University included the areas of education, economics, health economics, and personal finance. Possession or promise of tenure does not appear to impede professors at non-research institutions from conducting research.

At Lindenwood University, a four year liberal arts university in the midwest, in the 2011/2012 academic year, there were 694 articles published and professional academic presentations conducted by full-time faculty and 194 articles published and professional presentations conducted by adjunct professors (Lindenwood University, 2012). These full-time professors conducted their research with insitutional support, which included both a reduction in teaching hours as well as financial institutional support. Full-time professors at Lindenwood University sign a new contract each year. Faculty involvement in governance is evident through an actively involved and vocal

faculty council, and any decisions of non-renewal of contracts for full-time professors must go through a lengthy review process.

Higher Education, Tenure, and Social Change

The evolution of societal need has been a driving force in the founding of many institutions of higher education (NCPPE, 2008). Higher education has essentially been charged with the responsibility of resolving many of the societal challenges that plague society today, such as economic vitality, education of the population, sustainable natural resources, and how to best serve our growing aging population. Commitment to the resolution of these and many other issues requires optimization of resources and smart management of finances.

Higher education has historically been charged with supplying technical skills to advance knowledge; conversely, the institutions are being dually charged with increasing the synergy of society and instituting support of broad national development initiatives (Heyneman et al., 2011). This support can be costly both in terms of time and money. Quite simply, if it is more costly to have a tenured professor in a position, who does not have an impetus to conduct research to resolve these societal issues, then one might ask what purpose the existence of tenure serves. In this case, the mere existence of tenure could be impeding progress for social change as a motivated person is not in the position to move forward in the resolution of these issues.

Some postulate that education and society are inexplicably intertwined, and the basic premise of higher education is the improvement of social justice for everyone (McArthur, 2010). This is essentially the premise of critical pedagogy. Critical pedagogy

has as its' central focus a strong agenda for change which focuses on both education and all of the rest of society (McArthur, 2010). Society has long looked toward higher education for answers. Answers that often come through experimentation and research in higher education may not be occurring to as great an extent in the private corporate sector. In many countries, it is the credentials acquired through higher education that play a major role in the determination of one's chances in life (Brennan, 2008).

Societal shifts as well as ideological changes have been the impetus for impassioned discussions as well as criticisms in regard to public policy from the system of higher education. Historically, the current ruling party has introduced courses designed in some cases to repress competing world views and on occasion this repression has erupted in violence involving both the government as well as militant elements of society (Heyneman et al., 2011). Repression of competing world views, be it via the government or the higher education system, does nothing to advance society. This imposition of a particular value system would likely occur with or without the vestige of tenure. Conversely, the influence of the system of higher education on social issues as well as on society in general is substantial, and it is important to understand societal mechanics to fully comprehend the impact of the system.

The relationship of higher education to society has historically been a complex and controversial relationship. The intricacies of said relationship are in a near constant state of evolution. Social cohesion, while not a new phenomenon to higher education, essentially explains how society and higher education work together for the common good. The challenge comes into play when some claim that higher education falls short of

its commitment to deliver on social as well as economic mobility because the system is unwittingly violating the social contract due to the high cost of attendance (Yankelovich, 2009). This high cost of attendance could be attributed to numerous factors, including, but not limited to, lack of governmental assistance and high cost of retaining tenured faculty. If the high cost of attendance is indeed making a degree unavailable to any member of our society, then society and higher education are indeed not acting in a cohesive manner. It is in the United States' best interest to step forward and assert that access to higher education needs to be a national priority or we will fall short as a nation in the production of the educated workforce that is necessary to ensure future economic stability, the nation's security, and also the role of the United States as a global leader (Howard, 2005).

The concept of social cohesion in relation to higher education espouses a responsibility of sorts that universities have to society in general. Social cohesion is, in this instance, defined "in terms of the relative strength and distribution of social capital in a given society" (Heyneman et al., 2011, p. 58). Universities have a large role to play in the redistribution of social capital in society in relation to both the student outputs as well as the research that the professors at the institutions produce. Ideally, the re-education or initial education of society via the higher education system will afford the opportunity for capital redistribution because of additional information and/or an increased skill set. Freedom to explore various controversial aspects of capital redistribution and research in higher education without regard to administrative opinions or political pressures is what some would indicate is the primary charge of higher education. This freedom does not

only exist at tenure granting institutions. Therefore, one might question whether tenure is necessary to encourage exploration and research.

The implications for the facilitation of social cohesion through higher education are far reaching. One must have a foundational understanding of these implications in order to fully grasp the importance to academia. These implications have essentially four segments according to Heyneman et al. (2011), each of which facilitates an explanation for the intertwining of the universities and the societies in which they exist. First, the university has a myriad of chances to bring individuals of diverse backgrounds together so they can begin the process of bridging any differences. Second, since all parts of the population are given the opportunity to advance through higher education, it should not be viewed as a private good. Third, the university is a prime player in the facilitation of social cohesion, and this can in turn be used to assert social control. Fourth, institutions of higher learning, especially those which are diverse, sustain an environment encouraging social change and institution of new social norms and expectations (Heyneman et al., 2011). Social control by the university can involve dissemination of information as well as education which can in turn affect public opinion and adaptation to change.

The colorful history of higher education shows that civil debate can indeed facilitate understanding as well as compromise and can truly have a profound effect on society. If those who participate in higher education feel suppression or pressure to conform as opposed to support to explore, then the implications again for society are profound. It is of utmost importance that a protocol is established in society for the voicing of dissent.

How then does the tenure battle in higher education specifically have an effect on social change? The system of higher education has an external accountability to society (Hamada, 2010). Many battles have been fought, won, and lost on the grounds of several universities. Throughout the ages societal revolution and opposition to unacceptable conditions has often began on a college or university campus. Some have the propensity to equate tenure to academic freedom and postulate that one cannot exist without the other (Elliott, 2011). There are cases throughout higher education which essentially refute this postulation. Faculty at institutions that do not have tenure, such as Lindenwood University and Walden University, still continue to publish and conduct research without a glimmer of tenure in their future. The battle for academic freedom in these institutions has nothing to do with tenure, yet it still continues, and groundbreaking research continues to be published from these institutions, hence continuing the aforementioned advancement of societal concerns. The Council of Higher Education Management Associations (CHEMA) postulates that there is a groundswell of significant forces espousing the belief that higher education needs to change, and that the change will facilitate the positive reinvention of higher education (Goldstein, 2006). The primary questions at the forefront are what needs to change in higher education and why does it need to change?

There has been a steady and often dramatic increase in the pressure for social change both in the political environment as well as in higher education (Silver, 2007). The complexities involved in the way that institutions respond to said pressures are potentially influenced by the very society in which they participate. University programs

are often reconstructed to meet the changing demands of various professions, and new programs are created that can have profound implications for social change (Silver, 2007). Put quite simply, the engaged campus is the one that can truly affect social change. It is defining and nurturing this engagement that slows down the engagement process. A key element that must precipitate this engagement is a critical and yet creative process interpreted differently by individuals largely due to their past experiences. Critical questions simply must be asked and answered at key times to overcome various societal roadblocks.

In the words of NCPPHE, “Education is one of the most effective interventions for improving our social and economic future” (2005a, p. 8). Independent thinking, unfettered by institutional restrictions, can be accomplished in a variety of ways, both under the auspices of the protection of tenure as well as outside of the tenure process. Universities have the potential ability to act as facilitators for societal responses to various challenges as the institutions are typically some of the most stable organizations within any given community (Boyle, Ross, & Stephens, 2011).

Autonomy is an important factor in higher education, and there is a significant impact of higher education in the process of construction of a critical society (Brennan, 2008). Academia can have a tremendous impact on a culture and on the surrounding citizenry, and it serves to answer a wide variety of societal needs in terms of providing both education as well as artistic and cultural expression. Conversely, academia can have challenges when attempting to resolve societal woes if it is not in tune with the composition, as well as determined needs, of society. Educational turbulence as well as

conflict and change evoke a plethora of emotions. It is not only the duty of higher education but is also the obligation to channel these emotions into productive outcomes.

Although it is not difficult to argue that some facets of higher education need to change, research has shown that there is not a propensity for change in higher education. In a survey, conducted by CHEMA in 2006, which encompassed both public and private institutions, the top threat to the ultimate success of higher education was seen as the resistance to change (Goldstein, 2006). On line searches focused on using the same topics as the CHEMA 2006 survey did not yield any more recent comparable survey data similar in nature to this survey. The following four threats in this same survey were lack of resources, increased education costs, decreased government funding, and complacency (Goldstein, 2006). It is this fear of or resistance to change that truly impedes the progress of higher education in many areas. To change tenure or the process of tenure would make many uncomfortable and would essentially outrage some of the professoriate. It is not surprising that even the professors and administrators that participated in CHEMA's survey indicated the biggest obstacle in the way of their success was fear of or resistance to change.

Social change is perhaps one of the more readily acceptable means of change. Faculty may be more productive and stay longer at institutions when they are also involved in the community surrounding the institution. This is evidenced by examples of Trinity College in Hartford, Connecticut where faculty facilitated a revitalization initiative for an area that surrounded their college; Colgate University in Hamilton, New York where faculty created a free-standing non-profit organization; and Georgetown

University in Washington D.C. where faculty facilitated the inception of a number of socially responsible programs through their Center for Social Justice Research and Service (Silver, 2007). All three of the aforementioned institutions do grant tenure and also have nontenure track positions as well. These initiatives were not a directed part of the universities, but rather concepts put forth by individuals interested in the facilitation of their community's well being.

Faculty striving to achieve tenure may forego various aspects of potential service oriented roles in their struggle to achieve the crown jewel of tenure. One of the ways that institutions form bonds within their communities is through using service learning for faculty to facilitate community involvement and for students as a teaching tool (Frank et al., 2011). If this community bond is not forged by the institution, or is sacrificed due to a focus on areas other than community service, then institutional support from the community may wither and potentially affect many other areas. Past research has not shown there to be a consistently positive relationship between serving and engaging a community to tenure and status within the university system (Foster, 2010). Community engagement of the professoriate, tenured or nontenured, can indeed facilitate consistency within the community; however, further ties have yet to be established. This consistency is defined as it relates to population as well as economic impact of professors who stay at institutions and communities for longer time periods..

There is a belief that there exists an inexplicable bond between education and society and some postulate that the basic purpose of education is to facilitate social justice (McArthur, 2010). However, the belief that higher education is the answer to societal

woes is not universal. “There may be occasions when higher education’s contributions to social change are best described as ‘obstruction’ rather than ‘construction’” (Brennan, 2008, p. 393). Brennan indicates that higher education can, on occasion, impede progress rather than promote it. Integration of society into higher education and vice versa is necessary if balance is to be established and solutions to problems be provided.

Higher education must assume responsibility for those areas where it is possible to affect the most change and where change inevitably is of the utmost necessity. The continued vitality of society rests on many factors, one of which is the system of higher education. According to NCPPHE (2009), the question that higher education is among the most important resources needed to solve critical societal challenges has already been answered. Natural resources must be sustained, healthcare is needed for the whole population, and economic revitalization is necessary almost everywhere. According to the National Center for Public Policy, this revitalization process aids more working adults in their pursuit to acquire higher-level skills and knowledge, secure basic human values, and to shore up the existing social structures which assures the future generations will have lives of justice, equity, and fulfillment (NCPPE, 2008). Understanding the societal implications is just one of the facets of tenure and higher education; another key element is how the economics of higher education and society in general are affected.

Public Policy, Tenure, and Higher Education

The field of higher education is innudated with challenges related to public policy. Whilst other nations are making gains in the education of their population, the achievement of a post secondary education has stagnated in the United States. What are

the reasons that have contributed to this stagnation? Why is this stagnation important to higher education and the development of public policy?

Sound public policy is founded in principles that are backed by evidence (Group of 8, 2011), and creation or revision of public policies in higher education should be no different. Public policies in higher education oftentimes pertain to finances or financial management in some way, be it individual or institutional management. The very nature of academia is essentially policy-determined and it is often affected by politically-driven change (Marginson, 2011). Often, it is policy determined because of funding, or lack thereof. Imposition or limitations of financial policies by governmental entities could impede research and progress within higher education because of restrictions on resources and faculty that exit academia for higher paying corporate jobs. Institutions may also have higher costs and difficulty retaining qualified faculty because of poor financial management or self-imposed restrictions within said institutions. These self imposed restrictions may include tenured faculty that are no longer producing research and publishing articles, but who are still commanding high salaries due to their longevity at those institutions.

Rising costs as well as reduction in tuition reimbursement from employers have contributed to this decline. Geographic region is a factor in the determination of the pricing of higher education (Cheslock & Hughes, 2011). It would be necessary for 32 of the 50 states to provide more incentives and opportunities for the working age adult students, if the United States is ever going to lead the world in post secondary attainment (Brenneman et al., 2010). Financial restrictions and financial crises create instability. The

industry of higher education must have stability, both in workforce and from a financial perspective. Incentive programs to drive more students to get a post-secondary education would help provide some of the stability in customer base (students) for which academia is searching.

Stability of the professorial and research population is also necessary. If the students come and there is no one there qualified to teach them, because all the most well qualified instructors are conducting research, then there is no impetus for the student to stay through degree completion. The business model currently in place in higher education would be well served to emphasize improvements through education public policy whilst simultaneously being more attentive to institutional behaviors and practices (Wellman, 2011). Tenure practices would fall under the realm of institutional behaviors. If tenure is not the answer for stability, then perhaps institutions of higher education could be given federal or state incentives if they are proven to retain their faculty for longer periods of time.

Faculty in higher education need to see themselves as accountable. What does it mean to be accountable? To be accountable is, in essence, to be responsible for your actions to individuals or parties as a result of legal, political, financial, personal, or morally based ties (Zumeta, 2011). Higher education and a professoriate without accountability are like society without accountability; they will run amok and result in anarchy. In the microcosm of higher education, despite much rhetoric about being open to change, people are essentially pathologically nervous about it (Immerwahr & Johnson, 2008). Changes in the tenure system have happened incrementally over the years;

however, setting of public policy in specific reference to this issue and faculty and institutional accountability are problematic.

Public policy debate is intensely focused on healthcare costs, criminal justice costs, and ways to limit or lower taxation. Higher education and concerns involved are often taking a back seat to these issues. It is essentially a premise of the university that an atmosphere is provided wherein speculation, experimentation, and creation are encouraged (Schrecker, 2010) Research indicates that there is a fundamental desire for major rethinking as well as a reprioritization of the role of higher education in our society (Immerwahr & Johnson, 2008). Coupled with this desire is an espoused belief wherein some indicate a belief that governments should reclassify higher education as a public good, hence one that is supported by the community, as opposed to a private good which is supported by individuals (Immerwahr & Johnson, 2008). Be it public good or private, higher education must be accountable for both action and inaction. Higher education institutions must be morally, ethically, and fiscally responsible.

The way that universities and the Integrated Postsecondary Education Data System (IPEDS) classify faculty work for the purposes of financial allocations suggests a somewhat unsubstantiated accounting of how dollars are expended (Leslie, Slaughter, Taylor, & Zhang, 2012). Prioritization of monies is imperative in higher education, and these institutions of higher education have a public accountability to society. Previous research indicates that whatever increases the strength of the power as well as the autonomy of the academic arena also protects the broader societal freedom of inquiry and

expression for the rest of society (Schrecker, 2010). It would appear then that broader societal freedoms rest in and, on occasion, start from academia.

Public policies are recognized as an important part of higher education, and in 1998, the National Center for Public Policy and Higher Education was established (NCPPE, 2008). This national center was created with the premise of tying issues in higher education with broader public policy concerns and issues. Many of these issues that cross the divide between society and higher education are somewhat universal. For example, freedom of speech is one of the most touted aspects of the United States Constitution. It could be inferred from Schrecker (2010) that when research freedoms of academia are restricted, then all of society is restricted.

Significance of Study

An abundance of research exists regarding tenure, faculty retention, and productivity. The American Association of University Professors (AAUP), the most vocal group in the battle to keep tenure as a viable institutional process, is unwavering in their support of the tenure concept. AAUP has indicated that without tenure faculty do not have a voice or security (2008). Studies have been conducted to illustrate the inherent value of the tenure process (Cameron & College, 2012; Ceci et al., 2006). Both AAUP and additional research that has been conducted attempt to create value and perpetuation of the tenure process.

Numerous challenges continue to be perpetuated related to tenure within academia due to antiquated thinking and inadequate processes and protections. While tenure in higher education has existed in some shape or form for many years, the

controversy and heated debate regarding its necessity and continued existence has not abated. The need for academia to push forward in resolving social issues has also not dissipated. It is imperative that faculty continue to conduct research and put forth publications whilst feeling secure yet unencumbered or repressed by their individual institutions.

Freedom to resolve, experiment, and explore is necessary if higher education is to continue with the forward push for new discoveries. Perhaps Eleanor Roosevelt said it best when she iterated, “Freedom makes a huge requirement of every human being. With freedom comes responsibility. For the person who is unwilling to grow up, the person who does not want to carry his own weight, this is a frightening prospect”(Goodreads, 2015). Tenured professors may indeed have more rights and perceived freedoms; however, is the tenure system creating an ever widening gap in the professorial population?

The thorough review of literature formed the basis for the understanding and development of the testing process and instruments detailed in Chapter 3. The gap in the literature exists as there has been no correlation or understanding developed pertaining to the concept of tenure and its effect on the stability and satisfaction of the professoriate. This study examined this relationship through literature and public document review, interviews, focus groups, and a comparison of publication and retention at those universities and institutions that have tenure versus those who do not have tenure.

The aforementioned gap in previous studies was addressed through a thorough explanation and connection of the literature to the perceptions stated during the

interviews and focus groups that were conducted in connection with this study. The gap was further decreased through illustration of the numerical relationship of length of faculty retention as well as volume of publication in both tenure granting and nontenure granting institutions. The outcome of this research did not decisively show nontenure granting institutions to have the same degree of stability and production as those institutions that are tenure granting.

Instruments for Study

Previous qualitative research related to the concept of tenure has been accomplished in a variety of ways, including, but not limited to, surveys (administered via electronic means, in person, and telephonically), focus groups, and personal interviews. Empirical studies with a primarily quantitative focus have examined various numerical indicators of factors inherent to the tenure granting and achievement process. Although existing literature has afforded examination of a variety of mechanisms for garnering data for this mixed methods study, primary focus was on interviews and focus groups with an incorporation of some basic statistical tests and public data. Elements for this study were both full-time professors with and without tenure as well as those who are at institutions that do not have the prospect of tenure. Inherent to creating an understanding of the tenure concept is the facilitation of an understanding about how tenure is achieved, or not achieved, if it is available as an option.

Summary and Conclusions: Gap in Literature and Relation to Methods

The gap in the literature identified in this study could only be closed or narrowed through careful review of existing data and literature integrated with the results of the

faculty interviews and focus group performed as a part of this mixed methods study. This gap could best be addressed through a qualitatively weighted use of both qualitative as well as quantitative interpretation of existing data and other information. This gap can cause stress and vulnerability in the higher education system, and through creation of an understanding of the existing state of the process of tenure and residual inefficiencies, this problem can be eliminated or, at the very least, substantially mitigated. The methods of data collection as well as thorough description of my role as the researcher and the way the qualitative and quantitative components worked in concert to close the gap in existing literature served as the foundation for this research study to aid in the resolution of the tenure debate in academia.

In Chapter 3, I focus on illustration of the purpose of this study as well as explaining the relevance of this study to higher education and society. I discuss the research design as well as the rationale for said design as well as my role as the researcher in this study. Methodology, instrumentation, and issues with threats to validity as well as trustworthiness are reviewed. Finally, in Chapter 3, I provide an explanation of the ethical practices to which I adhere.

Chapter 3: Research Method

Introduction

The purpose of this qualitatively weighted (80% qualitative and 20% quantitative) mixed methods study was to explore the concept of tenure as it relates to faculty retention and faculty productivity. In this study, I compared full-time (tenured and nontenured) faculty perceptions of tenure and the tenure process at both tenure-granting and nontenure-granting institutions. Additionally, I examined the duration (in years) of faculty retention as well as productivity (publication and presentation) at both tenure-granting and nontenure-granting institutions. Through interviews with 14 full-time faculty members who represented both tenure-granting (tenured and tenure-eligible faculty) and nontenure-granting institutions, two focus groups each composed of a minimum of five faculty members from varied institutions, which were composed of tenured, tenure-eligible, and nontenure-eligible faculties, and review of public statistics from both tenure-granting and nontenure-granting institutions, I compared and contrasted various full-time faculty ideals of tenure and the tenure process.

The duration of faculty retention as well as publication and presentation (productivity) at both tenure-granting and nontenure-granting institutions were factors that were examined. *Publication*, for the purpose of this study, was defined as research illustrated in professional journals, online and/or in print, in textbooks, in books, and/or through professional presentations. The findings from this study might facilitate further exploration of varied full-time faculty perceptions of productivity to determine whether

those perceptions differ at either tenure-granting or nontenure-granting colleges and universities.

In Chapter 3, I begin with a focus on the explanation of the setting of higher education. I also discuss the rationale for the selection of weighted and concurrent mixed methods for this study. Further, I review both data collection procedures as well as the mitigation of my potential bias as a researcher. I analyze the research methodology as well as recruitment of participants and data collection and analysis. Finally, I explore any potential threats to varying validity and summarize all elements of this study.

Setting of the Study

The research setting for this mixed methods study was the campuses of various tenure-granting and nontenure-granting institutions of higher education located predominantly in the Midwestern region of the United States. The tenure-granting institutions that were involved were located in Saint Louis and Saint Charles Counties in Missouri, and in Madison, Champaign, and Saint Clair Counties in Illinois. The nontenure-granting institutions involved were located in Saint Charles and Saint Louis Counties in Missouri and Bond County in Illinois.

I conducted 14 interviews with full-time faculty members from these institutions (including tenured, tenure-eligible, and nontenure-eligible faculty) and three focus groups. I conducted two focus groups that blended individuals from tenure-granting institutions with individuals from nontenure-granting institutions. It was also anticipated that within the focus groups, there could be two individuals from the same institution, one individual with tenure and one without (but eligible for) tenure. These focus group

participants were chosen randomly by drawing full-time faculty names from a container that had the tenure-granting institutions' population and a separate container that had the nontenure-granting institutions' population.

One thousand and eighty-one provosts from both public and private institutions who were surveyed by Gallup for Inside Higher Education indicated that their institutions relied on nontenured faculty an overwhelming 65% of the time, whereas 93% of for-profit colleges relied on nontenured faculty (Kingkade, 2013). Kingkade did not indicate whether these faculty members were full- or part-time faculty. The setting of higher education campuses was relevant to this study as the crux of the tenure debate in higher education concerns whether tenure is still necessary for successful institutional operations. It was imperative to go to the source of said debate in order to truly understand its significance to the rest of society outside academia.

The environment of higher education is somewhat all encompassing, including professors, staff members, executives, researchers, and many others. The outreach and the far-reaching effects of the higher education system are what make the decisions of this system impactful to society in general. Colleges and universities are quite often perceived as economic anchors within their communities (Hahn, Coonerty, & Peaslee, 2003). It is this perception that reinforces the postulation that institutions of higher education must carefully consider both what the institution does and what the institution does not do in terms of its employees as well as its research production.

There are approximately 6,742 postsecondary Title IV institutions in the United States (U.S. Department of Education National Center for Education Statistics, 2012),

which means that these institutions have written agreements with the Secretary of Education that afford them the opportunity to participate in various government financial assistance programs. These postsecondary institutions are both public and private entities, and they encompass both tenure-granting and nontenure-granting organizations. There are 82 private and public institutions in the state of Missouri that award bachelor's degrees and 100 private and public institutions in Illinois that award bachelor's degrees (Institute of Education Sciences [IES], 2014).

Key members of colleges and universities affected by the concept of tenure, or the lack thereof, include, but are not limited to, faculty members, staff members, and executives. There is an implied responsibility coupled with faculty retention, productivity, and tenure that indicates that along with the privilege to conduct research that professors possess, they have a responsibility to serve their greater public in tangible ways (Metz, 2010). Hence, the professoriate have an implied responsibility to society as a whole to not segregate themselves within the ivory towers of higher education, but rather to serve society through research and education.

In this study, I examined narratives from individual interviews and focus groups that were based upon the semistructured interview questions found in Appendix E. Interview questions were tested first, and interviews were 30 to 45 minutes long. Through review of these narratives after I had recorded and transcribed them and used NVivo to uncover themes, along with public university documents including the institution's annual reports, I attempted to discover if there was any type of correlation between higher or lower faculty retention and faculty perceptions of varying levels of academic

freedom at those institutions that had tenure and those institutions that did not have tenure.

Research Design and Rationale

Research Questions

The primary qualitative research question that formed this weighted (80% qualitative and 20% quantitative) mixed methods study was the following: What factors contribute to faculty retention and research productivity?

There were two foundational quantitative research questions that served as the basis for the quantitative portion of this study:

1. What is the nature of the relationship between the independent variable of tenure status (as measured by the number of professors with *tenure*, *potential for tenure*, or *no possibility of tenure status*) and the dependent variable of faculty productivity as measured by number of publications in hard copy print and/or electronic formats, as well as the number of presentations at professional seminars or meetings)?

H_01 : There is no statistically significant relationship between the independent variable of tenure (as measured by *tenure*, *potential for tenure*, or *no possibility of tenure status*) and the dependent variable of faculty productivity (as measured by number of publications in hard copy print and/or electronic formats, as well as the number of presentations at professional seminars or meetings).

H_A1 : There is a statistically significant relationship between the independent variable of tenure (as measured by *tenure*, *potential for tenure*, or *no possibility of tenure*

status) and the dependent variable of faculty productivity (as measured by number of publications in hard copy print and/or electronic formats, as well as the number of presentations at professional seminars or meetings).

2. What is the nature of the relationship between the independent variable of tenure (as measured by *tenure*, *potential for tenure*, or *no possibility of tenure status*) and the dependent variable of faculty retention (as measured by the number of years a professor was at one institution)?

H_{02} : There is no statistically significant relationship between the independent variable of tenure (as measured by *tenure*, *potential for tenure*, or *no possibility of tenure status*) and the dependent variable of faculty retention (as measured by the number of years a professor was at one institution).

H_{A2} : There is a statistically significant relationship between the independent variable of tenure (as measured by *tenure*, *potential for tenure*, or *no possibility of tenure status*) and the dependent variable of faculty retention (as measured by the number of years a professor was at one institution).

I anticipated that the narratives from the interviews would inform the focus group questions, and that open-ended questions would serve to build upon member responses during the focus group sessions (member checking). The two quantitative research questions were answered through review of public annual reports as well as information from individual institutional websites. If the information was not publically available through these avenues, it was attained through institutional permission and written permission to use said information in this study (Appendix B).

The qualitative research question was twofold: (a) What were some of the predominant factors that the faculty member believed affected faculty retention? and (b) What were the permeating or prevalent attitudes that the faculty member saw evidenced in higher education in regard to tenure and the tenure process?

The weighting of the data gathered from the two methodologies in this study was 80% qualitative and 20% quantitative. The stronger focus on the qualitative data was predicated on the desire to obtain rich and in-depth descriptions of the current perceptions of the climate of tenure in higher education. The quantitative element of the methodology provided a way to triangulate the perceptions with retention and productivity data.

Central Concept or Phenomenon of Study

If a faculty member moves to another institution because of perceived lack of stability in his or her position at a particular institution, the faculty member's movement affects the economics of the area as well as his or her individual and family income. If a faculty member does not feel free to conduct unencumbered research regarding pressing societal issues, then those societal issues will go unresolved and have the potential to substantially worsen. The central phenomenon or primary question in this study was whether there is a need for tenure's continued existence, and conversely, if there is a need for major revisions to the process if it is to be sustained.

Mixed Methods Design

The mixed methods design was chosen for this study to provide the opportunity for any nuances in data that were collected to corroborate or refute the assumptions that were made in this study. The integration of qualitative and quantitative data, along with

the data collection for each aspect being done sequentially, strengthened and provided credibility to the study's results. This integration of data elements was illustrated through a matrix structure. Qualitative research essentially attempts to create thorough understanding of phenomena, whereas quantitative research is more concerned with describing a phenomenon to a particular level (Anyan, 2013). Ideally, a broad-based understanding will be facilitated through a variety of methods, with the most accurate results being produced from a combination of strategies with the mixed methods approach.

While the mixed methods approach is postulated to have a multitude of strengths, triangulation of data is one of the primary strengths. The combination of methods lends strength to the mixed methods study by using a variety of data sources (Patton, 2002). This triangulation was illustrated by comparing and contrasting qualitative data in the narrative form attained through interviews and focus groups with quantitative information attained through research in public institutional records, such as individual institutions' public annual reports and information on websites, as well as information from the Integrated Postsecondary Education Data System (IPEDS). These sources contained information on faculty retention and publication as well as level of professorial rank and tenure status. I postulated that through triangulation of the qualitative and quantitative information, either a relationship would or would not be shown between tenure, or the lack thereof, and faculty retention and productivity.

The use of mixed methods to capture the essence of a complex situation has increased in the research arena of higher education (Klassen, 2012). The mixed methods

approach was important to this study, as I believed that the research questions could be best and most accurately answered with mixed methods because of the somewhat complex and multifaceted challenge that tenure, or lack thereof, presents to academia. The premise of using the mixed methods approach for complex issue resolution was illustrated in research by Driscoll, Appiah-Yeboah, Salib, and Rupert (2007) as well as by Johnson et al. (2007). Researchers often regard the integration of data using multiple methods as a necessity (Fielding, 2010), and often, through triangulation of data, results can be readily verified or disproven. While quantitative methods are well suited for measuring patterns of relationship or prediction through deductive means, qualitative methods afford explanation for previously unknown or misunderstood processes (Klassen, 2012). By use of interviews with both tenured and nontenured professors and through focus groups composed of a variety of individuals from various-sized public and private institutions, it was hoped that the viewpoints of these individuals would be able to be corroborated or refuted with real data on faculty retention and rate of publication by the professorial bodies at a given institution. Fourteen interviews were conducted. Individual participants were identified in the results of the study by number only, and only I know their true identity.

The more naturalistic method of inquiry by use of mixed methods facilitated deeper understanding of the tenure process and how its effects could be felt both within academia and in society at large. The United States is in the midst of an economic crisis, and universities play a vital role in the recovery of the nation (MacLaren, 2012). The processes within higher education, in this case more specifically the tenure process, must

be examined to determine if there are any issues that need correction. The fundamental principle of the use of mixed methods research is that more can be learned about the chosen research topic by using a combination of the strength of qualitative and quantitative research whilst mitigating the weaknesses of both methods (Punch, 2009). Higher education is a very important intellectual, as well as creative, resource that can be used to address a myriad of critical challenges in society (NCPPE, 2008).

Societal issues could be mitigated or resolved through research in higher education, and it was postulated that the existence of tenure could affect the resolution of said issues by acting as a potential impediment to the research process. Societal issues that could experience challenges in their resolution if research progress were impeded include depletion of natural resources, caring for the aging population, and the restoration of economic vitality for a well-educated society (NCPPE, 2008). Research conducted by professors within academia does not just affect those professors and their institutions, but rather has the potential to have a far greater impact on society due to publication, promotion, and implementation of said research on a more global scale.

Rationale for Data Collection, Analysis, and Timing

Consideration was given to both concurrent as well as sequential methods of data collection for this study. The purpose of the concurrent mixed method data collection was essentially to validate one form of data with another or to transform the data for comparison purposes (Driscoll et al., 2007). Conversely, the sequential mixed methods design was based upon an intertwined process wherein the data collected in one phase

play a part in the data collected in the next phase (Driscoll et al., 2007). Challenges do exist that are inherent to both of these approaches.

The concurrent method was most appropriate for this study because, ideally, there could be a correlation established between the faculty perceptions of tenure, or the lack thereof, and research productivity and tangible numbers that were attained in respect to rate of publication and faculty retention. This decision to use the concurrent method was made based upon my previous research experience, which included a dissertation focused on adult education, two publications, and one detailed study on the aging adult population. It was also made based upon the literature review (Creswell, 2007; Dwyer & Buckle, 2009). When two segments of a study are conducted concurrently, as was done here, it affords the researcher greater opportunity to weight quantitative and qualitative elements similarly, allowing for detailed analysis of differences that might otherwise have been missed with just one element (Leech, Dellinger, Brannagan, & Tanaka, 2009).

Role of the Researcher

The role of the researcher can sometimes be complex, and it was a challenging role in the case of this study. The primary role of the researcher in this study was to act as an observer, one who gathered information from interviews, focus groups, and also other public data sources. I was essentially in a facilitator role for this study. This was a mixed methods study, with primary reliance on qualitative methods. Hence, it was important to note that the role of the qualitative researcher was based upon the premise that the researcher would describe various complexities and ambiguous information and extract meaning from complex data related to the subject matter (Barrett, 2010).

It was true that I was employed in higher education as a faculty member at a private university that does not grant tenure at the time of this study. It was planned that one interview from my own institution would take place with a longstanding faculty member, to which the researcher had no direct supervisory capacity. This individual was well known in the local higher education community in Saint Louis, Missouri and had previously published articles and been interviewed regarding tenure. The identity of this individual was not disclosed as he did not give consent for disclosure. Eleven additional interviews were from eleven regional institutions with which the researcher had only slight familiarity and some collegial relationships. These institutions were chosen from a variety of Midwestern institutions as they represented public and private, larger and smaller, and profit and non-profit institutions. Institutions were located in Illinois as well as Missouri. These institutions were all within driving distance of one hundred miles from my home, and due to cost constraints prohibiting extensive or further travel, they were chosen as being representative of the industry of higher education. These institutions varied in size of student and professorial population as well as in tenure granting status. These institutions were chosen as representative of the population as I needed to assure not only the validity of the research but also simultaneously assure the economic viability of the completion of this research.

The colleges and universities targeted for this study were an equal mix of institutions with and without tenure. Participants for this study were chosen randomly from the business administration and social sciences departments at these institutions. I looked at a list of faculty members at each institution and randomly generated a number

at which to start. Then, I selected the third name within these departments to participate in this study. I moved through the list until I got one member to agree to participate. I interviewed one faculty member at the chosen institutions that had a tenure process in place; the same process was repeated for those selected institutions that did not have tenure.

Institutional permission for the individual participants was necessary as they were espousing their own opinions and not that of their institution and their anonymity was protected as they would only be referenced by a numerical system, of which only I have the key to the actual participant's name. For the university data on faculty retention and publication, this information was contained within public annual reports and on institutional websites. If the information was not attainable via those avenues, then institutional permission was sought for the data (Appendix B).

It should be noted that whilst I was currently employed at Lindenwood University at the time of the study, I was at a secondary campus and the one faculty member that I interviewed from the main campus in St. Charles, Missouri has had substantial impact on the professorial community opinion and climate in regard to the process of tenure. There was no reporting relationship either directly or indirectly between myself and this faculty member. I did not believe this faculty member's answers would be biased as he has spoken and voiced his opinions in previous articles on both sides of the tenure debate.

Dealing With Potential for Researcher Bias

It was imperative that I maintained a good balance between my objectivity, as well as sensitivity, to the subject matter when I was analyzing data (Patton, 2002). If

there was bias in the research design or in the interpretation of the results of the research, then the study would be invalid as the results would not be true or justifiable. Bias in this instance is defined as “any trend or deviation from the truth in data collection, data analysis, interpretation, and publication which can cause false conclusions” (Simundic, 2013, p. 12). When using interviews to collect qualitative data, the threat of interviewer bias can be mitigated because the researcher is free to use all possible methods including, inductive and deductive reasoning, observation skills, and using both numbers and words to give a rich description of the situation (Creswell, 2009).

I had to carefully account for any of my own individual biases and clearly state how said biases would be mitigated. Researcher traits can either directly or indirectly affect the results of the study due to biased research design or because of the presence of bias during the recording, interpretation, and evaluation of research results (Miyazaki & Taylor, 2008). The presence of bias could completely negate or discredit any results stated by the researcher regardless of the scientific value or worthiness of said results. It is imperative that all research is conducted and designed from inception in an unbiased way hence resulting in no deviation from the true results (Simundic, 2013).

The potential for bias in this study did exist due to my involvement and employment in higher education. Conversely, it was this same involvement that afforded me the opportunity to access information that was public information but not as easily attainable by those outside of the profession. Researcher bias in this case was mitigated in a variety of different ways. Journaling outside of the writing of this dissertation afforded this researcher the opportunity to separate personal thoughts and biases from information

attained through interviews and focus groups. Although I could be perceived as an expert source of knowledge due to the present involvement in higher education, my knowledge of the tenure process and faculty opinion of said process is limited as my present institution abolished tenure back in the 1980s. Bias was also mitigated as the interviews with individuals as well as focus group results were recorded and transcribed to assure accurate reiteration of what was learned. The issue of power over research participants was not a factor as I did not interview any subordinates or faculty members who report directly to me.

Ethical Challenges of a Study in Higher Education

In qualitative methodology, the researcher plays an integral part in data collection and analysis hence the issue of the researcher being a member of the group or area under study is definitely relevant (Dwyer & Buckle, 2009). I had been employed in higher education at the same institution for nearly seven years at the time of this study. Prior to that, I worked in the healthcare industry in a non-clinical capacity for a variety of organizations. In the healthcare industry, as well as in higher education, the protection of privacy and maintenance of anonymity in research studies and in regard to participants' private or personal information is paramount.

Other ethical considerations in regard to this research study included the postulation that there are various ethical norms that are recognized in common across the culture of higher education. These norms included variants like research considerations as well as protection of subjects or participants, which in the case of this study would pertain to the faculty participants. It is the way that individuals interpret and apply said

norms in different ways in light of their own life experiences that could be pause for thought (Resnik, 2011). Because of this premise, it was important that I assert my own interpretations of the data whilst simultaneously backing them up with corroborations from other research, if possible. Transcriptions of the interviews as well as the focus group were created; hence any ambiguity that might exist about the content of said sessions was mitigated. The transcriptions of the focus groups and interviews are attached as appendices K and I of this study. These transcripts were uploaded to NVivo and the codebook is attached as appendix C of this study. SPSS was used for the *ANOVA* and *t*-tests.

Methodology

Population

The population for this study was full time faculty who have the rank of assistant, associate, or full professor. Adjunct or part-time professors were excluded from this study as those are typically positions that do not have tenure available as an option even in a tenure granting institution. The sample of the population that was interviewed was attained from both tenure granting and nontenure granting institutions previously indicated in this chapter. The population for the focus groups was assembled in the same manner as that of the individual interviews. Twenty four faculties total representing the twelve institutions were contacted via email and phone in regard to the interviews, and the first that responded that they would do the interviews were accepted and interviewed. The response rate in this case for the interviewees was 50% (14 interviews/24 contacts = 50%). Faculties at each of the institutions that were not interviewed were then contacted

to be a possible focus group participant. Approximately sixty faculties were contacted at the participating institutions and 13 focus group participants were secured, with eight members in focus group one and five in focus group two. Hence, the response rate for the focus group participants was 22% (13 participants/60 contacts = 22%).

Because the focus of this study was on the qualitative element of the mixed methods approach, fourteen personal interviews and two focus groups were conducted. Data attained from the National Center for Education Statistics IPEDS systems showed that there were three-thousand, five-hundred and eighty-eight faculty at these institutions that have tenure; one-thousand, three-hundred and forty-six faculty that are on the tenure track; and one-thousand, one-hundred and twenty-eight faculty that do not have tenure at their institutions. This data were current as of the end of 2012. The sample size of twelve interviews and a group size of five or more for the two focus groups were believed to be an adequate representation because of the depth and detail of the answers the participants provided, as opposed to a high volume of answers. According to Baker and Edwards (2012), a small number of interviews are enough when the researcher poses straightforward research questions to resolve problems in an applied field. It was anticipated that an explanation that answers the research questions of this study was built through the rich description attained through the interviews and focus groups.

Sampling Strategy

The challenge of accurate representation in a sample in mixed methods research lies inherently in the difficulty that exists in capturing lived experiences using narrative and numerical representation (Collins, Onwuegbuzie, & Jiao, 2007). Ideally, the

intertwining of mixed methods in this research study facilitated the clarity, as well as applicability, of the study results. Research indicates that the sampling strategy should be rooted in the research questions that are being addressed with the study.

I planned to interview 12 professors of various ranks who were employed full-time at either a tenure granting or a nontenure granting four year institution. Six professors from tenure granting and six professors from nontenure granting institutions were interviewed, and they were randomly selected as described earlier. These professors were from business administration or social science departments. These disciplines were selected due to a cursory review which showed that these disciplines had existing research focused on higher education. Professors had to be at the rank of associate, assistant, or full professor. The rank of professor emeritus was not pursued as those individuals typically are not as involved in the day-to-day current activities of their institution and they have typically scaled back on their responsibilities as well as research.

I chose to do 12 interviews with six from tenure granting and six from nontenure granting institutions to provide an opportunity for a balanced view from each professorial population. I studied information from the National Centre for Research Methods regarding how many qualitative interviews constitute an acceptable sample (Baker & Edwards, 2012) as well as Patton (2002). Patton indicated that validity and meaningfulness derived from qualitative inquiry (i.e., interviewing) has more to do with the rich information attained as opposed to sample size. Baker and Edwards (2012) compiled fifteen opinions regarding an adequate number of interviews for a qualitative

study, and prevalent in said opinions was the information that was gathered mattered more than the actual number. Based on this information from Patton (2002) and Baker and Edwards (2012), I felt 12 was a sufficient sample size for the individual interviews.

The rationale for the number of interviews to be conducted was that it would be an accurate representation and large enough group to show diversity of opinion without being so large that it became difficult for this researcher to manage. Each focus group had five to six participants, with a close to equal number of focus group participants being from both tenure granting and nontenure granting universities. It was also anticipated that within the focus groups there may be some members from the same institution that have tenure and some that have not yet achieved tenure. Focus group members were assigned an alpha and numeric code (i.e. F1, F2) and were only identified in the study by these indicators. Only I know the true identity of the focus group participants. The sampling technique was purposive sampling wherein individuals were selected for the specific purpose of representing various professorial/academic ranks as well as types of institutions. This sampling method was used to achieve representativeness or comparability so they represent as broad a group of colleges and universities as possible. Participants were identified for both the interviews and focus groups through research on individual institutional websites and other public venues like LinkedIn.

Sample Size and Saturation

The average sample size in a qualitative study is typically much smaller than that used in a quantitative study. The qualitative element of this mixed methods research study was primarily concerned with the meaning of the results of the interviews and focus

groups. The quantitative element provided numerical data regarding faculty retention and rate of publication and presentation at both tenure granting and nontenure granting institutions. It was postulated that while the idea of saturation is helpful at a conceptual level, the frequency of occurrence of data is not as useful as understanding the meaning or process behind a topic (Mason, 2010). The numerical data were contrasted with the narrative information attained through the focus group and interviews to determine if any relationships or correlation in the information existed. Statistical tests to determine potential relationships are discussed further in the quantitative part of this chapter.

Instrumentation (Quantitative)

The quantitative element of this study was derived from existing public information regarding colleges and universities in the contiguous United States. Information regarding tenure statistics was obtained from the IPEDS. Additional information regarding the rate of faculty publication were attained from the public data on the school websites and contained within the public annual reports. Because this information was gathered from public documents, permission from individual institutions to use said data were not necessary.

After these numbers were secured and verified, then a *t*-test was performed. The purpose of the *t*-test is to determine if the means of two different groups are numerically or statistically different from each other. For the purposes of this study, rates of faculty retention at tenure granting and nontenure granting institutions and rates of publication at these same institutions were compared through the means of a *t*-test. An *ANOVA* test was also used for comparison of data. The narrative information attained through the focus

groups and interviews facilitated triangulation with this quantitative element of data. Hence, the qualitative and quantitative elements essentially overlapped in various facets of the phenomenon of tenure so a more meaningful understanding of tenure could be reached (Graff, 2012).

Instrumentation (Qualitative)

One instrument used for the interviews were a set of thirteen pre-composed questions, with the understanding that during the interview process additional qualifying questions or questions to improve the researcher's clarity on respondent's answers were asked. The interviews were semistructured which means that they were conversational with questions flowing from the respondent's previous answers when possible (Gulon & MacDonald, 2012). Questions were based on information discovered through the literature review and other public non-proprietary documents such as the college or university annual reports. Interviewees were each given consent and release form (Appendix D) and asked for their review and signature on the document prior to the interview process. With the interviewee's permission, the sessions were recorded on audiotape and transcribed after the session was completed. Questions were open-ended (Appendix E).

For the focus group sessions the researcher had a designated note taker who was not a research participant and who had also signed a non-disclosure agreement (Appendix F). The focus group participants were given a consent and release form (Appendix C) to review and sign prior to the session. The focus group session was also recorded and transcribed at a later date with the permission of the participants. For both the interviews

as well as the focus groups the four basic principles of research ethics were followed. Those principles, as stated by Omni (2013), are voluntary participation, confidentiality, professional competence, and respect for people's rights, dignity, and diversity.

The basis for development of the questions for the personal interviews stemmed from the research questions as well as the literature review in Chapter 2 of this study. According to the literature review, there exists within academia a great divergence of opinion on the value of tenure and the reward system it espouses (Forkner, 2012; Jaschik, 2013; McPherson & Schapiro, 1999). After the interviews and focus groups were conducted, the literature review was reviewed to determine what, if any, similarities between existing research and faculty's opinions that were shared in the sessions exist, and if the interviews seemed to correlate to any past opinions.

Procedures for Recruitment, Participation, and Data Collection

Recruitment and Participation

Professors were recruited for the interviews from a mixture of both public and private institutions. I made a list of those at each of the designated institutions that met the requirements for my study, and then I proceeded down the list for each institution alphabetically. For the interviews, after I got one person from each school I proceeded to the next school. I first focused on confirming twelve to fifteen people for interviews. I confirmed more than twelve to allow for cancellation possibilities. Initial invitations were made via telephone conversations with a follow up email that included the release form (Appendix D). Individuals were asked 3-4 questions in this initial phone call as detailed in the interview guide (Appendix E). Dependent upon the answer to these questions, an

offer was extended to participate in the study. I conducted fourteen interviews in person, or via Skype, or over the telephone. I contacted the potential participants via email and/or by phone in order to schedule the interviews.

Participants for the focus group discussion were recruited from the same institutions from which I recruited individuals for the interviews. This was a convenience sample as the main purpose was to establish a trend for the industry of higher education in relation to the purpose of this study that was not necessarily affected by location. There were three focus groups with six participants in each group. Each focus group consisted of three professors from nontenure granting institutions and three that had tenure and/or were currently employed at tenure granting institutions. Having a balanced number of focus group participants from both tenure granting and nontenure granting institutions provided a variety and diversity of answers which led to a fruitful discussion. This variety and diversity was obtained and is illustrated in the transcripts of the focus groups (Appendix I). I utilized the same alphabetical list for the focus groups that I used for the individual interviews, and those who agreed to do individual interviews were not considered for focus groups.

Informed consent was secured from the participants for the interviews as well as the focus group session prior to their participation. When participants completed the interviews and the focus group, they were informed of the plans for completion and future public access to this completed study. There are no planned follow up interviews or focus group sessions upon the completion of this study, although it is reasonable to think that potentially articles based upon the outcome of this study could be submitted for

publication. Those who were interviewed will be allowed to review their transcripts of said interviews to assure accuracy. Information was stored in a password protected file on my personal computer as well as in a locked file cabinet in my home to which only I have the key.

Data Collection

While methods of data collection do vary, it is of the utmost importance that consistency and integrity of the data are maintained at all times. Methods of data collection for this study were interviews, focus groups, and document review. Data were also collected from publicly available documents and databases regarding faculty retention and research publication. It was through immersion in the data that this researcher attempted to facilitate an understanding of what had been gathered so it can be organized in a meaningful way.

Interviews were done in a location that was convenient and comfortable for the interviewee. I offered to come to them in their office, and if that was what they preferred, I made sure I adhered to their university or college policies regarding research and data collection. There was also a possibility of meeting in a public library in a private meeting room area as there were many of those available in the surrounding areas. I also had permission from Lindenwood University (Appendix B) indicating I had permission to use their extension site locations in Missouri and Illinois for meetings as well.

It was difficult to anticipate with certainty the frequency and duration of data collection for this study. All appointments for interviews were set in a 2 week period and then the focus groups occurred in the two weeks after the last personal interview was

completed. It was realistic to assume that the actual process of data collection for both the interviews as well as the focus groups would take approximately one month. Data collection actually took approximately one and one half months due to the challenges of scheduling the interviews and focus groups at mutually agreeable times.

Twelve interviews and both focus groups were audio recorded and the tapes were transcribed within 24-48 hours after the session occurred. Two interviews were not recorded due to technical difficulties, so I provided a transcript of my written notes after the interviews to the two participants who then verified them for accuracy. I was the moderator for all focus groups. I had an individual who acted as a transcriber, hence I had him sign a confidentiality agreement (Appendix F). I ended up not using this individual as a transcriber and transcribed the focus groups myself. Where possible I met the interviewees at either their institutions or places that were convenient for them where they were free to talk uninterrupted. Where face to face in person interviews were not possible, interviews were done via Skype (Privacy policy for Skype is Appendix H) or other electronic or telephonic means. Tapes and transcripts are stored in a locked and secured file cabinet in the researcher's office, to which only I have a key. Paper copies of any transcribed notes as well as audiotapes will be kept for a period of five years under password protected files and a locked file cabinet in my home. A digital file is kept of the transcriptions on my personal computer to which only I have access. Paper copies of any transcribed notes as well as audiotapes will be kept for a period of five years under password protected files and a locked file cabinet in my home. A digital file is kept of the transcriptions on my personal computer to which only I had access. Copies of

transcriptions of interviews and focus groups were made available to each of the individual interviewees as well as focus group participants within twenty four to forty eight hours for member checking. Only two interviewees had minor corrections to their transcripts. Corrections involved their work history and past titles/positions. No focus group participants had any corrections to the transcripts.

The Integrated Post Secondary Education Data System (IPEDS) database was used to secure data regarding tenured versus non tenured positions at institutions in the United States. Information regarded faculty retention and publication was typically available via the university or college's annual report or public website, and that information was secured via those public means. If the information regarding faculty retention and publication was not available through public means, permission was sought from those institutions to secure said data. Use of data from the IPEDS database did not require specific permission as it is a public database available for general dissemination and knowledge, and it does not identify specific individuals, but rather only institutional generalized information.

Data Analysis Plan

Quantitative Components

SPSS and general calculations made via formulas on an excel spreadsheet were used for numerical statistical analysis. SPSS was used for both the *ANOVA* and *t*-tests. Numerical data were obtained from institutions of higher education regarding faculty retention and rate of publication for both those universities and colleges that grant tenure and those that do not grant tenure. A standard *t*-test was used to determine if there were

any differences in these data sets. An *ANOVA* test was also used for comparative and data contrast purposes. Essentially, the *t*-test assessed if the means of the two groups, one with tenure and one without, were statistically different from each other in regard to the variables of faculty retention and productivity. Data were screened for accuracy prior to any type of statistical calculation and compared to the data attained from the reports and other resources to assure correct numerical calculations.

Upon completion of the individual interviews, the participants were debriefed in a conversation with me in which I indicated my plans and estimation for completion of this study. Components of the consent forms for both individual interview participants as well as focus group participants were reviewed at the end of the interviews or discussion. All participants were given copies of their consent forms. Upon completion of the dissertation, each participant will be sent a two page summary of the results and overall findings of the study.

Qualitative Components

The fundamental premise of qualitative inquiry requires the meaningful organization of data through data analysis (Liamputtong, 2009). The qualitative data secured for this study were hand coded through use of NVivo and reviewed for similarities in response from those individuals interviewed and from the focus groups. Transcripts were reviewed for similarities in both theme and language. Because there were only fourteen interviews and two focus groups conducted, this was the most accurate and expeditious method to the discovery of themes.

There is the potential for inadequacy when qualitative researchers analyze data. The qualitative researcher must assure that the discrepant cases do not outnumber those cases that corroborate their assertions or the assertion will not be warranted by the data (Freeman, DeMarrais, Preissle, Roulston, & St. Pierre, 2007). The qualitative data were reviewed carefully for any discrepant cases or information, and no discrepant cases were found.

The numerical data in regard to institutions with tenure and those without and the contrast of faculty retention and rate of publication to the existence of tenure were first illustrated via a basic bar chart (Figure 1). In concert with said illustration, narrative information attained through the interview or focus group process were used to corroborate or refute the assertions made by the foundational hypothesis or premises of this study. The hypothesis was restated, and then numerical, as well as narrative, illustration of data were used to concurrently support or refute said hypothesis through, potentially, charts of numerical information as well as verbatim excerpts from interviews or the focus groups. This pairing of quantitative and qualitative information was postulated to achieve the research goal or aim of the corroboration of findings, as well as a more complete generation of data that enhanced any insights attained from the analysis of said data (Curry, Nembhard, & Bradley, 2009). Integration of the qualitative with quantitative elements was performed through correlation of narrative themes to numeric illustration of productivity and time at the institution to strengthen the design of the study. This integration also helped facilitate deeper understanding through narrative explanation.

Weighting of the qualitative and quantitative elements resulted in the qualitative element as dominant with an interlacing of the quantitative element. It was suggested by Delisle (2011) that this qualitatively focused approach has excellent potential to generate fresh ways to understand the complexities of a process or element such as tenure. The combination of these elements helped to enhance the believability of this study.

Threats to Validity

External Validity

An external threat to validity arises when the researcher makes an incorrect inference from the sample data to other future situations and settings (Creswell, 2009). Hence, an external threat to validity in this study might be the researcher drawing an incorrect conclusion from collected data from the interviews, focus groups, and review of statistical information. Triangulation of data from these three sources mitigated the potential threats to validity by corroboration of assumptions from more than one resource. It is possible that some researchers may inadvertently bias data by misinterpreting or misrecording data (Miyazaki & Taylor, 2008); that possibility was lessened in this study due to aforementioned methods of reducing bias and error.

Internal Validity

Issues of both external as well as internal validity will affect the quality and believability of a study and the final results or conclusions (Onwuegbuzie & Johnson, 2006). Whilst threats to internal validity of a study are numerous, they include historical perspectives, maturation of data, regression and selection factors, and also testing and instrumentation (Creswell, 2009). The historical perspective of tenure at those institutions

wherein it has existed for numerous years could indeed be biased; conversely, those institutions wherein tenure has never existed could have a similar issue. There were no issues with testing nor instrumentation as the same questions were used for each interview with the option of additional questions evolving through interpretation of respondents explanations.

The questions were open ended in nature to facilitate the flow and evolution of the interviews. The threat of internal validity as it relates to this issue was addressed by assuring that interviews were obtained from institutions that had always had tenure, institutions that had never had tenure, and those institutions that had at some point had tenure, but abolished it and no longer offer it as an option.

Construct Validity

The construct validity of this study involved the potential for relationship between the existence of tenure, or the lack thereof, and faculty retention and rate of publication. It was this theoretical relationship that formed the foundation for this study. A potential threat to construct validity for this study was lack of conclusive establishment of a relationship between said factors.

Issues of Trustworthiness

Establishment of credibility with research is an absolute necessity. Without credibility, research is pointless and will not establish a precedent or change anything. Issues of trustworthiness with mixed methods research can be discovered through the legitimization step of data analysis wherein the trustworthiness of both qualitative and quantitative elements and their subsequent interpretations are established (Onwuegbuzle

& Johnson, 2006). Thorough explanation of data will facilitate the trustworthiness of this study as well as create a deeper understanding of the subject matter.

Credibility

Establishment of the credibility of this study is paramount if the worth is to be proven to the scientific and other communities. The credibility of qualitative research, similar to other methods of research as in mixed methods, depends upon three things: rigorous methods, credibility of the researcher, and philosophical belief in the value of the study (Patton, 2002). The credibility of myself as the researcher in this study was established through my credentials, through discussion and evaluation of implemented methods of research, and by support from literature and other elements upon which the study's assumptions were based. While it was anticipated that contradictory information and opinions was obtained from those individuals interviewed, triangulation of the narrative data and the numerical data, of those contradictions were supported or refuted.

Transferability

Theories generated from mixed methods study, such as this study, must be transferable if said theory is to have value to other researchers and educators (Nichols, 2009). Through the use of mixed methods that focused on both the qualitative and quantitative aspects pertaining to tenure, the findings from this study apply directly to the discussion regarding tenure and the tenure process. Based upon the findings, this study helped to address the gap in the literature with regard to tenure status and faculty productivity and retention by illustrating both faculty perceptions and numerical evidence of productivity and retention. These findings, therefore, are relevant not only to academia

but also toward other segments of society that have had progress stymied due to antiquated processes that impede progress.

Use of thick description from illustration and analysis of narratives from interviews and the focus groups aided in the creation of a picture of the current issues revolving around tenure, or the lack thereof, in academia, as well as how those directly involved picture a resolution to the tenure debate. By use of objective analysis and through presentation of data, this study facilitates discussions for process and procedure review to facilitate greater progress in the resolution of societal issues within and outside of academia.

Dependability and Confirmability

Dependability of this study was established through triangulation of elements of data from the interviews, focus groups, and general document review. Impressions of faculty members involved in the interviews and focus groups were contrasted with real numerical data obtained regarding faculty retention and rate of publication at their institutions. Dependability of this study was further established through the auditing and thorough documentation that occurred throughout the research process.

Ethical Procedures

Introductory letters (Appendix A) regarding the research and this study were sent to potential interviewees as well as focus group participants. The researcher followed up with the respondents with further discussion via telephone or email with additional details if requested. After desire to participate was established, the release form (Appendix D) was forwarded and signatures were requested. If any participant needed permission of his

or her employer to participate in this study, the researcher contacted said institution and secured that permission in writing.

The release forms (Appendix D and H) clearly detailed that participants had the option to withdraw from further participation in this study at any time. The ability to withdraw at any time was also verbalized by the researcher prior to the interviews and focus groups. Study participants were only be identified with numbers and their true identities were only be known to the researcher. Although it was anticipated that individuals within the focus group could know each other because of contacts within academia, participants were asked not to discuss conversations within the focus group outside of the focus group occurrence. This issue of confidentiality was also reiterated in the release forms that all of those participating were required to sign. Participants were referred to by number, and if they did not wish their institution to be identified, it was only described in generic terms. If comments made were particularly pertinent and said participants wished to be identified in this study, that desire was accommodated by the researcher as well.

If a participant wished to withdraw from the study, then, ideally, a replacement participant was sought. When interviews were solicited, 24 respondents were contacted in hopes that the minimum of twelve participants were attained from this group. For the focus group, which had 5-6 participants, two alternates were selected in case anyone dropped out from the focus group at the last minute. Approximately sixty faculties were contacted at the participating institutions and 13 focus group participants were secured, with eight members in focus group one and five in focus group two.

The researcher was the only person who had access to the narrative and recording of information obtained from the interviews and focus groups. This information was retained for the duration of this study and is in a locked cabinet and password protected computer accessible only by the researcher. Upon completion of this study, hard paper copies of data will be shredded and any electronic copies of information will be retained for a period of five years. After five years the electronic copies of data will be professionally destroyed or deleted.

There was one participant selected from my current institution at which I am currently employed. That individual had no direct reporting relationship to the researcher and hence there was no issue with a power differential. I used current knowledge and contacts within academia by which to recruit participants and solicit information. This assistance that was sought was purely voluntary in nature and no methods of coercion were used to secure study participants.

Summary

The setting of this study occurred within the hallowed halls of higher education and at institutions that have tenure and those that do not have tenure. I hoped to illustrate through this mixed methods study a triangulation of data secured from 14 interviews, two focus groups, and document review the nature of the relationship between the existence of tenure or lack thereof and that of faculty retention and productivity. The implications of this study go far outside of academia, and they will serve to facilitate understanding and potential removal of impediments to research that is conducive to the resolution of a myriad of larger societal issues.

The researcher's role in this study was to secure objective data from faculty participants and other documents in order to properly triangulate information that supported the researcher's assumptions. In Chapter 4, I present both narrative data attained from interviews as well as the focus groups, and numerical data attained from public records of information regarding institutional faculty retention and rate of publication. These data were triangulated to determine if there was indeed a relationship between the existence of tenure, or lack thereof, and higher or lower rates of faculty retention and rate of publication.

Chapter 4: Results

Introduction

The purpose of this qualitatively weighted mixed methods study was to explore the concept of tenure in higher education as it relates to faculty retention and productivity. I investigated whether tenure or the lack thereof in any way was related to faculty retention and productivity in higher education. This study compared faculty perceptions of tenure and the tenure process at both tenure-granting and nontenure-granting institutions. Additionally, this study examined years of faculty retention as well as productivity at both tenure-granting and nontenure-granting institutions.

The primary qualitative research question that formed this qualitatively weighted mixed methods study was: What factors contribute to faculty retention and research productivity?

There were two quantitative research questions:

1. What is the nature of the relationship between the independent variable of tenure status (as measured by the number of those professors with *tenure*, *potential for tenure*, or *no possibility of tenure status*) and the dependent variable of faculty productivity as measured by number of publications in hard copy print and/or electronic formats, as well as the number of presentations at professional seminars or meetings)?
2. What is the nature of the relationship between the independent variable of tenure (as measured by *tenure*, *potential for tenure*, or *no possibility of tenure*

status) and the dependent variable of faculty retention (as measured by the number of years a professor was at one institution)?

In Chapter 4, I describe the setting in which this study took place. I also review the demographics of participants as well as the methods of data collection. Next, I present an analysis of both qualitative and quantitative data. First, the results of the qualitative data, which involved both interviews and focus groups, are reviewed. Next, the quantitative components, which include public data as well as analysis of statistical tests, are discussed. Following the analysis of data, the evidence of the trustworthiness of this study is set forth. Finally, an overview is provided of the results in the summary at the end of this chapter.

Setting

There were no personal conditions with any research participants nor myself that I am aware of that could have affected the results of this study. I did not have any participants drop out of the study and not complete the interviews or focus groups. I did not observe any physical or emotional conditions of any participants that to my knowledge could have affected the outcome of this study.

The organizational conditions in relation to discussions of tenure, faculty retention, and productivity were tenuous in the home institutions of my research participants. According to Earle and Kulow (2015), the concept of tenure was instituted at a time in history when life spans as well as economic factors were much different than these factors are in 2015. It is also important to note that, according to Hertzog (2013),

university administrators as well as the media, the general public, and politicians are raising questions about the value of tenure.

Discussions with my research participants in both interviews and focus groups alluded to the fact that faculties are discussing the concept of tenure as well as its inherent value and potential merit; however, they are somewhat hesitant to publicly voice opinions, especially if they are against the majority within the institutions in which they are employed. I elaborate on this concept further when I discuss fully the results of my research with the interviewees and focus group participants.

Demographics

Interviews

I conducted 14 individual interviews and two focus groups for the purposes of this study. The individuals interviewed were full-time faculty at their given institution and had been full time at their current institution for a minimum of 1 year. There were three at the rank of professor, seven at the rank of associate professor, and four at the rank of assistant professor. Four interviewees were nontenured, five interviewees had tenure, and four interviewees were tenure tracked.

Focus Groups

Focus Group 1 was composed of eight individuals. Three were tenured, three were tenure track, and two were not tenured. This group consisted of four men and four women. The group consisted of individuals of African American ($n = 4$, two women and two men) as well as Caucasian ($n = 4$, two men and two women) ethnicities.

Group 2 = 5 individuals. There were four men and one woman. Three men and one woman was Caucasian, and the fourth male was Asian American. There were two professors who were tenured, two who were tenure track, and one who was nontenure track.

Data Collection

Interview Participants, Recording of Data, and Variation

The individual interviews were conducted either in person, via Skype, or via phone. I interviewed six individuals who were on a nontenure track (NTT), five individuals who were tenured (T), and three individuals who were on a tenure track (TT). All individuals were asked the same set of questions illustrated in Appendix E. Individuals were asked to reply to the initial email with the letter of invitation and consent form with the words “I consent,” and all complied. I got verbal permission from each respondent to record the calls and Skype sessions, and for the two in-person interviews, I simply took written notes, and they were not audio recorded, as a recording device was not readily available. After completion of these two interviews, I forwarded the transcripts of the interviews to these interviewees via email, and they verbally responded that the sessions were correctly reflected in my transcription. I also took notes on the interviews that were recorded and then personally transcribed each interview within 24 hours of the occurrence of said interview. Interviews lasted from 30 to 45 minutes. I conducted 14 interviews instead of the originally planned 12 to gain a greater balance for both the tenure status and the rank of individual participants.

Focus Group Participants, Recording of Data, and Variation

The first and second focus groups were both recorded on my iPhone, which is password protected. I personally transcribed each session within 24 hours of its occurrence. I also took limited notes during each session. The participants each signed a consent form prior to the beginning of the session, and I have stored said forms as well as my written notes in a locked file cabinet in my home.

My goal for the focus groups was to have six participants, with two being tenured, two on a tenure track, and two nontenured. The first focus group consisted of eight participants. Four participants had experience with being at tenure-granting institutions and in tenured positions, and four had no personal experience with tenure-granting institutions. The second focus group consisted of five people: two tenure track, two tenured, and one nontenured.

The two groups I conducted varied from my original goal. The first group was larger than planned, though two participants of the eight were not as vocal as others. The second focus group, although it had five people, had enough variation in the experience and background of the participants that I still felt that it was a viable group due to these factors. I had every potential segment—tenured, tenure track, and nontenure—and the discussion was in-depth and rich with information. I was unable to assemble participants for a third focus group. To compensate for the lack of a third focus group, I conducted two more personal interviews than originally anticipated and planned in my initial study proposal.

Quantitative Data Gathering and Variation

When this study was conceived, I believed that I had an equal balance of tenure-granting and nontenure-granting institutions. Upon further examination, as I delved into the public data, I found that I had two nontenure-granting institutions and 10 tenure-granting institutions. Because I was able to achieve a balance of tenured and nontenured professors to participate in the individual interviews, and because I was able to find professors with nontenured positions at tenure-granting institutions, this balance did not affect the findings. The institutions did vary in size and scope, and some were more focused on research and some were more focused on teaching. Both Saint Louis University (SLU) and Washington University are considered higher level research (R1) focused institutions. It is interesting to note that the viability of tenure and the tenure process has recently been in question at both of these institutions.

Data Analysis

Process for Interviews

Interview data are reported based on participant number to protect identities of participants. Transcriptions of interviews were reviewed and coded through use of NVivo software to determine any recurring themes and ideals. The codes emerged upon use of the software. After determination of common themes (Theme 1—Security, pride, and distrust; theme 2—Satisfaction and division; and theme 3—Different requirements affect achievement and perception) and the most common words (*achieve, support, collegiality, requirements, hard, bad, different*); in NVivo, the transcriptions of interviews were further reviewed via use of a common word search in Microsoft Word using the common

words *dynamics; positive; negative; productive and productivity; academic ranks of professor, associate professor, and assistant professor; achievement or achievable; security; and motivations*. There were no discrepant cases with the interviews.

Process for Focus Groups

Focus group members were secured through emails to their institutional email address to randomly selected population members. Email addresses were attained through public information available on the institution of higher education's website. Potential participants were sent an email that included a brief introduction, a letter of invitation, and a focus group consent form (Appendices G & H). Potential group members were asked to reply to the email with "I consent" and were then sent the time and the date of the focus group discussion. More than six potential participants were invited to each group to allow for the potential of no-show individuals. Individual potential participants had to be full-time faculty and at their institution for a period of more than 1 year. Groups consisted of individuals at the rank of full professor, associate professor, and assistant professor.

Focus group discussions were held in private conference rooms at various institutions. Names of the institutions where the meetings were held are not being given to further protect the identity of participants. I first welcomed participants and went through the process and rules as listed in my focus group guide (Appendix J). I gave the participants numbers and requested that if they knew each other to please refer to each other in the discussion by participant number. I also advised that the session was being recorded. I then asked if there were any further questions and proceeded with the

discussion. I wrapped up each focus group after 1 hour because that had been promised to participants. At the conclusion of each focus group, I thanked the members for their time and advised them that I would give them a copy of an executive summary and/or access to the complete dissertation upon completion and approval of the final dissertation.

Results and Themes

Qualitative Portion—Interviews

The primary qualitative research question to be answered was “What factors contribute to faculty retention and research productivity?” The themes discovered in the interviews varied in positive and negative degrees. Because there was such diversity in opinions and beliefs, and such a marked contrast, the positive and negative aspects of each theme are discussed.

Theme 1—Security, pride and distrust. The first theme I discovered in the interview process included feelings of security and pride possessed by those who had tenure, as well as a feeling of distrust in the system. The five individuals who had tenure had positive feelings of security as well as a pride in their status; however, one of these tenured individuals did indicate a perception of politicism in the process and observed that when others did not achieve tenure, they were completely devastated personally and professionally by the process. This devastation resulted in one person leaving the institution. Participant 1 indicated having been mistreated by tenured faculty, both as a faculty member and as a student. Participant 1 was not treated with respect, and his ideas were not given proper credit.

Theme 2—Satisfaction and division. A theme that emerged from the interviews was that the tenure process elicited emotions and feelings to varying degrees for interviewees. These emotions ranged from strong support and satisfaction with the tenure process to feelings of distrust and dissatisfaction, as well as ambivalence toward the system and different institutional tenure and support processes. The five individuals who were in nontenure-track positions or at nontenure-granting institutions ranged from having very strong opinions against tenure to having essentially no feelings or opinions about tenure, as they had never been involved with or familiar with the tenure process. One individual described himself as definitely antitenure, as he believed that taking one group of faculty and elevating them to a higher status creates a definitive division.

A NTT individual at a tenure-granting institution indicated that there was a real camaraderie in the department whether individuals were tenured or in NTT or TT positions; the participant further indicated a belief that this was unique to the department at this institution. Participant 4 indicated a belief that tenure afforded protections and opportunities for diversity of opinion, but even before receiving tenure, Participant 4 had never been hesitant to voice opinions or conduct any type of research. Participant 10 indicated a belief that tenure puts up artificial barriers and that it often becomes a complete “mean girls” scenario. In contrast to this perception, participant 11 indicated a belief that lack of a tenure process made the workplace less competitive in higher education.

Theme 3—Different requirements affect achievement and perception. It was discovered through the interviews that the tenure-track requirements varied substantially

from one institution to the next. For example, out of the tenure-granting institutions examined for this study, two did not require a specific number of publications or even any publication, but focused more on service and teaching than productivity in regard to publishing and presentations. It was further discovered that definitions of professional publication varied greatly, as two institutions would only recognize publications from a narrowly defined list of peer-reviewed journals whereas the other institutions had a much broader scope of both electronic as well as print resources they would recognize for professional publication.

The three tenure-track individuals who were interviewed were at different stages in the tenure process. One individual did not have tenure at the time of the interview but has since achieved tenure status. Participant 1 indicated having switched tenure-granting institutions in order to be able to achieve tenure because at the previous institution it had not been achievable. Participant 6 indicated feeling a tremendous amount of pressure at the time of the interview due to the need to prepare syllabi and courses for the year at the same time that she was assembling her portfolio. The third individual was tenure track and had only been at the institution for 1 year, with 2 more years to go before the tenure process would be in full swing. The theme discovered in these three interviews was that pressure was felt to varying degrees by these people throughout the tenure process, and the range of emotions that they felt could be attributed to where they were in their processes.

Qualitative Portion—Focus Group 1

The first focus group was held with eight participants. The group was a mixture of assistant and associate professors, four of whom had experience at both tenure-granting and nontenure-granting institutions. Four individuals had no experience at tenure-granting institutions. It is notable that this was a very ethnically and gender diverse group, with equal balance between males and females and equal balance between Caucasian and African American ethnicities.

Theme 1—Positive and negative perceptions. I began the session by asking the group what they believed the prevailing attitude and opinion of tenure in higher education was today. Opinions on tenure varied from the thought that a university without tenure was sketchy to the belief that tenure was on its way out and that it was being replaced with other arrangements and long term contracts. Positive feelings on tenure espoused were the belief that being tenured showed greater professional success than those who did not have tenure. Negative perceptions included the postulation that if a professor was chasing a tenure “carrot” that the focus would not be on the students but rather on personal work and success. Additionally, another participant indicated that they believed that when a person invested multiple years in the tenure process and was then denied due to a personality conflict or something as ambiguous as collegiality was incredibly unfair.

Theme 2—Research productivity. The discussion then transitioned as I defined research productivity as it related to this study. I asked if the participants believed that tenure granting institutions and individuals who were tenured or tenure track were more or less productive from a publication and presentation standpoint. The discussion of

research productivity focused initially on what determined a professional publication and quality of publications versus quantity. All agreed that self-publication afforded the opportunity to increase the quantity of publications, but the lack of peer review with these types of publications did not attest to the quality of work. Participants also discussed that different institutions placed different value on publications in regard to the tenure process. Two participants indicated that in their experience faculties at nontenure granting institutions published and presented on a regular basis as well.

Theme 3—Faculty retention. The conversation then transitioned into a discussion on retention and moving from one institution to another. I asked what factors played into the faculty member's decisions to stay at an institution versus leave for another opportunity. Two participants postulated that sometimes they thought that too many people leave their immediate boss and not necessarily the position. There was also a discussion on whether people were willing to make the sacrifices of time with family and missing out on other things to achieve tenure. Opinions espoused by participants included that people left if they did not feel they could grow professionally and that people left if they could not achieve personal balance. Participants discussed that institutions could support their professors and research efforts without dangling tenure over their heads, however, in a research focused institution, those who brought in the most grant money were definitely given preference in teaching and other institutional obligations.

The focus group discussion concluded with me asking what their final thoughts were on tenure, faculty productivity, and retention. Concluding feelings by participants

included the belief that with tenure achievement comes sacrifice and one has to decide if they are willing to make said sacrifice. Participants also indicated that course releases to conduct research were not substantial enough to afford ample time to focus on quality research. I then wrapped up the group and thanked them for their time. I asked if there were any questions for me and there were not. I again advised them I will make available a summary of my research when it was completed as well as access to the full dissertation.

Qualitative Portion—Focus Group 2

The focus group was held with five participants. Two were tenured, two were tenure track, and one was nontenured. There were four men and one woman. Three men were Caucasian, one was Asian, and the female participant was Caucasian. The session took fifty-seven minutes from when I began with the first question until I concluded with thanking them for their time. The time that the individuals had been at their current institution varied from two to ten years.

I began the session by thanking them for their time and asking if anyone had any questions on the consent forms. There were no questions, so I collected the forms. I began the session by asking the participants what they believed the prevailing opinion was about tenure in higher education today.

Theme 1—Freedom and interaction. Participants indicated a belief that tenure equated to job security and the freedom to do what one wants in the academic realm. One participant indicated that some people achieve tenure and their behavior will be less professional because they see themselves as protected. Conversely, another participant

countered this that when tenure was achieved there was an image to be upheld. There was also a concern expressed that if human resources issues existed and were not addressed before tenure achievement they would be difficult to address afterward. Participants universally agree that at their institutions that had tenure, those with tenure were perceived at a higher level than those who did not have tenure.

The way people work together, which participants referred to as collegiality, was also discussed. Participants agreed that the word collegial had very subjective definitions. Participants discussed that tenured people sometime did not pull their weight on committees as they did not seem to care about universal accomplishments. In fact, some of these people simply would say they were on a committee then do nothing to facilitate achievement of any goals of that committee.

Theme 2—Faculty productivity. I asked the participants what effect, if any, the tenure process has on faculty productivity. Participants indicated some people work hard pre-tenure and work just as hard post-tenure, but he had seen people take advantage of the situation and sometimes relax their work ethic after achievement of tenure. Those at tenure granting institutions indicated they did not see a drop in faculty productivity post tenure achievement. Participants also indicated that after tenure was achieved there was an understood underlying value that more of the administrative burden would be shared by those who had tenure. Those who were tenured agreed with those who were not tenured in the respect that the institution tends to protect the individual's time more and gives the individual less of a teaching load and fewer administrative and service requirements to facilitate the conduction of research. One participant indicated that tenure

was like a three legged stool, a person could get by without much service, but if that individual was a poor teacher or researcher then promotion or tenure was not likely. Participants then discussed that many people stay productive after tenure achievement. In some cases, people are not collegial and productivity disappears, but those people are the minority.

Theme 3—Faculty retention. I then transitioned the discussion and asked the participants what factors they believe affected an individual faculty member's decision to stay or leave an institution? Participants postulated a belief that it could be a variety of both internal as well as external factors that affected an individual's decision to stay or leave an institution. These factors included things like the real estate market, cost of living, school districts, and the people the individual works with. One participant indicated they had left their previous institution for his current institution as he saw more of an opportunity to conduct the research he wanted to and also for promotion. Flexibility in work schedules and independent operation were also factors in moving from one institution and industry to another. Increase in salary was also a factor in transition from institution to institution.

Theme 4—Perceptions of tenure. One participant indicated a belief that in general for universities, tenure was terrible and the only reason many universities give tenure or advertise tenured positions is that they could never get good faculty otherwise as they would have no job security. All participants indicated that outside of academia the perception was that to give someone a job for life with tenure was ridiculous as that

would never happen in corporate America. Within academia the perception was that you would get quality faculty if you offered tenure positions.

We were nearing the end of our one hour session, and I asked if there were any parting thoughts or if anyone wished to expand upon any particular ideas that had been previously discussed. The final discussion centered on disagreement with the concept that tenure was a job for life; it just means he cannot be arbitrarily fired without his institution having just cause and proving such cause. Both tenured and nontenured participants agreed that institutions have been successful at this juncture with removing unproductive tenured faculties.

I then concluded the session. I thanked the participants for their time and asked if there were any questions. I advised the participants I will make an executive summary of my results available upon completion of the study. I then dismissed the session.

Quantitative Portion

There were two quantitative research questions in this study:

1. What is the nature of the relationship between the independent variable of tenure status (as measured by the number of those professors with *tenure*, *potential for tenure*, or *no possibility of tenure status*) and the dependent variable of faculty productivity as measured by number of publications in hard copy print and/or electronic formats, and also the number of presentations at professional seminars or meetings)?
2. What is the nature of the relationship between the independent variable of tenure (as measured by *tenure*, *potential for tenure*, or *no possibility of tenure*

status) and the dependent variable of faculty retention (as measured by the number of years a professor was at one institution)?

Factors examined for the quantitative portion of this study included retention of faculty members and their productivity. The analyses focused on full-time faculty who had the rank of assistant, associate, or full professor. I did not exclude professor emeritus rank from my study purposefully; however, I was unable to secure and interview or include in a focus group a participant that had this status and the public data that I used did not distinguish emeritus status from other full-time positions and ranks.

Information regarding faculty rank and retention as well as productivity was gained from publicly available information from IPEDS data as well as from the university and college websites. No specific individual institutional permissions were necessary to the use of publicly available data. The institutions included for the purposes of this study in regard to this quantitative data were: University of Missouri St. Louis; Lindenwood University; Webster University; Saint Louis University; Fontbonne University; Greenville College; University of Illinois at Champaign Urbana; Southern Illinois University Edwardsville; Washington University St Louis; Maryville College; McKendree University; and Missouri Baptist University.

The most recent information available from IPEDS data were a comparison of 2012 to 2013 faculty numbers. This comparison is shown in the chart below (Figure 1) obtained from data ran through the IPEDS reporting system in July 2015, for the aforementioned universities and colleges. Figure 1 shows the number of full-time faculty members from 2012 to 2013.

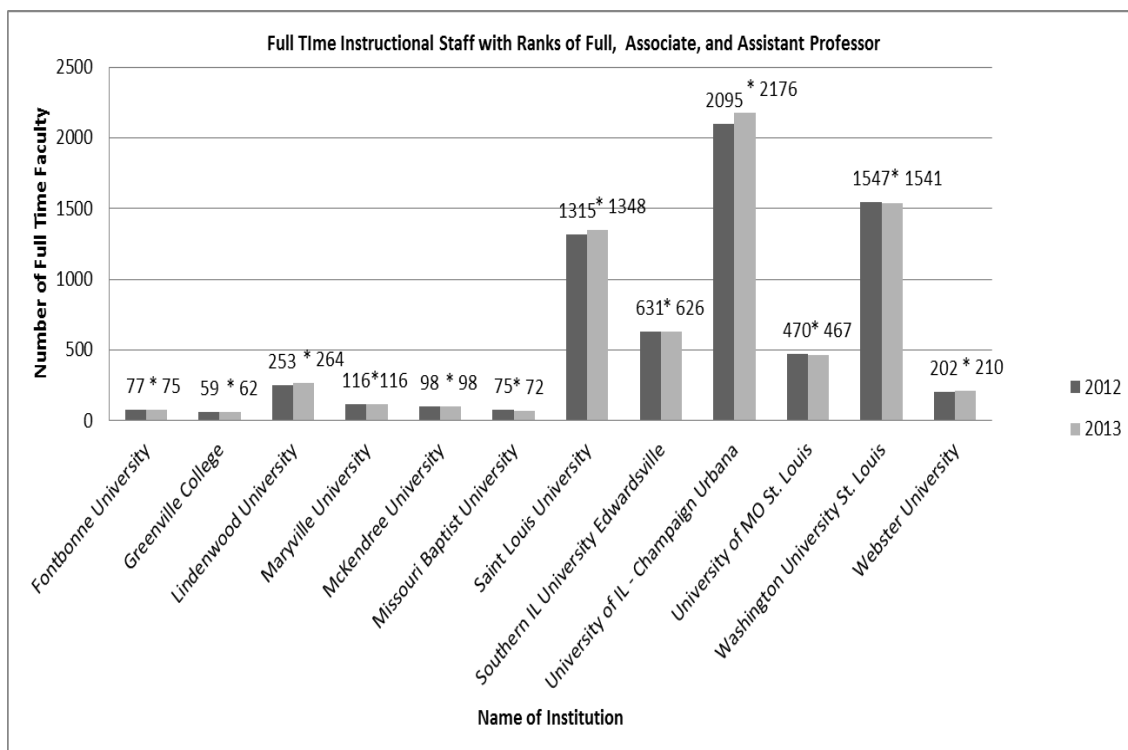


Figure 1. Number of full-time faculty. IPEDS Data 2012-2013

This information shows that for these twelve institutions, five showed an increase in overall faculty numbers from 2012 to 2013. Two institutions did not change the total number of full-time faculty numbers and five institutions showed a decrease in overall faculty numbers from 2012 to 2013. Out of these twelve institutions, two are not tenure granting institutions and ten are tenure granting institutions. The nontenure granting institutions showed that one increased the total number of faculty and the other decreased the total number of faculty. For the tenure granting institutions, four showed an increase in the number of full-time faculty, four showed a decrease in the number of full-time faculty, and two were neutral or showed no change in faculty numbers.

The breakdown of tenured (T), tenure track (TT) and nontenure track (NTT) at the chosen institutions is presented in Table 1:

Table 1

Tenured Versus Nontenured Faculty			
College/University	Tenured	Tenure Track	Non-Tenure Track
Mckendree	54	23	21
Missouri Baptist	0	0	72
SIUE	320	148	58
Greenville College	33	17	12
Maryville University	63	33	20
Lindenwood University	0	0	264
Fontbonne University	37	16	22
Washington University	927	352	262
Webster University	141	53	16
UMSL	241	49	214
U of I Champaign Urbana	1308	407	237
SLU	541	237	686

It was more difficult to quantify faculty productivity and gain specific numbers for that aspect than it was to define numbers in regard to faculty retention. For the twelve institutions studied, some appeared to have differing opinions as to what was classified as a publication, and what was classified as a professional presentation. For example, Saint Louis University and Washington University are both high level research institutions, and do not give significant weight or credence to a publication wherein the researcher was not

the primary or first author. Saint Louis University and Washington University are universities that engage in the conduction of substantial research and according to the Carnegie Classification for institutions of higher education, however the term “research I university” is no longer a descriptively used term (Carnege Classification of Institutions of Higher Education, 2016), so the descriptor “high level research institution” is used. This study defined faculty productivity as publication in a professional or peer reviewed journal as well as professional presentations, and this was the guideline that was followed for the accounting of publications and presentations for this study.

Productivity and Retention of Interview Participants

Interview participants were representative of tenured, tenure track, and nontenured faculty members at the aforementioned institutions. All interview participants ($n = 13$) were asked how many publications they had authored in peer reviewed journals, how many books or book chapters they had published, and also how many professional presentations they had conducted in the past five years. Table 2 shows the breakdown by participant number.

Table 2

Individual Interview Data

Respondent	Tenure Status	Rank	Pubs	Books	FT at current institution		Gender
					Years in academia	in years	
1	NTT	Professor	5	0	20	9	M
5	NTT	Assistant	9	0	6	2	M
6	NTT	Associate	2	0	14	4	M
10	NTT	Assistant	0	1	13	2	F
12	NTT	Assistant	0	0	8	1	F
4	T	Associate	3	8	19	5.5	F
7	T	Professor	15	3	23	8	M
8	T	Associate	4	0	15	4	M
9	T	Professor	12	2	23	16	M
14	T	Associate	2	0	20	5	F
3	T	Associate	2	0	28	18	M
2	TT	Associate	26	2	5	5	M
11	TT	Associate	3	0	20	1	F
13	TT	Assistant	0	0	7	1	F

Note. Table sorted by tenure status.

The publications ranged from none (0) to 26; books and book chapters from none (0) to eight; and professional presentations from none (0) to 25. The thirteen interview participants ranged from one to eighteen years at their current institutions. The participants also had accrued from five to 23 years for the time they had spent in academia. The chart illustrates an initial impression that on average tenured or tenure track professors are more productive in regard to strictly the number of publications and presentations, however, in interviews as well as the focus group discussions it was pointed out by participants that institutions' definitions of acceptable publications and presentation venues vary widely.

t-test

A *t-test* was performed in relation to the data obtained in the interview process in regard to publications, books, presentations, years in academia, and the number of years faculty members had been full-time at their current institutions. The *t-test* illustrates if there is a difference between the groups of tenured, tenure-track, and nontenure track professors in the number of their publications, books, book chapters, and presentations in the past five years. Professors who were tenured had a higher number of publications and presentations ($M = 6.23$, $SD = 7.57$) than did those nontenured professors. Professors who were tenure-track had more publications but fewer presentations than did the nontenure track professors. There was not a statistically significant finding from this test.

Table 3

t-Test of Faculty Productivity and Retention

	Publications	Books	Presentations	Years in academia	Years at current institution
Mean	83	16	140	221	81.5
Standard dev	6.38	1.23	10.77	17	6.27
	7.46	2.19	6.87	6.77	5.18

ANOVA Test

An *ANOVA* test was performed in relation to the data obtained from interviewees to determine if there was any significant difference between the means of time spent at their given institution as well as time in academia for those tenured and tenure-track professors versus those nontenure track. The significance level is 0.070 ($\rho = .070$) which

is above 0.05 and, therefore, there is not a statistically significant difference in the mean length of time that the tenured and tenure track professors have spent in academia versus the nontenured professors.

Table 4

ANOVA Test for Number of Years in Academia

	SS	df	MS	F	P
Between	1,458.00	4	364.499	9.578	
Within	2,283.39	60	38.057		
Total	3,741.39	64			

An ANOVA test and analysis of data in regard to the number of years faculties had spent at their current institution was performed. The significance level is 0.090 ($p = .090$), which is above 0.05 and, therefore, there was not a statistically significant difference in the mean length of time that tenured and tenure track professors have spent at their current institution versus nontenured professors.

Table 5

ANOVA for Number of Years at Current Institution

	SS	df	MS	F	Sig.
Between groups	89.467	1	89.467	3.126	0.090
Within groups	686.940	24	28.623		
Total	776.407	25			

Evidence of Trustworthiness

Credibility

The credibility of this study was substantiated through the systematic gathering of the qualitative data via the interview and focus group discussion process. Issues of any variance in the gathering of data were previously discussed in this chapter. The professional demeanor of as the researcher and the processes which were followed as detailed in the focus group and interview guides further attest to the conscientious gathering of the qualitative data. The quantitative data as stated was substantiated with resource citations where appropriate and calculations have been reviewed for numerical accuracy.

Transferability

The results of the qualitative research are illustrated in this chapter through detailed and rich description of the individual interviews and focus group discussions. One of the assumptions central to my research was that there would be vastly differing opinions of tenure and the process as well as faculty productivity. This difference was illustrated through the discussion in the individual interviews as well as the focus group discussions. The transferability of the research I conducted for this study are further discussed and detailed in Chapter 5.

Dependability

As a researcher, in order to illustrate dependability, I must further elaborate on the changing environment in which my research occurred. Individual interviewees were all asked the same questions and each session was transcribed by me upon completion.

Individual interviews were done in person, via Skype, or telephonically. Focus group discussions were each conducted in private conference rooms and participants were not referred to by name in order to further protect their identities. There were no changes or environmental issues that would affect the way this study was conducted.

Confirmability

Confirmability of this research depends upon the ability of the results to be confirmed by others. Both interview participants as well as focus group participants were given the option to review transcriptions upon completion of each session. No individual interviewees or focus group participants suggested any changes to or disagreed with in any way the transcription details.

Summary

The qualitative research questions and two quantitative research questions to be answered were:

1. What is the nature of the relationship between the independent variable of tenure status (as measured by the number of those professors with *tenure*, *potential for tenure*, or *no possibility of tenure status*) and the dependent variable of faculty productivity as measured by number of publications in hard copy print and/or electronic formats, and also the number of presentations at professional seminars or meetings)?
2. What is the nature of the relationship between the independent variable of tenure (as measured by *tenure*, *potential for tenure*, or *no possibility of tenure*

status) and the dependent variable of faculty retention (as measured by the number of years a professor was at one institution)?

The individual interviews indicated 43% (six participants out of fourteen) believed there were more propensities to stay at an institution longer due to achievement of tenure status, whilst 57% (eight participants out of fourteen) indicated they had been at their current institutions for many years and did not need tenure to feel successful and secure. The focus groups' discussions further confirmed what was indicated in the interview sessions. The quantitative data that were analyzed showed that tenure granting and nontenure granting institutions had faculty members who stayed extended periods of time.

The first quantitative research question asked if there was a relationship between the tenured faculty, tenure track and nontenured faculty and their production in relation to professional research and publication. Table 2 in Chapter 4 of this study illustrates that NTT professors and TT professors had similar numbers of professional presentations and publications (NTT = 40 and TT = 47) whilst tenured professors had substantially more (T = 126) total presentations and publications. The table illustrates also that some tenured participants were much more productive than others in regard to professional presentations.

The second quantitative research question asked if faculty at tenure granting institutions stayed longer than those at nontenure granting institutions. Table 2 illustrates that for interviewees the average length of time at their current institution for TT and T

professors was 7 years and the average length of time at their current institution for NTT professors was 3 years.

The interviews showed that five individuals believed that faculty were more productive after tenure achievement and nine believed they were less productive. Productivity was defined as publication in peer reviewed journals as well as professional presentations. Quantitative data showed both productive and non-productive faculty members at both tenure granting and nontenure granting institutions.

In Chapter 5, I further explain and analyze the findings of this study. I elaborate on the concepts uncovered in both the quantitative as well as qualitative elements of this study. I indicate and discuss any limitations on generalizability and make recommendations for further research. I conclude Chapter 5 with the implications of this study in regard to social change as well as a final summary.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this qualitatively weighted mixed methods study was to explore the concept of tenure as it related to faculty retention and to faculty productivity in business administration and social science departments. My intent was to investigate whether tenure, or lack thereof, was in any way related to faculty retention and productivity in higher education. This study was conducted to determine whether faculty at tenure-granting institutions versus faculty at nontenure-granting institutions were more or less productive, if they stayed at a given institution longer, and if tenure was a factor in the decision to remain at said institution.

Summary of Key Findings

Interviews

Fourteen individual interviews were conducted with a mixture of tenured, tenure-track, and nontenure-track full-time professors of varying academic rank. Individual interviews found that those who currently had tenure were satisfied with the tenure process and believed it to be achievable and relevant. Those interviewees who were tenure track appeared somewhat supportive of the process; however, there was evident frustration with the tenure process shown by one of the interviewees. Those interviewees who were not tenure tracked still conducted research and presented professionally, and one individual who had moved from a tenure-granting to a nontenure-granting institution was inherently against the tenure process due to a negative personal experience.

Interviewees were not hesitant to talk about their experiences and/or opinions on tenure and the tenure process. It appeared from these interviews that participants agreed

that there were some merits to the process, but the uncertain human elements (collegiality definitions) as well as institutional support and clear definition on tenure process requirements should be more clearly delineated. None of the tenured or tenure track professors seemed to have a bad or lower opinion of those who were not tenured; however, they all agreed that within academia, tenured professors ranked highest on the academician's hierarchy.

Focus Group Summary

Two focus groups were conducted, with a blend of tenured, nontenured, and tenure-track individuals in each group. These individuals varied in experience in academia and also varied in experiences at tenure-granting and nontenure-granting institutions. Overall, the feelings in regard to tenure as a concept did not seem either starkly negative or positive, but sometimes ambivalent. Faculty members in both groups were productive in regard to research, and some were more productive than others.

Some participants in focus groups were more vocal than others, but all participants voiced opinions on tenure and the tenure process. The group members were all very respectful of one another, and no evidence of posturing was seen amongst tenured, tenure-track and nontenured professors. The prevailing opinion in both groups was that productivity and retention are often more dependent upon the individual professors and their own individual personal desires and aspirations as well as life conditions.

Quantitative Data Summary

Publicly available data were also reviewed and analyzed in regard to faculty retention and productivity at both tenure-granting and nontenure-granting institutions. Individual interviewees and focus group participants were asked about research productivity and length of time at their given institutions. Their publications and presentations while at their current institutions varied widely in nature and were illustrated in Chapter 4.

Quantitative data for individual interviews were illustrated in Table 2 in Chapter 4 of this study. Tenure-track and nontenure-track faculty had very similar numbers of professional publications and presentations, whereas tenured professors had more presentations and publications than these two groups combined. This statistic would support the notion that tenured professors can remain productive even after tenure is achieved. Quantitative data in Table 2 also show that of the interviewees, if the two TT(1) and T(1) professors who had been at their current institutions for more than 16 years were removed from the equation, the nontenured, tenured, and tenure-track individuals averaged nearly the same amount of time at their current institution.

Qualitative and quantitative findings of this study indicate that TT, T, and NTT professors all have differing levels of productivity in relation to professional publication and presentation. This is illustrated through the narrative analysis of the interviews and focus groups as well as in Table 2. Quantitative findings did not show a statistical difference in the productivity factor, and qualitative analysis showed that professors

found the productivity factor to be more dependent on the individual and his or her desires than on institutional direction.

In relation to the faculty retention factor, quantitative findings showed that professors had been at their current institutions for very similar amounts of time when two outlier factors previously discussed were removed. Narrative data from both interviews and focus groups showed that professors who felt institutional support as well as individual appreciation tended to be happier in their jobs and with their colleagues.

Quantitative findings did not indicate a statistically significant difference in the productivity or retention of tenured, tenure-track and nontenure-track professors. Qualitative findings indicated different levels of satisfaction, longevity, and perceptions and definitions of productivity at tenure versus nontenure institutions. The lack of statistical significance in productivity and retention coupled with faculty members' perceived satisfaction, productivity and longevity at their institutions indicates that there were satisfied and productive faculties at both tenure-granting and nontenure-granting institutions.

Overall Summary

Verbal support and verbal opposition to the concept of tenure and the tenure process were both voiced in interviews as well as focus group discussions. Research and professional presentations and publications were carried out by tenured, tenure-track and nontenure-track participants. Quantitative data supported the concept that all faculty were in some way participatory in research and that faculties at both tenure-granting and nontenure-granting institutions stayed for periods of more than 1 year.

Interpretation of Key Findings

The two theoretical bases for this study were human capital theory (HCT; Almendarez, 2010) and dual market theory (DMT; Meyer & Mukerjee, 2007). In regard to HCT, faculty members are the human capital that is rewarded based on experience and collegiality. Through the individual interviews as well as the focus groups, it was evident that some faculty members had greater ideas of their individual worth than others. Faculty members at tenure-granting and nontenure-granting institutions similarly espoused sentiments and feelings of self-worth and value. Faculty in individual interviews and focus group discussions did indicate a belief that in some cases they perceived tenured or tenure-track faculty as having more financial worth to their given institutions. This perception was due to those with tenure getting the more favorable teaching assignments, those who brought in the most research dollars being given preference in other areas, and those with tenure on occasion shouldering more of the administrative burden.

This stratification of faculty and their perception as human capital further contributes to the operation of the DMT in higher education. Dual market theory postulates that there are two markets operating within one system. In this case, the dual markets would be those with tenure and those without tenure. As previously mentioned in Chapter 2, this separation within the same marketplace can create the illusion of greater worth or value for the primary or top market. One of the interviewees mentioned leaving a tenure-granting institution due to this dual market situation and how those who were tenured treated those who were not as second-class citizens. Conversely, in the second

focus group, individuals indicated that they did not see any stratification or different treatment of faculty in relation to their tenure status. It should be noted that in this second focus group, there was a mixture of tenured, tenure-track, and nontenure-track faculty.

Individual interviewees and participants in the focus group sessions and public information gathered in relation to faculty retention and productivity all contributed to the further development and explanation of the conceptual framework in relation to tenure in higher education. Some professors believed strongly in the value of tenure in the higher education system; however, both focus group participants and some interviewees who were tenured indicated a belief that revisions to the process were necessary and requirements should be more uniform across institutions of similar size and scope. Two interviewees had gone from tenure-granting to nontenure-granting institutions for various reasons, and both indicated stronger feelings of self-worth as well as significance at their nontenure-granting institution.

Two statistical tests were performed (*t-Test* and *ANOVA*) in relation to the data on productivity and faculty retention. The *t-Test* showed that tenured faculty had more publications and presentations than tenure-track professors; however, nontenure-track professors had a statistically significant greater number of professional presentations. This result suggests that tenured professors were more productive than tenure-track professors, and also that nontenure-track professors made a greater number of presentations than did tenured and tenure-track professors but had fewer publications. Part of this difference resulted from institutional definitions of what was acceptable to count toward publication and presentations for tenure and tenure track, as well as

individual faculty attitudes in the conduction of research and presentation before and after tenure as well as without the aspect of tenure. The *ANOVA* test showed there was not a statistically significant difference in the length of time in academia or number of given years at an institution for those who were tenured and tenure track versus those who were not tenure track. This result indicates that tenure was not the sole factor in retention or number of years in academia or at their given institutions. The quantitative data did corroborate the qualitative data.

Limitations of the Study

Generalizability

The concept of generalizability involves, in essence, making a prediction based on observations in the past. The generalizability of this study was substantiated due to the variety, experience, and academic rank of faculty members in both the individual interviews and the focus group discussions. The sample size for the focus groups as well as the individual interviews was not large (14 individual interviews and two focus group discussions); however, the variety of institutions from which participants came as well as their varied ranks and disciplines aid in the substantiation of the generalizability of this study. Two more interviews were conducted than originally planned, and one less focus group was conducted than originally planned. The additional interviews were to help balance the experience level as well as type of institutions and faculty ranks of said participants. Through the use of semistructured interviews, I was able to establish flexibility for interviewees to provide additional information in areas in which they had the most experience and expertise. There were only two focus group studies conducted

due to inability to secure enough participants with the proper experience and rank for the third focus group. The transferability of this study was enhanced due to the background and experience of the research participants as well as the experience and background of me as a worker in higher education.

Trustworthiness

Changes that arose during the course of this study included the addition of individual interview sessions as well as the performance of two as opposed to the originally proposed three focus group discussions. A balanced perspective was maintained in both of these aspects of research through discussion/interviews with tenured, tenure-track, and nontenure-track faculty members. Trustworthiness of a study is defined as research findings that are deemed worthy of attention (Plano-Clark & Ivankova, 2015). Through careful transcription of interviews as well as focus group discussions, these findings were stated in Chapter 4 of this study.

Recommendations for Future Research

Through the course of the collection of data as well as in the interviews and focus group discussions, additional avenues worthy of further and deeper discussion were discovered. Faculty members appeared to have had a variety of reasons as to why they moved from one institution to another. It would be interesting to see how often area economies as well as how often personal or family issues were the impetus for the change in institution as opposed to self-promotion and/or tenure or lack thereof. It would further be beneficial to conduct similar studies in various disciplines and then compare said disciplines to ascertain whether some areas of focus appear to have greater potential for

faculty longevity and productivity in research. It was also mentioned in Focus Group 2 by one of the participants that it might be interesting for future research to look at whether faculty productivity (regardless of tenure status) drops off as faculty members age. It would also be worthy of exploration to determine the nature of the relationship, if any, that the greater use of part-time or adjunct positions has with full-time faculty members' general job satisfaction and ability to conduct research.

Implications for Social Change

Institutions of higher education have the potential to be the impetus for efforts to address current societal challenges because they have a more stable foundation than other community organizations (Boyle et al., 2011). When and why might social change take place? According to Patil (2012), this change will take place "When the existing social system or network of social institutions fails to meet the existing human needs and when new materials suggest better ways of meeting human needs" (p. 205). At the individual level in academia, greater positional stability as well as freedom for exploration were both important factors for interviewees and focus group participants in determining whether they stayed for an extended period of time at their given institutions. This stability and freedom felt by the individual professor could be a key factor in the maintenance of an open mind to creatively explore ways to resolve societal woes. Whilst some individuals indicated more perceived freedom and stability after tenure achievement, an equal number of those contacted for this study did not express the need to have tenure as a factor in their research areas or institutional choices. Some research does show that tenured faculty members can be more productive after tenure attainment

due to constrained resources (Allen, 2000), although said research is somewhat dated considering the time in which it was conducted.

The world around individuals can be improved through positive social change (Walden University, 2011). Higher education as a field has a potential for impact that reaches far outside the realm of academia. Individuals who were interviewed as well as focus group participants had lived in many different parts of the United States, and some had lived in other countries, where they had attained numerous years of experience in the field of academia. Although specific areas of research and focus for these faculty members varied, two individuals were recognized as experts in their fields and had both published papers and presented nationally and internationally. One individual was a tenured professor at a tenure-granting institution, and one had experience at a tenure-granting institution but was currently working at a nontenure-granting institution.

Social change and avenues of said change at the societal and policy level are also affected by faculty research and climate in higher education. This climate within higher education is affected by outside influences, and both individual and institutional independence can be difficult to maintain. Institutional autonomy and freedom to explore resolution of societal issues in a creative manner should be substantiated; however, Cheng, Yang, and Liu (2014) indicated a belief that some level of government intervention is necessary to give proper direction. The federal government in the United States is involved in higher education through avenues of funding, regulation, and occasional mandates. Some of the individuals involved in this study expressed concern that those who control the purse strings of funding for research do not have the proper

background and experience to determine what areas of research warrant greater focus. Professors in higher education need to feel protected by their institutions, whether through tenure or longer term contracts, in order to explore creative alternatives to societal and economic issues that plague greater society.

Recommendations for higher education in regard to tenure based on data gathered from this study are: (1) review of the tenure process at tenure granting institutions to include a pre-tenure and post tenure productivity assessment; (2) exploration of longer term contracts (minimum of two years) as a potential alternative to the granting of tenure as well as means of establishing feelings of faculty security at nontenure granting institutions; and (3) financial incentives at institutions (i.e., funding of retirement plans) as a means to increase faculty retention.

Summarize Net Findings

The merits and challenges of the system of tenure in higher education have long been a hotly debated issue in academia. Tenure has existed in some form in higher education for hundreds of years, and the tradition of tenure is one that is held dear by many. However, one might question this based on the ideals of Jiddu Krishnamurti who indicated “Tradition becomes our security, and when the mind is secure it is in decay”. Does the existence of tenure facilitate greater stability and more in-depth research, or does the stratification created by the current tenure system facilitate a greater divide resulting in less collaboration betwixt faculty members? This study indicated that productive faculties who stayed longer periods of time existed at both tenure-granting and nontenure granting institutions. Society is built on many pillars, and one of those

foundational bedrocks is the system of higher education. The dissention and fractionation within higher education is in need of repair in order to facilitate greater and more expeditious resolution of societal woes such as health and other related disparities. Faculty need to feel a personal sense of value, worth and stability if they are to be able to work creatively toward resolution of these issues. Does tenure help facilitate stability? Some research would indicate yes (Cameron & College, 2012) and other research would indicate no (Jaschik, 2013). There is quite simply not a clear cut and definitive answer. The challenge remains that some faculty feel passionately about tenure and others feel more ambivalence. Benjamin Franklin said “Those who surrender freedom for security will not have, nor do they deserve, either one” (Good reads). This quote on security would be akin to a tenured (secure) professor sacrificing freedoms other may have who do not have the same security. The broad reaching scope of this ideal is one that will perpetuate throughout time and space in academia and beyond.

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Appendix A: Permission of Use Email from Lindenwood University

Manjounes, Cindy

From: Herrell, Katherine
Sent: Tuesday, May 05, 2015 2:43 PM
To: Manjounes, Cindy
Cc: Weitzel, Jann
Subject: RE: Question for IRB

Dr. Manjounes,

Thank you for the courtesy of notifying us of your plans. Since your research is within the oversight of the Walden University IRB, you are using public records to recruit your participants, and you are not recruiting participants from your own campus, I see no reason for the Lindenwood University IRB to be involved. I wish you all the best with your research project. I hope to make your acquaintance in person sometime in the near future!

Regards,

Katherine Herrell, Ed.D.
 Assistant Professor of Music,
 School of Fine and Performing Arts
 Chair, Institutional Review Board
 Lindenwood University
 JSCHE 2160
 636.627.2555

From: Manjounes, Cindy
Sent: Monday, May 04, 2015 10:47 AM
To: Herrell, Katherine
Subject: Question for IRB
Importance: High

Dr. Herrell,

Good morning. I do not believe we have had the privilege of meeting, but I am currently the associate dean of academics at the Belleville campus. I am also pursuing my second doctorate, a PhD in Public Policy, which brings me to my question.

I would like to potentially use one of our satellite locations, south county, St. Louis City, or Collinsville for focus group discussions pertaining to my PhD research. I have attached a copy of my IRB which details my research plan. I would simply be conducting the focus group sessions at one of the above mentioned locations and would work with the site directors regarding scheduling the actual space. I have also attached a copy of an email I had sent to Dr. Weitzel regarding this as well. If you could get back to me ASAP it would be greatly appreciated. I need to submit my revised IRB ideally with Lindenwood's approval or a plan to do the focus groups elsewhere. I thank you in advance for your consideration.

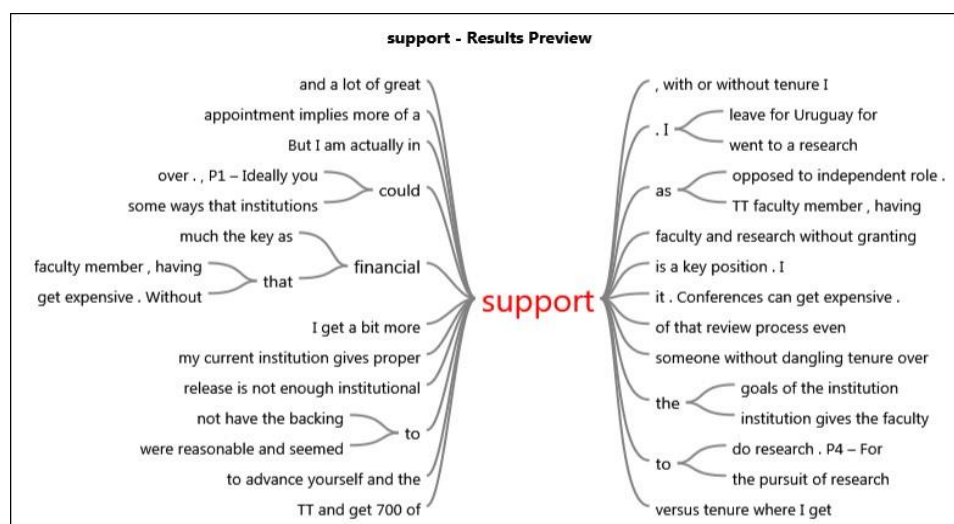
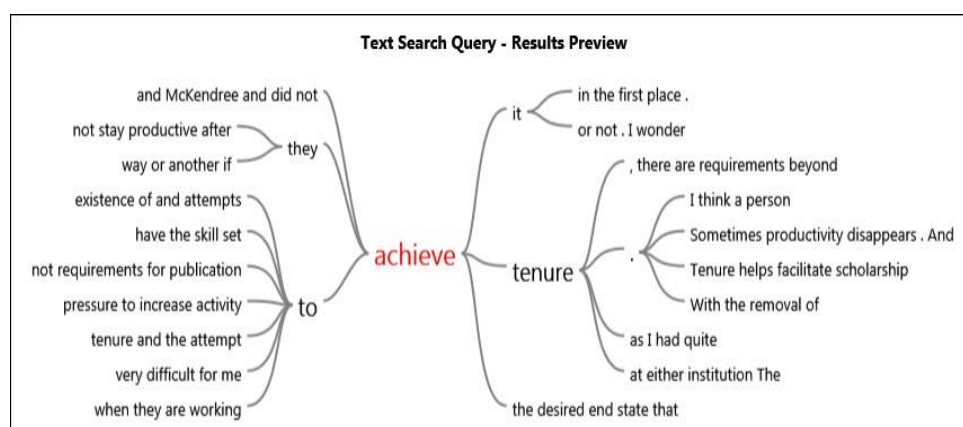
Dr. Cindy K. Manjounes
 Associate Dean of Academics
 Associate Professor
 LSGA Faculty Sponsor

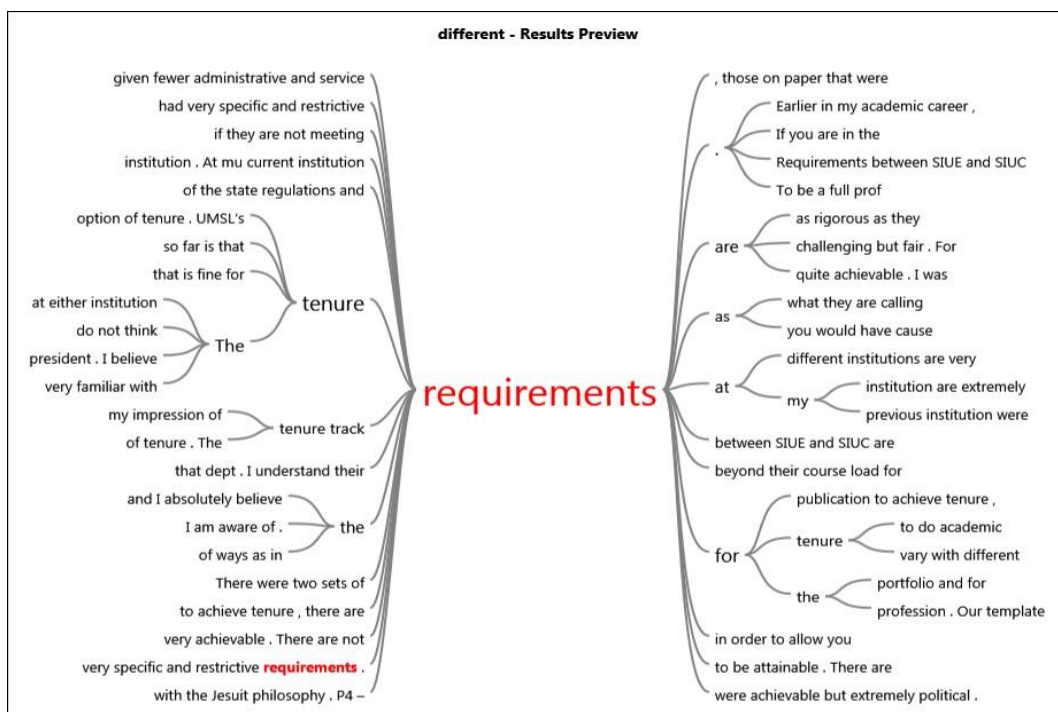
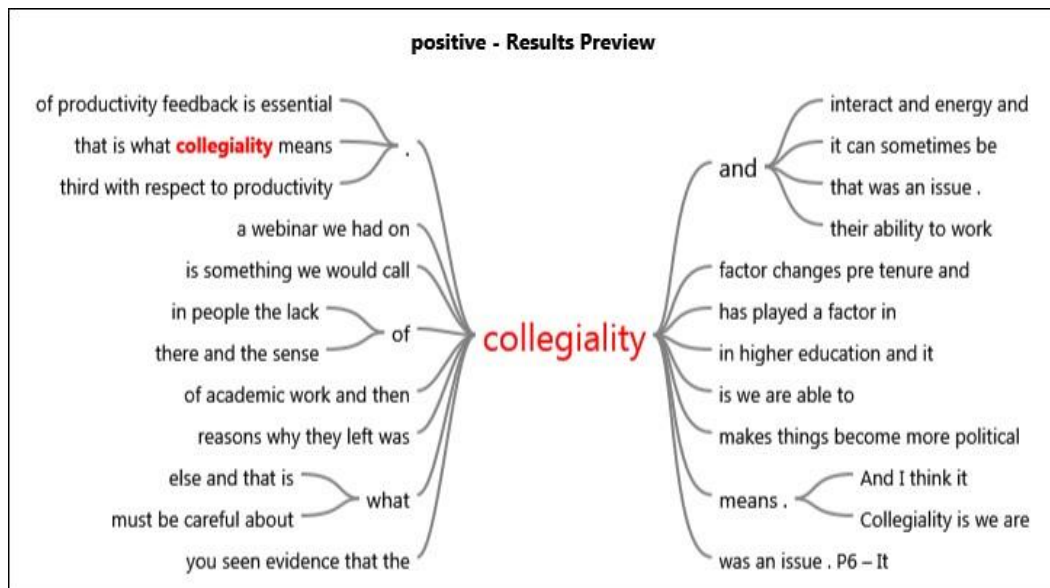
Appendix C: Codebook

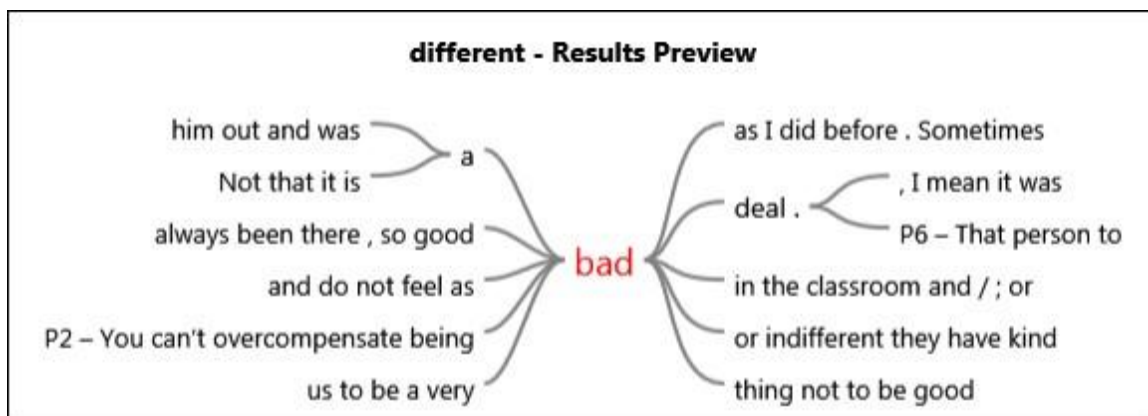
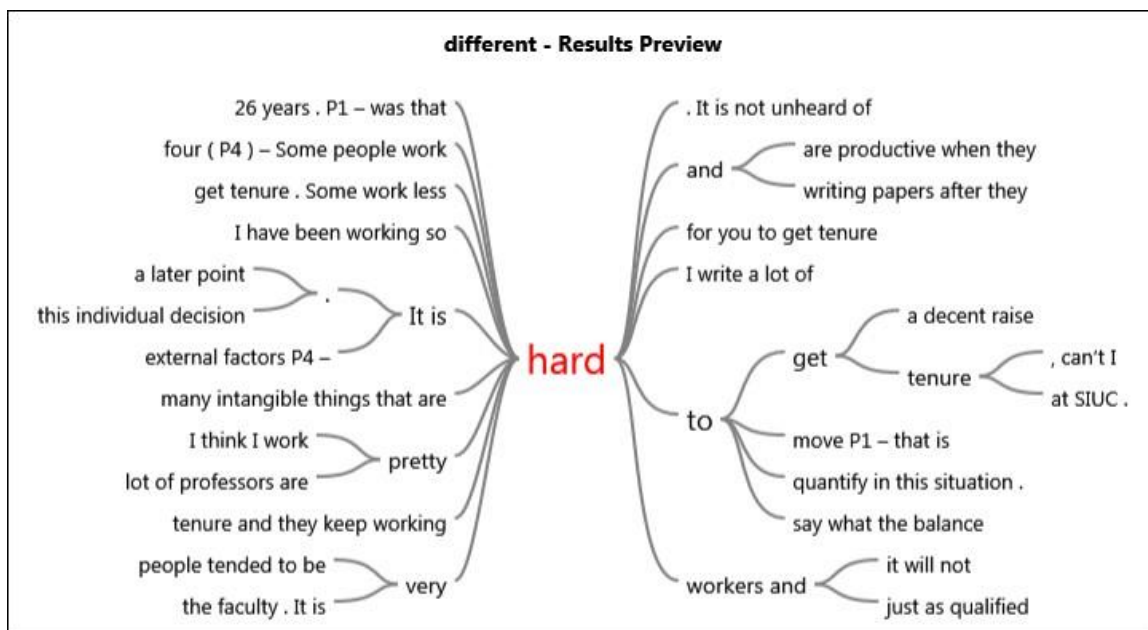
NVivo was used to determine the 50 most commonly used words in the interviews as well as focus groups. The words are shown below along with their frequency and weighted percentage.

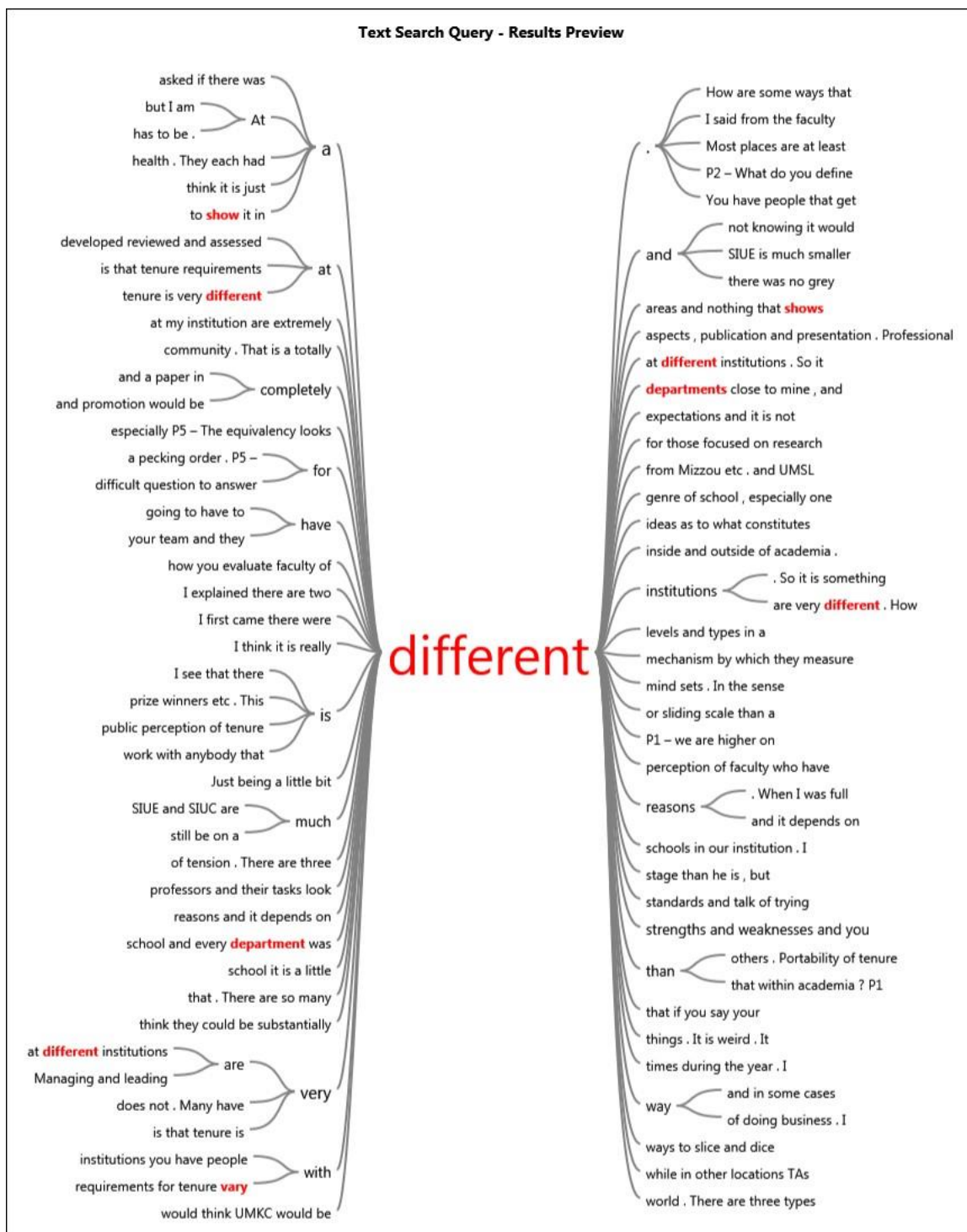
Word	Count	Weighted Percentage (%)
tenure	429	3.86
people	157	1.41
think	139	1.25
institution	136	1.22
research	132	1.19
get	117	1.05
faculty	94	0.84
like	83	0.75
time	81	0.73
one	80	0.72
years	78	0.70
teaching	71	0.64
work	71	0.64
want	67	0.60
just	63	0.57
institutions	61	0.55
track	60	0.54
tenured	59	0.53
good	58	0.52
process	57	0.51
going	54	0.49
lot	54	0.49
know	53	0.48
well	52	0.47
non	49	0.44
really	49	0.44
things	47	0.42
university	45	0.40
year	45	0.40
full	44	0.40
much	44	0.40
different	43	0.39
department	42	0.38
two	42	0.38
way	42	0.38
professor	39	0.35
seen	39	0.35
job	38	0.34
productivity	38	0.34
also	37	0.33
school	37	0.33
see	35	0.31
kind	32	0.29
now	32	0.29
productive	32	0.29
students	32	0.29
done	31	0.28
even	31	0.28
someone	31	0.28
another	30	0.27

The word tenure was the most commonly used word in the transcription notes of the interviews and focus groups due to the topic of this study; hence it cannot be used to determine a theme. Analysis of words in specific context was also conducted in order to aid in thematic determination. The following words are broken down within the context of the interview and focus group transcription. This information was retrieved through use of the word tree after a text search using NVivo 11.









Appendix C: Interview Transcription

Interview 1 – 8:15 am 06/10/2015

- I am currently at the rank of professor and have been at the institution for nine years.
- I have been in academia 20 years, 18 at full time and two years as an adjunct.
- I have never worked for an institution that grants tenure
- I would define him as anti-tenure. I believe that sometimes if you take one group and designate them as being at a higher status as tenure granting institutions do their tenured professors you create a definitive division and instill a separation of values and what is important.
- I believe that the tenure encourages more research however quantity of research could outweigh the quality.
- The factors that motivated me to go from one institution to another had nothing to do with tenure essentially. I finished his doctorate at one institution and moved out of state to Missouri and came to Lindenwood. The reason why he came to LU was because of their focus on teaching and no focus on research. While a substantial amount of research is being conducted at LU it is not required nor forced upon the faculty as tenure granting institutions do to their tenured and tenure track faculties.
- I was at Howard Payne University for 10 years before coming to LU

- I have authored 5 publications and have not done any books or book chapters. I have no other professional presentations outside of LU. I was faculty council president at LU for 3 ½ years.
- I would define myself as anti-tenure. I do not care for it. As both faculty and as a student I was burned by tenured faculty. Individuals were lax and no longer have drive when they get tenure. There is a lower quality of teaching. Teachers should not be kept around because they have reached a particular pinnacle and they have a bullet proof vest of tenure, but rather because they are doing a good job teaching and performing service oriented tasks for their institution.

Interview 2– 8:00pm – 06/10/2015

- In my department there are 22 faculties. Most are on tenure track or are tenured. There are two part time lecturer positions. I feel there is a very good balance in our department and those that have tenure are not treated any differently than those who are tenure track.
- I view tenure as being positive. There is a disturbing trend in academia toward usage of part time professors. The advantage of tenure is that these tenured professors are dedicated individuals and experts who are given options to do research. Being able to practice and use your own research with your students is a great thing. I have done numerous trips with presentations and coauthored papers and articles with several students as well.
- I believe tenure is related to academic productivity in a couple of ways as in the requirements for tenure to do academic presentations. The tenure process is goal

oriented learning. People are more goal oriented when they have tenure as an option in their future. I am general positive on tenure and the process. Tenure at my current institution is relatively attainable. It is when tenure is virtually unattainable that people become frustrated with the process and it creates subversion and division.

- I feel as if I am kind of in a grey zone. I got my PhD at Carbondale and the tenure process there was horrible. They lost several good people and researchers because tenure was virtually unattainable. It was much more research oriented there and a high level of research productivity was forced upon the faculty. It is very hard to get tenure at SIUC. It was this difficult tenure process that made me decide to go to SIUE. They have more of a balance of research and service. When the attitude is publish or perish as it was at SIUC most people ended up perishing.
- I have been at SIUE for 5 years
- I have authored or coauthored 26 articles in peer reviewed journals in the past 5 years. I have two books currently in process and under contract that are not yet completed. I have done 100 plus presentations. I love to travel and have been to
- 5 conferences this year. So far my publications and presentations take up 12 pages on my CV,
- My final thoughts on tenure.... Tenure is very important though it may need to be modified and re-evaluated from time to time. At its 'core tenure sets the bar for faculty members and their service and ability to teach. Tenure makes the process go beyond just getting hired but encourages people to further prove themselves. It

provides a little insulation, but tenured people can still be fired. It is necessary to protect the integrity of science. I am worried about institutions cheapening education by going to so many part time faculties and replacing tenured professors and positions with lesser experienced people that this will demean or belittle the value of higher education and students will not have as good of an experience or learn as much because of this issue.

Interview 3 - 8:00am 106/19/2015

- I have been at my current institution 18 years. Associate professor. I do have tenure.
- I was a high school social studies teacher, worked at U of Iowa for five years in assessment program. And have been an adjunct at Webster for 28 years prior to my full time current appointment.
- There are a number of ways to get faculty status; there are a number of appointments where people are just hired year to year. It depends on how you come into the institution and what the Provost will offer you. My institution has both tenure and nontenure. Most faculty are on tenure track or tenured. There is a very small%age of nontenure positions, probably 95% of faculty are tenure or tenure track.
- & (5) that is a good question. Tenure elevates the scholarship at an institution. I see it as a good thing. Tenure and tenure track positions for new faculty especially. They see it as a goal to be achieved and an impetus for action and

forward propulsion. There is that possibility of tenure and the potential of them to be more of an asset to the institution.

- Academic productivity – Tenure is very definitely related to faculty productivity. Because that is one of the things that we look for. Faculty evaluation committees are set up by department and then from that particular stage it goes to committee on retention promotion and tenure and they have the final say as to if a person is given tenure or not. Productivity is a major criterion. The three criteria we look for are in that whole processes are scholarship teaching and service.
- Moving from one institution – I think one of the things I look for is looking at an institution that is a stable institution. As you know there are a number of them today that aren't going to make it. I think that is a real critical piece, the opportunity to advance yourself and the support the institution gives the faculty is very important.
- I was only at University of Iowa for three years
- I have written and published two articles in the past five years and done approximately 15-17 professional presentations. I have not written any books or chapters of books.
- Thoughts on tenure – All of those things, faculty productivity retention and tenure are all critical pieces for an institution. Other institutions want to move away from tenure and I do not think that is a good thing. I think that a lot of people that have gone into academia the possibility of tenure is one thing that has drawn them into the field in the past. I think that makes a huge difference for an institution. It

allows for a lot of stability and people that do eventually acquire tenure are that much more productive and dedicated to the institution. I think that places that do not offer that you are going to see more turnovers. I think it is just a different way of doing business. I know there have been some institutions that have wanted to do away with it and I hate to see that. They think it saves them money when they do away with tenure, and I do not necessarily see that to be true.

- **Interview 4 – 06/25/2015 ; 9:00am**
- I have been a tenured associate professor at SIUE for 5 ½ years
- I spent 5 years at Lewis and Clark community college, 7 years at UMSL ending as assistant dean and professor, been at SIUE for 7 years as a professor and director of continuing ed. I also worked for 20 months at a for profit institution Sanford Brown.
- It was not very difficult for me to achieve tenure as I had quite a few publications before arriving at SIUE. I left UMSL because I was up for tenure and did not get it and got caught up in a wage freeze and then I was a hospital administrator and did some consulting as well. I have a very strong publication record and have also done many publications in regard to autism as I have a 41 year old severely autistic son.
- There are quite a few nontenured instructors in my school and we could not survive without them. There is no trouble or dissention amongst tenured, nontenured and tenure track faculties. Tenure has afforded me the opportunity to speak up for others when they have not felt that they could speak up for

themselves. For example, there was an abusive and very unprofessional dean and I spoke up in defense of myself and others and within months that dean was gone. There are more tenured and tenure track in my department than nontenure track though. We keep a very good balance. It is difficult to get and keep good people in my department as they can make much more money in the corporate world.

- Tenure affords the opportunity for more diversity of opinion than would happen without the protections of tenure. Sometimes there is a fear to express a dissenting opinion by nontenured even though it would be completely appropriate and definitely warranted. I was on our faculty council and there were some colleagues being bullied by administration and I spoke up for them. Some administrators abuse their power when they know they can get away with it. For example we were not to wear blue jeans to work even if they were nice. I was at an event in winter where some of my colleagues were as well as an administrator and I had on a nice pair of blue jeans and boots and a nice leather jacket. This was at the East St Louis Center for education. This administrator admonished me in front of others in a very unprofessional way for wearing jeans. I did not think it was appropriate and thought it was demeaning and I filed a complaint when I got back to campus.
- At SIUE productivity is definitely affected by tenure and the attempt to achieve tenure. Tenure helps facilitate scholarship in a much larger sense. Tenure for us involves scholarship, teaching and service to the university as well as the community. Our productivity is also accounted for in things like when I have

given several testimonies in court and before the state legislature on a variety of subjects. I have also acted as an expert witness and the university really supports that as well. Our work is all very tied to education and making sure our students have a high quality educational experience whilst we are also contributing to the scholarly body of work amongst our peers. It is very important to stay current and informed.

- I left Lewis and Clark to go to another school as my time there was essentially a stop gap between corporate and the field of education. I finished my masters and doctorate while there and then left to go to UMSL. At UMSL I was frustrated because I was making an instructor salary and as dean was hiring people in a way more than I was making. I was then introduced to someone at SIUE and applied. I felt this school afforded me a greater opportunity for diversity of experience and career exploration. My mentor at UMSL was Blanche Touhill, she was an amazing individual and I hold her in very high regard.
- I have authored three peer reviewed articles in the past 5 years and have written 8 chapters of books. I have given approximately 25 presentations at both the regional as well as local levels.
- One thing that SIUE has done that has been helpful is created a formalized nontenure track where individuals are offered longer term contracts if they are not interested in the tenure track option. These individuals still have a substantial amount of scholarly productivity, but we still really need the tenured individuals as well to act as advocates for others. We must have balance and not have the Don

Quixote's people who think they can do anything to anyone and get away with it. We must have people who feel free to speak up in higher education, there are many flaws and we can and need to fix those flaws. There is great potential for harm to both students and faculty if individuals are allowed abuse of power. Higher education has lost some very talented people because of this factor. Productivity in a scholarly sense has never been a problem for me as I really like to write and speak and I am not easily intimidated. Even if I were not tenured I would still be writing and publishing things that are meaningful to me. Higher education is sometimes all about power, politics and influence. Like it or not we are a part of that system.

Interview 5 - 06/26/2015 – 3:30 PM

- Associate Professor was an adjunct before they invited me to come on full time. I was an adjunct three years and then have been full time since 2013. I have been in higher education since 2009.
- I am currently at St Louis University and it is a tenure granting institution. I hold a nontenure track full time position.
- I am on the policy committee for college that helps decide how tenure policies are developed and adopted. I still have some visibility about the tenure track and it is in a state of flux. Part of the reason it is in a state of flux is because we have gone through a merger between two schools the school of social work and school of public health. They each had a different mechanism by which they measure and grant tenure and promotions. Currently where we are I think is as a good of a

process as we can find. It measures the faculty activity in three major areas, the first being academic in terms of teaching, the second is in terms of scholarship which is measured by publications and grants and grant dollars, and the third is service which is broken up into community and university service. And so I think it is an excellent structure upon which tenure and promotion can be presented and then reviewed and granted as presented by the committee. There has also been a strong move in the past year to set standards that are well defined and then consistently applied. Even when you have a strong structure and a well thought out construct for going about this there still is I guess I would say human nature that enters into the process. The human nature can be in three and maybe four points of the process. What I have described to you is just the structure that is closest to professor, the one in which the professor must work and document that which they have been achieved. It is at their college and school level. The second level that once the faculty tenure committee in the school makes a decision they are still making a decision that is considered a recommendation to the dean. Most deans have their own way of doing these things. This introduces another wrinkle wherein someone's human nature can be interjected. Once the dean makes the decision they must then present all professors to the university rank and tenure program. There is a faculty and administrative side. In our university there is a lot of means by which rogue deans and evil chairs and petty human nature can derail what originally starts as a very objective process that seems to be very fair and

even keel and almost so prescriptive that those who meet the parameters are almost a shoo-in and then surprisingly that is not always the case. By describing the construct I tried to give to you where there is disgruntlement and why there might be some loss of faith in the process.

- In our department there is a real camaraderie whether you are tenure or nontenure track. As a matter of fact, sometimes the nontenure folks are actually more productive because there isn't this weight on our shoulders as nontenure to accumulate a body of work that will later be judged by someone to be adequate or insufficient and so because we are not hamstrung by this sort of dysfunctional behavior people get when they try to be perfect we tend to be more free spirits, take more chances and jump on board with more projects than we should because we are asked to help. We know what we are doing is contributory and don't care about it being graded. We don't care as nontenure track that something is going to be graded as non-satisfactory. We do things based on what the overall contribution will be to the community or university or to our students. There is a freer spirit amongst the nontenure. In terms of if there is a clique or faction or sector between the two there really isn't it is more on a personal as opposed to departmental level. If a person tends to be a perfectionist or self-conscious they will put more on what letters you have after your name what your rank is whether you are a professor or whatever. In my experience in higher education when I see dysfunctional behavior it is not based so much on what someone has been

declared as much as it is based upon those who perceive the declaration and their insecurities.

- Productivity – Well it is kind of it is my observation in my career as a physician and in academia is that when people feel they must they can't when people feel they want they do. So when there is almost an immediate backlash that I observe when an edict comes down from on high that says you must publish more you must find more grant money you must go and do much more in less time with less resources. There is an immediate push back and is oftentimes completely out of touch with reality of what people are up to. In many ways the way things are set up can shoot people in the foot. For instance, the way it is set up here, the more you publish and the more money you can get in external funding the more you can buy out of actually teaching. So we all have a teaching or academic side and we research and publish in a way we think is scholarship. In our jargon, the more scholarship you have the less teaching you have to do. The problem is that the younger you are on the campus the more you are asked to teach and they try to merge you in slowly. You are often asked to build new courses when you are new and that can take time. It is negotiated up front how much you are expected to teach in a fiscal year. The more you are asked to teach you will have a harder time trying to publish and find research money and build a presentation dossier at the same time. Right away the first year is almost a loss, there is no way you are going to be scholarly with the heavier teaching load and the demand to build new courses. Sometimes you can participate in a team fashion and become a second

third or fourth author, but no one invites the first year or two people in because they do not know them or know how good they are and it is very rare to be invited to be any more than a third, fourth or fifth author. The longer you are beyond the first author the less credit you get for the publication. We think that right up front we have a system that sets people up not to do well early on then the last three years of their five or seven year request the last half of that time is elbows and everything else trying to get it done and they are trying to cram a lot in and may have still not gotten a lot of external funding but are still required to publish. Each year you are not getting the money to buy yourself out you are getting more and more course to teach. The longer that you take to buy yourself out the more difficult it is to become a scholar and to have decent scholarship. People recognize that syndrome here and the introvert scholar who comes to teach who does not make friends fast and does not have the ability to glad hand and press the flesh and build up the ego those folks do not get invited and in year three they find themselves looking at 2-4 years to sit for tenure and they start to panic as they are in a rut and how are they going to be able to apply for grants and matriculate that grant and turn it into a professional and published paper. It is a system that is set up to fail I think. We should try and be smarter and not have them buy themselves out but give them protected scholarship time. If we can protect them and not force the teaching as much they would be able to become more prolific when it comes to writing grants etc. and nontraditional funding and publication. Maybe require a research team to have at least three nontenure people

and help them to ride your tails. This would build a more healthy organization as opposed to one that is dog eat dog.

- I was a board certified emergency medicine physician then I got into quality improvement and public health management. I did a lot then I decided I would like to wind down my career in teaching if someone would have me and SLU invited me to be a member of their faculty. I was also an instructor in the 1980s for STLCC at forest park.
- I think each university and each institution has to decide how they proceed in encouraging and rewarding faculty based on what they think their institution is. For me, are we a world renowned research university like Wash U? Tenure and promotion would be completely different for those focused on research institutions if they are trying to produce Nobel prize winners etc. This is different that if you say your number one focus is your students and you want to teach them and take them from very smart individuals and excellent students and turn them into scholars that contribute to the community. That is a totally different world. There are three types of university. The first knows exactly what they want to be and they do it without giving any thought to anything else. No apologies and not strapped. Then there is the university that is just we are here to just bring education and we are going to teach and we are not going to strive to be the best in educational research or prowess we just want to give students a good place to get educated so they can get a nice job etc. We will never have a large endowment kind of like the UMSLs just really good higher education institutions but they

really do not know what they want to be defined as. They just want to be useful in promoting a community's knowledge base. I think SLU is devilishly close to being in that schizophrenic place right now. They want to be a Georgetown or WashU but they still want to be a great experience for their students where they learn to be a great adult and a smart person a contributing employee and you have wonderful academic and other foundations. It is a shame to see because there is identity crises at this university right now and a lot of us are working on a strategic plan and trying to decide how to proceed. I say we need to be more comfortable in our own skin. Once you are comfortable then you can say what you want to aspire to. A lot going on at this university and it is a big challenge for the new president he is bringing to us calm and saying we do not have to be everything to everyone we just have to be true to ourselves right now. That is pretty darn good. Magnify the positives and disqualify the negatives. In doing that the faculty will settle back down and we will find our identity and know where we are and settle in an upper echelon but not on the ivory tower research side but will focus back on being the best educators.

- Publications last five years – 9
Had five keynote addresses – 9 presentations
National leadership roles are also counted for us – 5 one national and one international role

Interview 6 - 07/08/2015 - 9am

- I have been 4 years at current institution at rank currently of associate professor

- I have been in higher education for 14 years. At SIUE, Lindenwood and McKendree, I was tenure track both at SIUE and McKendree and did not achieve tenure at either institution
- The tenure requirements were achievable but extremely political. In looking back at others I know that went through or attempted to go through the tenure process the path seemed to be somewhat fraught with ambiguity as well as more easily paved by who they knew and with whom they associated or socialized with. This created a very stressful environment. The process of tenure creates another level of politics that do not exist at nontenure granting institutions.
- Nontenure track people tended to be very hard workers and just as qualified academically wise as their tenured or tenure track counterparts. The quality of many of the nontenure track people was stellar. Many only had master's degrees and no terminal degrees but a substantial amount of real world experience. Most of the nontenure track individuals were well liked by students and I believe perceived to be more approachable and on less of a self-imposed pedestal than their counterparts. They put more effort into teaching than into research. At SIUE there was a real ambiguity with the number of pubs and the level of journal and how they counted when you were on tenure track. The amount of work as well as service to the university and community was also taken into account. Many had phenomenal teaching versus a huge amount of research and were very good in the classroom.

- The dynamics of the institution were very much affected by the existence of and attempts to achieve tenure. With the removal of tenure as an option the dynamics within departments I have seen are typically much better without tenure. The number of authors on an article and where your name appears should be given weight, as well as the quality and not the quantity of what you publish and produce.
- Academic productivity is most definitely affected by tenure or the existence of it as an option. There is more of a focus on quantity as opposed to quality. The makeup of the tenure committee can also greatly affect the outcome of who achieves tenure and who does not. Many have very different ideas as to what constitutes a publication and what does not. Electronic publications are very much the norm today, but sometimes those who are old school do not give these equal weight as the traditional journals. They electronic pubs are faster and can allow the dissemination of information much more quickly and to a larger audience.
- I left one institution for another as there was more opportunity for advancement and it was less top heavy and the salary was better. I had not opportunity to teach upper level classes at my previous institution because all of the tenured professors taught the upper level classes. The tenured professors always got preference as to what they would and would not do, and the rest essentially got the “leftovers”.
- I have had two publications in journals in the past 5 years. I have not authored any books or chapters of books and I have done five professional presentations.

- I went from a tenure granting institution to another tenure granting institution and recently moved to a nontenure institution. The senior faculty at the nontenure institution are more involved and productive and more into the creation of new faculty programs and the nontenure institution faculty are more productive than many tenured or tenure track faculties I have seen over the years. They are not settling back on their heels and resting in their glory. The research is better and more thorough when the pressure of tenure is removed. People will do better research when it is an option as opposed to a compulsion.

Interview 7 – 07/15/2015 – 11am

- I have been good my department is merging into another department so it has been busy figuring out bylaws etc. I was offered to be chair of the new department and I turned that down. I have been at UMSL for 8 years I am an associate professor with tenure.
- I have worked in academia since 1992. I have had faculty appointments at SLU and WashU.
- UMSL is a tenure granting institution. This is a loaded question, what is my impression of tenure track requirements. Earlier in my academic career, both of my appointments at SLU and WashU were on research tracks so I could earn rank on the research track, but I could not earn tenure. Those were year to year grant based appointments at those institutions. My move to UMSL in 2007 was so that I could take advantage of a tenure track opportunity because I wanted that job security. I also wanted to be of higher stature because nontenure track faculty

appointment implies more of a support as opposed to independent role. It depends on how the institution defines it, those lines get blurred. At WashU there are many research track faculty that have full parity with tenured faculty at the same institution rank. I would say I was attracted to a tenure track position both because I wanted to advance in my career as an academic and because I appreciated the job security that comes with that. I kept my rank when I came to UMSL but I had to earn tenure, which I did after three years. In terms of the question of appropriateness or fairness there are many ways to take that. There are so many different ways to slice and dice this.

- There are tenured, tenure track and nontenure positions at my institution and within my department. In the new dept. we are forming my new boss will be a NTT (nontenure track). One of the challenges we are trying to figure out is how you evaluate faculty of different levels and types in a department that is mixed with tt and ntt folks. That is challenging. UMSL had made a significant effort over the past five years to define workload and promotion expectations for both tenured and NTT and I think we have a pretty good system right now. In terms of parity or general day to day operations I do not notice any distinction or separation between the TT and NTT. The biggest issue is that TT to be productive have to not only teach but show evidence of substantial research and grant and paper productivity and I think there can be tension between the two faculty types because the NTTs can be engaged in research but they do not get any consideration in regard to reduced course load so there can be some tension.

- Academic Productivity – Absolutely tenure or tenure track are more productivity. The Classic definition of a tenure track position is based on research productivity. Research is a substantial part of that research productivity and grants is essentially the other part.
- I was moving from a position that was Alzheimer's centric to a position that was more broadly related to aging and that also motivated me to move. I am a graduate program director so that role is one that I like. In terms of my impact in working with people who will be working with seniors, I can have greater impact than I did before. All of that was a part of the decision.
- Articles scholarly publications in the past five years – I do not have the exact count but it is in the range of 15-20. For books or chapters – I tend not to like to do those as much I think it is about three. Professional presentations – approximately 15-20 range also. I have been busy. I am probably in the upper third with respect to productivity.
- Collegiality has played a factor in achievement of tenure, I have seen that affect the awarding of tenure, not often but I have seen it.
- I think the biggest weakness I am aware of in the system is the feedback loop. In a detailed annual review for one's whole package of productivity feedback is essential. Collegiality makes things become more political and more or less targeted than it might be. Communication in regard to expectations is essential. I would say the application of corrective measures when someone is not productive is one where an abundance of miscues happen in life. Quality versus quantity of

research is a concern and it depends on how individual departments define reasonable expectations. For example, I am a psychologist by background and training, and though I am not in that dept. I understand their requirements. To be a full prof in the psych dept. you must have a significant proportion of first author work in the highest impact journals. You must be considered in the top 25% in your field or you will not be promoted to full professor. That is a very high bar. In the school of social work where my faculty apt is presently the bar is not that high, if you don't have the numbers you can't be promoted to full but there is greater allowance for non-first author work range of publications in journals maybe that are not as impactful. It is a heck of a lot easier to be promoted to full in social work than psychology.

Interview 8 - 07/24/2015 - 1pm

- I have been here for four years, I am a tenured associate professor. I was just granted tenure and promotion with my new contract that started June 1st.
- I have been in higher ed since 2000, visiting professor at University of Barcelona and then I was a full time instructor at Washington university in STL that is what brought me to STL, from 2001-2005 at WashU full time for four years. With a master's degree it was very clear there was no tenure or privilege no real job security. I also wanted to do research and they said no you are just here to teach and that is it. That is when I made the decision to quit a full time job with benefits and go to graduate school again to get my PhD, and I did a masters in drama and then my PhD in Comparative studies and literature and drama. While I was

working on the dissertation Webster found me and I was teaching on the side. I ended up taking over the ESL program and finishing my PhD at the same time. Kind of right place right time and right background. I was very nervous about the job talk and having to impress these people.

- Webster has two options for their people they have tenure and status. Webster you get a choice when you go for your initial review in your sixth contract year I was able to negotiate two years credit toward tenure promotion. You announce you will go for status or tenure and then promotion. If you get status, you get a leave of one semester every five years then every five years you go up for review to renew your position. Kind of go through tenure process every five years with the same type of portfolio. If you go up for tenure, then you get a sabbatical every seven years, and there is no further reviews for maintaining your position. You would still have to go up for full professor and that is another portfolio position.
- At my institution I do not think the tenure requirements are as rigorous as they are at other institutions. You get to make the decision on your own as to if you go tenure track or status. I have heard there have been issues in the past where administration has stepped in to essentially push a person one way or another to make this individual decision.
- It is hard to say what the balance is for sure. It is probably more status. The newer younger professors are tending to go for tenure. A lot of the reason for that is that tenure is portable to another institution and status is not. A lot of faculty who have families and are embedded here in the area with jobs and schools, and they decide

they want more time off with their families so every five years with status they get a leave.

- It is an interesting question about dynamics. Most people say oh now you have tenure you can say and do whatever you want. Really nothing changed for me I have always been outspoken. I believe in and have fought for my program and to build a curriculum. For me I do not see a difference. What has changed is that now people cannot say to me I know you are going up for review and being on this committee would look good for you. I did get that a lot the year prior to review and people used it as kind of a petty bargaining tool. People like to put me on committees because I get things done. I think for me now that I have done that, I can more choose to do things I want to do and focus my energies and it is a better use of my time.
- Academic productivity – It is a difficult question to answer for different reasons. When I was full time at WashU I was presenting all the time. I went to two conferences a year because that is what I was funded for. That has not changed now that I am in a TT position although now I am probably at 3-4 conferences a year. I get a bit more support as TT faculty member, having that financial support is a key position. I don't know if tenure is as much of an issue because you could be TT and get \$700 of support versus tenure where I get \$3200 a year. That is a huge difference when going to cities that are more expensive. I do not know if tenure is as much the key as financial support. I leave for Uruguay for 3 ½ weeks

to do research with a faculty research grant and those are grants that are made available for status track professor. Because we can apply for extra funds we can afford to present and do more. I know people that would love to do more presentations but they do not have the backing to support it. Conferences can get expensive. Without that financial support, with or without tenure I would not be doing as much. I wanted to be publishing more and Washu did not allow me the opportunity to do that. The tenure process gave me the impetus to focus and get stuff out there I had a goal and a deadline. I happen to be a person who works better toward a deadline and I will get stuff done. When you are not a tenure track person you need to be more self-regulating in that sense. Now I also do accreditation reviews and I travel around and I did an accreditation review at a school where there was no tenure. I was amazed that full time faculty with no tenure, full time faculty, were publishing and presenting like crazy. Most of them were more active than the people I work with, I was pretty impressed. Their key issue there was an annual review and they set goals for presentations and publications and they can request a%age of their time be dedicated to certain things. They have expectations . There was a constant ongoing personal development plan even without tenure that was developed reviewed and assessed at different times during the year. I thought it was a beautiful plan. People were there and stayed because they wanted to be. I will be honest since I was there I thought you know I might give up tenure to work in a place like this and

environment like this and a culture like this these are all high performing people.

Before I visited that institution you would have gotten answers from me much more like tenure is absolutely necessary now I am saying it is not and the question is more how is it designed. I think the big things is do you feel comfortable in your position. Are you respected. What it came down to was there was a professor that was being terminated because she did not want the institution replacing or changing her information on line as she was the content specialist and did not want them to change material. New provost came in and said she should not be terminated as she was the content specialist. This changed the whole culture. It comes down to what kind of culture do you create for your faculty.

- Publications authored in peer review – 4
- Presentations 12 in last four years
- Books or chapters – none
- What I have found with tenure is it is kind of like a contract or understanding with the institution. These are the things that are expected of me. The issue is that tenure is very different at different institutions. So it is something that I am aware of . The requirements at my institution are extremely different than others.

Portability of tenure is not as strong with my current institution. There is a current focus at Webster on service to the institution. As you are mentored into full prof you are reminded that these are the kinds of committees you need to be on etc. to increase your visibility as expected. I am from a university with a small faculty body and visibility is very important. I want to do more than just

teach my classes and conduct research I want to connect more with other people in my given areas of expertise. I am all about cross pollinating that is what I am trying to do. It's kind of an interesting process. I like it here and I have a lot of freedom and a lot of great support. I went to a research one institution so I am always saying what is out there that is how I was trained.

Interview 9 - 07/24/2015 - 9am

- I have been at UMSL since 1999. I am full professor and chairman of the department. I am tenured.
- I have been in academia since 1992. Associate instructor , associate professor and professor have all been ranks that I have held. I have worked at Indiana State, UC Irvine California Irvine, University of So California, and then Wash U and then UMSL.
- UMSL does have the option of tenure.
- UMSL's tenure requirements are challenging but fair. For the genre of the school. They are achievable.
- There are nontenured faculty positions as well as tenured and tenure track at my institution and the ratio differs across the university. I will first talk about the business school we are accredited by AACSB and the ratios are heavily constrained by that accreditation. Our ratio in my dept. is 70% TT and 30% NTT. I suspect that is roughly reflective of the university as a whole. Some units do not have as much constraints but they are much more dependent upon outside grants

and funding hence they will hire a Tenured or TT who has a higher probability of earning the outside funding.

- Tenure has the potential to affect dynamics within a department for sure. Let me answer this two ways, I may be a bit verbose. This is a very good question and something I think about a lot. I will answer first according to my group in my group it is not overly significant in terms of the political structure because we do not allow it to be so. I have long had a leadership style that says when we hire you we are forming a team and we will try our best not to throw rank in anyone's face. I heavily value the input of my uber talented nontenure track people. They are so significant that they are highly valued and a very important part of the decision making as well as our outside relationships. That is my group. Now I am going to fully acknowledge that we are an anomaly across UMSL and academia that is usually not the case. It is most usually the tenured people making all of the decisions and heavily using tenure as a hammer in the political process. It is very difficult to get anything done as a nontenure track person in an awful lot of the academic units across our university and academia in general. I decided a long time ago, obviously I have to be careful where I send the people from our unit out into the university, but within our department they (NTT) are equal people with an equal vote.
- I do believe that tenure is related to academic productivity. The level of it is going to depend on the mission of the university, so at a research one (Carnegie

levels) and a research two university you must have tenure to keep up your levels.

The tenure process at these types of universities will be based on almost exclusively on your productivity that is just the nature of the beast. Teaching can only get you not tenured . I get why that has to be. At a different genre of school, especially one that depends on tuition revenues and is a teaching school, for example DePaul and Lindenwood Universities, William and Mary, Maryville, there at these schools I suspect teaching has a lot more to do with the decision to tenure.

- The first time I changed was to join a doctoral program. UC Irvine was a one year visit whilst I completed my PhD. Then I moved to SO Cal because it is a great institution then I moved back to Missouri for family reasons. I made one move based on academia and one on social life or family.
- Publications 12 approximate
 1. Books 1 and 1 chapter
 2. Presentations estimated at 15
- Final thoughts. I think about this a lot. You are really in a hot area because this is going to be heavily debated over the next five to ten years. This is already in question by one of the presidential candidates who is already talking about the need for tenure. Scott Walker. It is heavily debated and here is my view on it. It either has to be or not be there is no middle ground. It goes back as far as Copernicus he doggone lost his life for publishing something that turned out in

the end to be true. Obviously it exists to protect scholars to be able to demonstrate their abilities and their institutions invest in them by giving them tenure. Tenure protects them primarily against the world by protecting them so their jobs cannot be taken away based on what they write or say. That was crucial 100 years ago and we are going to debate whether or not it is crucial in the 2015 world. The debate is way greater than me and I could make a perfectly strong case for either side of it. I don't think it is as hugely important in business or math departments it remains very intriguing if I would want to be writing in philosophy or religion without it (tenure). For example, between you and me, while I am far from a conservative I am not a left wing radical. A heck of a lot of people in power in universities is, they have come from the Marxist left wing tradition. I could quickly see anyone on the right being extinct if tenure goes away. I think a lot of my friends on the right have to be very stealth or they would not get tenure. I think the power would push them out as being strange and not team players which is code for not in their way of thinking. That will make the tenure conversation interesting and tough, that sort of thing. When so much of the power in academia comes from one school of thought, who knows. You are in a very interesting area. These are just my thoughts as someone who has been in the middle of it for 23 years at various levels.

Interview 10 - 08/06/2015- 10am

- Currently associate professor and full time faculty for 2 years

- I have worked in academia for 13 years full time. Other positions I have held are instructor are clinical instructor. I have been assistant and then associate where I came from to here.
- Other institutions I have worked at were UMSL I was there for 10 years and I was at SCC community college for two years prior to that.
- My current institution does not offer the option of tenure. The tenure track requirements at my previous institution were interesting. There were two sets of requirements, those on paper that were reasonable and seemed to support the goals of the institution and made a heck of a lot of sense. The problem that I had with the tenure process that as it was implemented was a complete mean girls scenario. The folks who had tenure had essentially decided that no one else would ever get it again. So, they just didn't grant it, especially if they did not like you. That became a very road blocking experience. I watched someone go through the process of not getting tenure and it was because the people that were on the tenure committee and voting on her dossier decided she did not deserve it and they did not grant it to her. I So, I was very very focused on finding an institution that did not have tenure going forward.
- There were four tenured positions in my department and the other 60 positions were not tenured.
- I think there is a power complex that comes with tenure in the institutions that I have been at. That power complex is sometimes deserved and sometimes not

deserved. It puts a person in a position to say I do not have to do anything I do not have to teach well I have tenure you can't touch me. So, as a program director trying to assign my nontenure folks to courses was nearly impossible. The tenured professors did not just choose what they wanted to teach, they dictated whether or not they were going to teach. It was pathetic; I cannot even begin to describe to you what it was like. But it was because; I have a grant that I am working on. The line in the sand that was never crossed was that the tenured folks workloads were decreased to begin with and none of them brought in any grant money for the 10 years I was there. There were no grants, we had programmatic grants, but I helped write those. Not only were they getting the benefits of tenure, but they were in effect getting benefits that they did nothing to contribute to or generate. They quit working after achieving tenure. The perception was that I have tenure and do not have to work anymore. I was invited to join the tenure track because I had a lot of people power and I was a voice of reason. They needed my political capital because they had burned so many bridges. I did not intend to react in the way that I did but literally laughed at them, I did not intend to laugh but it just seemed so ridiculous. I thought "are you nuts? After everything you all have done to me, why would I do that?"

- I absolutely think that those who are working on getting tenure are more productive, Those are the busiest people I have ever seen and worked with.
- I wanted to go to an institution that did not have tenure because of the dynamics and interaction of faculty that I had seen at my previous institution. I also was

motivated by career motivation choices, I wanted to teach and I appreciate the research and literature and that someone else is willing to do it, I just want to teach. Research and publication is not what I am about and it is not who I am. It is not what fills my bucket.

- The internal motivation makes a huge difference and tenure is absolutely an external motivator.
- Publications none
 1. 1 book
 2. Presentations 10
- I think tenure puts up artificial barriers. I truly believe that the tenure process had a time and place and I think that it has outlived its 'time and place. I have witnessed too many times that what I did 10 years ago matters more than what I did yesterday. In an environment of higher education where we are being looked at by feds and HLC to have higher standards of education, I just do not understand the marriage anymore. It made sense when we were in science generation and people came to college to become smart. People go to college to get a job and that is the reality we are in even if we still want to be in the era that I am going to college to get smart. In that frame, when we are asked as educators to be excellent in those ways I think it just creates a very very weird dichotomy of focus. That is where I struggle. I have time to be an excellent educator or I have time to be a researcher. I have not met folks who can do both. I am not saying they are not out there because I've seen them on You Tube. But I have not worked with them and

that is where I struggle is that the majority of us cannot be excellent at both. The grants that are coming in the door to fund the school and further the mission of the university I just do not see the common sense of the marriage of tenure any more. Does that make sense? The place I am at amazes me. We got to our new location in June and went to our first major faculty event and everyone was there and the sense of collegiality and interact and energy and respect person to person is phenomenal. It is so much better here than my former tenure granting institution,.

Interview 11 - 08/07/2015- 10am

- I am a Professor/President and was formerly full time faculty and provost at another institution.
- I have not been involved with a tenure granting institution for very long, only a little over a year. I have been in academia/higher ed for 20 years I have been a faculty member, dean, provost and president.
- I believe the tenure requirements are quite achievable. I was familiar with it before I came here and I absolutely believe the requirements to be attainable.
- There are both tenured, TT and NTT positions at this institution. There are all three positions within the same department. I do not know the balance of tenure, TT and NTT positions at my institution.
- I am going to speak from a more general sense in regard to faculty dynamics. The lack of tenure tends to make the workplace less competitive than it would be at a research oriented institution. At mu current institution requirements for the portfolio and for tenure are absolutely attainable if a person chooses to go that

route. I do not believe there is a number that only so many people can have tenure. I do not sense that it will be something that will cause issues among faculty members. With a nontenure institution it had a very positive way of not creating competition amongst faculty members.

- Five years before I got to LU, they did away with tenure. A few people still had tenure when I got there and then all of those people still had tenure when they retired.
- I was motivated to move from one institution to another because I wanted the opportunity to have a promotion and serve as a president. It was also uncertainty of having a new president come in and not know where my position would be. It was simply to have a new adventure and it was time for me to have a new challenge and to move on to use the skills that I have learned and put those skills into play at a new institution.
- Let me look at my resume. Publications – 3, Books – none and 8 presentations
- I do think that for some professors tenure gives them the security that would lead to retention. Even more importantly it is security when accepting a position. Over the years there were people we interested in having as faculty at LU but they declined positions because they did not feel as if the position would be as secure without tenure. Just being a little bit different and not knowing it would be a job for life keeps some people from accepting positions. A smaller college like Cottey in a rural area, the concept of tenure is almost vital in getting good faculty members and getting them to stay. We do have some great faculty members.

Cottey is a liberal arts institution and has a strong arts program. Over the last several years they are building in sciences and business. Cottey is all women and it is fun because there are so many traditions that go all the way back to the beginning of the institutions. It has many sweet and wonderful traditions. It is an old institution.

Interview 12 – 08/12/2015- 3pm

- I am currently an assistant professor and I have been here for a little over eight years, one year of that has been full time.
- I have worked in higher education eight years. I have only been at my current institution as full time other institutions I was just an adjunct professor.
- My institution does offer tenure .
- I think here tenure is very achievable. There are not requirements for publication to achieve tenure, there are requirements beyond their course load for professional development and committee work. Those are the two main things for tenure achievement on top of teaching load. Because there is not the pressure to publish I think it is very achievable. For example at SLU there is a lot of pressure to publish there is this one hoop that does not put as much pressure on people. There is a lot of pressure though for professional development and committee work. PD can include publishing but it is not a requirement. Pressure at Fontbonne is to be more visible on campus in these types of things.

I have not seen a lot of posturing or people thinking they are better than others about them, or I have not observed the air of superiority complex about people.

We have a lot of other issues at Fontbonne. In my department there are no problems there, it is very small. Two in my department are tenured, two are tenure track and two are NTT. I have not found any type of polarization or unwillingness of people because of their status to associate with one another. I would also say that my department everyone kind of keeps to themselves, no one is unwilling to come together when it comes to that, but everyone acts fairly independently. I do not feel any kind of tension. There are three different departments close to mine, and in one of the departments the tension and stratification and lack of interaction because of status in relation to tenure is quite visible. You see people at each other's throats, you see people that think everyone should be publishing more and we should be more of a research institution and everyone in their department does not think the same and some get alienated from others. I am not sure if this has to do with I've got my PhD or I've published or I am tenured or if it is just that what I see more is people that have very specific visions for the university and they do not see other people fitting those regardless of their title. I find them pushing people away and pursuing their own agendas sometimes at the expense of alienating others.

- There is absolutely pressure to increase activity to achieve tenure. I think a person on the TT feels a huge amount of pressure to do what their dept. or institution asks them that once tenure comes up they can get it. There were two people that the entire university was sure would get tenure and they did not and they ended up going to other institutions immediately because of that, I do not know all of the

details but there were a lot of politics involved. To me there are probably some immoral things going on, backstabbing and things like that. Those instances have put the fear of god into people that I have to do all these things right and I cannot have anything under the microscope when I go before that committee for tenure. I think it is a huge motivator for people to continue with research and PD and I get the feeling that half of the people on TT at Fontbonne are concerned about publishing even though it is not a requirement.

- No publications, books or book chapters or presentations in past five years
- These are scattered thoughts and a bit of thinking out loud. I have never been very comfortable with tenure but it is really the gaming that goes with tenure and the complacency after it is achieved by some that is troubling. I think a lot of professors are pretty hard workers and it will not matter one way or another if they achieve it or not. I wonder what happens to the work after one achieves tenure. I think it is a poor way to motivate people long term and I wonder what kind of system can be set up to ensure consistency there should be a smarter way to set things up as opposed to the old tenure way. What they do after they get tenure is not the same as when they are working to achieve it in the first place. I think the mindset changes once someone gains tenure and it has to affect some peoples work in some way. It is not in my opinion the best system through which to motivate faculty.

Interview 13 - 08/22/2015 - 1030am

- I have been full time for a little over one year has been an adjunct there since 2008/09 I am an assistant professor, also worked at SIUE and Illinois State as an adjunct for a few years as well. I have not been anywhere else FT but Greenville college
- I have been working part time in academia since 2008 , full time since 2013.
- My institution has the option of tenure. I am very familiar with the tenure requirements as what they are calling my second year review is now and my portfolio is due along with a multitude of other things as well. I am in the thick of it as far as the process right now. How do I feel about it? At my age it feels kind of funny as I will likely retire right after or maybe even before my tenure process is completed. I'll probably retire before, during or right after. For me it is beside the point, but it is required to be retained. You have to go through the process as a part of your annual review. I am on the tenure track, but even if I did not want tenure, I would still have to do the same sort of things for this portfolio in order to be retained.
- There are no NTT in my department but there are in the institution. In my department there are 3 full time faculty and the other two are tenured and I am tenure track. Full time faculty are all on tenure track. I just do not have it yet because I am new.
- I had a conversation with a tenured professor, and I think I was asking at the beginning of last year, what students call people, do they call people Dr with last name do they call them professor or what do they do. He said they have several

professors who are not PhDs some of them only have master's degrees. If master's degree is their terminal degree they can be tenure track (like MFA). He said they do not accentuate the difference between those who are tenured or TT and those who are not. They want everyone to be seen as fairly equal to the students. There is not a huge hierarchy. I am sure it is there but it is not accentuated. The way this place runs is that everyone is supportive and encouraging to everyone else and the academic credentials or status really does not matter. We are all kind of seen as even as far as those who are teaching. Deans/administration are looked up to and have more power. They downplay the differences between T and NTT and TT. A lot of humility here it is a Christian college.

- I think that the dynamics from my experience at Greenville dynamics are very good between everyone.
- I would say that those who are TT are more productive. Publication and presentation is not a big requirement at my institution. It is a piece, there is more of a focus on service and other aspects. Every year we go through and list community and church activities and professional development and new course development as well as teaching. This is all part of the evaluation process. Scholarship is there and it never hurts to publish, but I have not heard of NTT people publishing as much as people with T or on TT. Others publish nonprofessional publications not necessarily scholarly publications and do some more general interest studies. A lot of people do publish there at Greenville

though there is not a focus on it. I had to do a paper from a workshop I was in the spring; I am a social work professor and ended up writing on how faith affects resilience. I just finished it yesterday, APA took a while for me to get right.

- I have not had any professional publications or books published in the past five years. I have done about 5 professional presentations in the past five years. I have been surprised that the deans are not on the tenure track and seem to be more wrapped up in administrative aspects than anything else.
- As I look at the things we are required to include for our portfolios I think it is good overall that we are being asked to think about these things and articulate what we have done for the tenure process. I think it keeps everyone on track and pulls your head out of just the teaching arena and makes you look at what makes a well-rounded faculty member. Not that it is a bad thing not to be good at everything, we choose two things to focus on out of three,. Scholarship, governance and service. We talk about two of these things and what we have been doing. For me it is a very hectic year, I have a small department and few faculty. You immediately get a few hats and committee work once you start here since our numbers are limited. They hired me because they wanted the program to be accredited. They needed someone who could speak to social work and needed a PhD. I appreciate being at a school that focuses on teaching and building relationships with students. We really focus on making sure the students are ok and that they have what they need to be successful. The teaching component is

probably seen as the most important part of the process with tenure at Greenville as well as the relationship building and service oriented aspects.

- Tenure seeking people are probably more productive though it is not required at my institution in regard to publication and presentation. It is just a piece of the evaluation process. I have not heard of NTT at our institution publishing as much as the tenured or TT. I have an article I just finished yesterday that I will be submitting to a scholarly publication soon.
- For me right now the process is difficult because I am having to get syllabi and schedules together at the same time I am supposed to be doing this portfolio. The timing is lousy in my opinion. It would be better if the portfolio was due later when it is not as hectic. I do not appreciate it having to be done right now. We just finished faculty and staff development week which took a lot of time out of our schedules. As I look at the things we are required to include I think it is good overall that we must articulate where we are at and it keeps everyone on track. It makes you think about what makes a well-developed faculty member. I appreciate being at a school that has a focus on teaching and the relationships between professors students instructor we focus on caring for our students and establishment of relationships. Last year I had a heavy load of students and it was more difficult to facilitate those relationships. This year because of going through accreditation my numbers are much smaller since I'm not teaching the basic gen ed courses and I will be able to do a better job with connecting with each one of the students. It is cool to have the students connect with you. Teaching is the

single most important thing for us. I like publishing and literature reviews, I like the idea of publishing and hope I can get my recent one published and I have ideas of things that I am going to be doing. There has been a lot of stress for me about my portfolio and I have been feeling overwhelmed about it, but at a meeting yesterday I got a much clearer picture of what I should include and do not feel as bad as I did before. Sometimes we help other people so much we do not always apply what works for other people to ourselves. Sometimes we are terrible role models. I truly enjoy teaching and what I do. Blessings to you and I hope the rest of your study goes well.

Interview 14 – 08/30/2015 – 2pm

- Oh golly I am so sorry (she bumped my phone). I have been at my current institution for a little over four years. I am currently at the rank of associate professor. I have worked at both tenure granting institutions and have been tenured, and currently work at a nontenure granting institution.
- At the tenure institution there was a real sense of who had tenure and who doesn't. So this generally created a difference in status. Those folks who did not have tenure had to walk a fine line, where they both had to have a stake in the college but they also had to be very politically astute. They did not want to tick off people who would be evaluating them.
- Teaching was first and foremost at the tenure institution and no other component could outweigh a lack in teaching so you had to be a decent teacher. Then they also had service to community, both to department and to the larger school and

the outside community. And then they had something they called quality of mind. You had to show you were intellectually alive. That might be through research but it also might be other ways. So that is how they both included and did not exclude people in regard to research. Then there was another category called congruence. In other words, How well do you fit in with the institution? It did not mean you had to be a clone but you had to fit in. Somebody who was really at odds with the department would not be considered congruent and would not get tenure.

- My institution only had visiting professors that were nontenure track positions, we very rarely used adjuncts. The institution had about 1200 students.
- There was stratification within my department on the part of the people without tenure. The people with tenure did not lord it over other people but it seemed those who did not yet have tenure were aware of it.

I saw no change in academic productivity pre and post tenure. Remember that at my institution you did not have to produce in that way either, the focus was on teaching. You had to be intellectually alive but you did not have to publish or present. What was interesting was when a colleague and I were the only ones up for tenure one year, we both received it, we were good friends. An older colleague said to us “good now you are really ready to commit to the institution. We were like huh? Now you are really ready to start working. We were like gosh what is he talking about? What I did see and what I think is counterintuitive for most people is I did not see slacking off of work, if anything once tenure was granted I saw

more investment. Um, the metaphor in my head is suppose God said, that house you are living in, that is the only house you are going to have for the rest of your life. You are going to do everything you damn well can to make sure that house is what you want and that it is stable. Um, and so tenure is the same way. If I have tenure I know my availability to move around is stopped and I am essentially stuck, I am going to do everything I can to make sure and make this work. So rather than going Oh I have tenure and I can do whatever I want and I do not have to do things I don't want to, it is almost the opposite, you do everything you can to make it work. I think that is what he meant. Even though I thought, I have been working so hard to get tenure, can't I relax now. No, that is what you have got.

- I see the same intellectual aliveness I would say at the nontenure institution as at the tenure institution, so I don't see a difference in productivity. I see more fear at the nontenure institution. I see fear here uh I don't know about the role of fear. Lack of stability is part of it and my current institution is so very new there is not an established routine yet. There has been a lot of turbulence. Because we do not have tenure, we are yearly reminded that we are easy come easy go. You know our jobs are up in the air every year there is no guarantee.
- I like the idea of long term contracts, it might help with alleviating fears, but I would truthfully have to think about that I do not know. What I do like about it I decided every year instead of "am I going to have a job this year are they going to fire me" I reclaimed that and think do I want to work here again next year. What do I want to do? Do I want to work here again next year? So rather than feel the

institution has all the power I reclaimed some of it myself. Though rather than grateful for any crumbs I get I think about is this really what I want to do. Maybe I want to work in a flower shop.

- Early on when things were so rough and I lived through it; it occurred to me that I wanted to act as if I had tenure here. That I did not want to act fearful or out of fear. In so I really changed the way I was responding to situations. Rather than be thankful for whatever crumbs I got, I thought where did the strong person go that you once were? For me to act as if I had tenure and I am invested, I am comfortable, my voice matters, um that is how I chose to act and operate. The downside of tenure is you are stuck in a marriage and they might not want to hear your voice.

Appendix D: Consent Form for Interviews

CONSENT FORM

You are invited to take part in a research study of How Tenure in Higher Education Relates to Faculty Retention and Productivity. The researcher is inviting those with the rank of associate, assistant or full professor who have worked at their institution for a minimum of one year and are in the business administration or social science departments to be in the study. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether or not to take part.

This study is being conducted by a researcher named Cindy K. Manjounes who is a doctoral student at Walden University. Ms. Manjounes is currently the associate dean of academics at Lindenwood University Belleville and her role there is separate from her role here as a researcher.

Background Information:

The purpose of this study is to determine if there is a relationship between tenure or the lack thereof and faculty retention and research productivity.

Procedures:

If you agree to be in this study, you will be asked to:

- Participate in a one on one face to face interview or if more convenient an interview via Skype or telephonically, which will take approximately 15-20 minutes. This interview will be audio recorded so that it is accurately transcribed.

Here are some sample interview questions:

1. How long have you been at your current institution and what is your current academic rank/title?
2. If you have moved from one institution to another what factors motivated you to leave?

Voluntary Nature of the Study:

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at your current institution will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as stress, fatigue or becoming upset. Being in this study would not pose risk to your safety or wellbeing.

The benefits of this study will be realized in higher education through the creation of a better understanding of faculty perceptions of tenure and research productivity and faculty retention.

Payment:

There will be no compensation for participating in this study.

Privacy:

Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project, and your answers will only be used with no personal identifiers and/or in aggregate form. The researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure in a locked desk and password encrypted flash drive to which only the researcher has access. Data will be kept for a period of at least 5 years, as required by Walden University's Institutional Review Board (IRB). A transcript of the interview will be made available for review within 24-48 hours upon completion of the session.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher at cindy.manjounes@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 612-312-1210. Walden University's approval number for this study is **06-03-15-0252974** and it expires on **June 2, 2016**.

You may print or keep a copy of this form for your own records.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By responding to this email with the words, "I consent", with the inclusion of my full name and the date, I understand that I am agreeing to the terms described above.

Appendix E: Signed Confidentiality Agreement

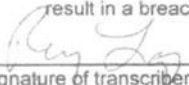
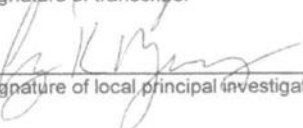
APPENDIX G
CONFIDENTIALITY AGREEMENT FOR FOCUS GROUP

Title of Research Project: How Tenure in Higher Education Relates to Faculty Retention and Productivity

Local Principal Investigator: Dr. Cindy K. Manjounes

As a member of this research team I understand that I may have access to confidential information about study sites and participants. By signing this statement, I am indicating my understanding of my responsibilities to maintain confidentiality and agree to the following:

- I understand that names and any other identifying information about study sites and participants are completely confidential.
- I agree not to divulge, publish, or otherwise make known to unauthorized persons or to the public any information obtained in the course of this research project that could identify the persons who participated in the study.
- I understand that all information about study sites or participants obtained or accessed by me in the course of my work is confidential. I agree not to divulge or otherwise make known to unauthorized persons any of this information, unless specifically authorized to do so by approved protocol or by the local principal investigator acting in response to applicable law or court order, or public health or clinical need.
- I understand that I am not to read information about study sites or participants, or any other confidential documents, nor ask questions of study participants for my own personal information but only to the extent and for the purpose of performing my assigned duties on this research project.
- I agree to notify the local principal investigator immediately should I become aware of an actual breach of confidentiality or a situation which could potentially result in a breach, whether this be on my part or on the part of another person.

	5-14-11	ROD LAUREN
Signature of transcriber	Date	Printed name
	5-4-15	Cindy K Manjounes
Signature of local principal investigator	Date	Printed name

Appendix F: Focus Group Transcription

FOCUS GROUP ONE 10/08/2015

Held from 3:30pm to 4:20pm. Eight Participants, two Caucasian females, two African American females, two African American males and two Caucasian males. Four individuals had worked at both tenure granting as well as nontenure granting institutions. The others had individuals had knowledge about tenure and the process, but had never been involved in the process. All participants signed a consent form. Session was recorded and I have transcribed it below. I think the gender and ethnic diversity of the group was exceptional. Two participants were not as vocal as others, and said very little. Some of the individuals in the room knew each other so on the recording we referred to each other by participant number with no names being mentioned. It was a vibrant discussion and there was essentially other than a few brief pauses no lull in the conversation. The individuals were also mixed ranks of both assistant and associate professor, I did not have any with full professor rank in this group. I began the session by welcoming the participants and thanking them for their time. I also discussed a brief overview of the study and distributed the consent forms and asked them to review them, and if they had any questions. There were no questions, all participants signed the forms and we began.

P1 asked how productivity was being measured. I explained there are two different aspects, publication and presentation. Professional publication is defined as publication in a peer reviewed journal and professional presentation is at seminars and conferences, etc.

P2 asked if I was collecting information on publications and presentations. I did say that is one thing that I have done with my individual interviews as well as public information from the 12 universities on which my study was focused. I am looking at universities as a whole not just individual locations.

My first question is – What do you all believe is the prevailing opinion about tenure in higher education today?

P1 – I think it is really different inside and outside of academia. When I came here right out of graduate school the idea of going somewhere that did not give tenure seemed sketchy, like what kind of university would not do that. Do they not trust their faculty. I asked about it in my interview, I wanted to know why the institution did not do it. The explanation I got was that public perception of tenure was negative and that the public believed that you could be a really terrible teacher and just get to stay in your position forever. I think that I don't know if that is still what everyone believes but it was surprising to me because I had been going through job market workshops after grad school where job number one was to get a job and job number two was to get tenure.

P2 – I would agree I think that is the common perception is usually that. I would add that tenure is sort of on its way out in institutions. There is an attitude that it has been replaced with other types of agreements and long term contracts. From my perspective, a liberal arts school perspective, with both my masters and undergrad and when I taught at institutions tenure just was not a think, it just was not there. It was really about the work and the creative work, the outlets and the opportunity to create. It was really about

bringing that back into the institutional mission. The academic outcomes are about the work professors are able to do. Tenure was not even an issue for me and did not really come up.

P3 – Well I guess I would add to that the perspective I think from participant 1 and 2 was in essence the outside looking in. My perspective just talking to other people at even other institutions is that they view tenure as some higher margin of success based upon that, whereas depending on your internal motivation for actually teaching or education nontenure allows you the opportunity to do both and be constructive in both. With most of the people I have been at both types of institutions, where research was the focus as opposed to teaching and the student learning outcomes objectively. There is a dichotomy between the two. Whether you are talking about inside the institution or people outside of it.

ME – One thing that I had heard from participants in the individual interviews that I did was there were comments that indicated when people were on tenure track there was a focus on quantity as opposed to quality. Those comments were also buffered with others that indicated they did better quality research when freed from teaching responsibilities to do so. What do you all think? Do you think the focus in one way or another has more or less values?

P3 – I do I think that is exactly what I was saying in my last explanation. If that is the carrot then that is what you are going to chase as opposed to the student learning objectives and the outcomes for the students which is personal opinion, it is supposed to be about the students.

P1 – My feeling about quality versus quantity in publication or conference work is that I guess the discipline is set up where to get the quantity you have to be doing the quality. Do you know what I mean? You are not going to get an academic book deal if you don't have good stuff to publish. So if you are publishing five academic articles and a book that is a lot of quantity, but it is only going to work if you have quality behind it. So I didn't really think of it as a trade off because it seems like the academic bar is set pretty high in disciplines to prevent someone from just jumping through hoops to get tenure. The ideas you have to be producing good stuff.

ME – some institutions weight publications and research quite differently. What do you think about that?

P4 – Are you referring to open access journals and things like that where you in essence pay to publish your own work?

ME – Yes that could be one.

P4 – Well in my discipline that is an issue, there is a lot of these types of journals that come up and people are paying to publish garbage results and at some tenure granting institutions that is a major issue. I can see at some places if you are chasing that quantity the quality may not be there in some of the sciences because of publications such as these. That is an issue in my fields.

P1 – So these journals are not peer reviewed?

P4 – I get sham emails all the time dear dr so and so, it is very formal and from another country so their grammar is not correct. They offer for you to submit an article or

research and they would really accept anything. You could write gibberish and they would still accept it.

P1 – So that is probably discipline specific?

P4 – Yeah I am not sure about others but in the sciences there are journals like that they present themselves as peer reviewed. They present themselves with titles that are very close to respected and actual peer reviewed journals hoping people do not notice their origins. People do not always recognize these as substandard or open access journals and they just look at the quantity and I definitely see that as being an issue.

ME – that is interesting and I had not heard of this issue with publications before. Do you think tenure has any effect on productivity?

P6 – For me I always felt awkward with this conversation because if you don't get tenured then you have a year and you are out. At one institution I was at, if you go up and you do not make the mark, you're out. So I am fine, but this is a sensitive topic. I think at a lot of institutions you have people with different expectations and it is not very clear. If you know when you come in you need this many publications you need this you need that etc. then you have the agreement. I think they keep it very ambiguous so they can stand there and say you did not meet the standard so I do have I mean it is interesting to me.

ME – There were some previous comments from individuals in the interviews and research that I have seen where people left tenure granting institutions to go to nontenure granting institutions that one of the reasons why they left was collegiality and that was an issue. In some institutions you have to do a bank of academic work and then collegiality was an issue.

P6 – It is a popularity contest and it is very ritualistic. I would define it as you are jumping through hoops but depending upon how they have it structured there are certain expectations I mean, you have to get along with the committee.

P1 – I was just going to say that it is pretty political. At the institution where I was previously, one of the best professors in terms of rapport with graduate and undergraduate students went up for tenure and did not get it. It was well known everyone in the department that it was a personality issue. It wasn't anything else. The official excuse was that his book had not come out for publication but it had been accepted by a well-known press. But they wanted him out and was a bad deal., I mean it was perceived by all of us to be a very bad deal.

P6 – That person to me has invested maybe five years or six at an institution and for them to turn around and say well you are just not good enough is not fair. You could have told that person three years into the process. To me, two years in. Some institutions have a mentoring program to help with that so you do not get to your fifth year and you are not surprised you know the deal. Um, but a lot of them don't.

P5 and P8 joined us about 10 minutes into the discussion.

P7 at this point had not yet said anything or voiced any input into the discussion.

ME – What kind of factors play into a faculty member's decision to stay at an institution? Versus go to another. What factors might have played into your own decision as well as the decisions of people you may know?

P8 – In general terms like in HR and jobs in general, they say that people don't leave the job they leave their boss. 80% of the time this is why they leave jobs, because of their

supervisor versus the job itself. The tone that person sets and the environment are important. The job itself may not be that great, but how it is managed and it is tolerable you like your coworkers etc. it can be fulfilling and meaningful, but depending upon the supervisor or dean and how they interact you might think I do not want any part of this you know.

P4 – I would agree with 8. The environment you work in not just the job that you are doing and who you are working with and what it is like to go into that job place every day for me is a big deal. If I did not enjoy that environment that would be a reason for me to leave for.

P1 – I think the word balance gets overused but um for me personally a tenure track university that kind of research I mean your teaching load is supposed to be reduced and lighter to accommodate for that but I think that the stress of that kind of pressure can cause people to want to leave or cause people to have to make sacrifices that they end up resenting in the end like personal sacrifices. It's the publish or perish concept.

P2 – I would say that there is the um desire for opportunity to still move upward and have opportunities for growth and so that you can still see yourself changing and maybe that is more opportunities for your professional work, whatever that may be. Maybe the university supports that and there is more growth in that way too. That would be attractive. And may compel someone to stay at an institution versus well maybe the grass is greener somewhere else. If there is an investment in the educator as a doer as well. Um, I think specifically in reference to nontenure track institutions. Just like any job there is that logic to have potential for not being stagnant.

ME – Is there a perception that tenure could make someone stagnant?

P2 – I think indirectly I have seen that, I do not know of any direct links or what the validity factor is in that. I think there is an idea or notion that once it has been achieved, it is like ok now I have tenure it is done there is not the compulsion to continue on with that same energy level of practice. I am not saying it is true but it might be a perception, My undergrad work, tenure was not there and in my graduate work tenure was not there so it was really about what the faculty member actually does, and that is where the opportunities came from and attracted faculty from all over the world.

P1 – I think that is really interesting and I could see the flip of that also. I think that could be true and if all you had to do was show up for your classes and upload your syllabi and because we are expected to do so much teaching we do not feel pressured to do the “doing “part of it like research. You know what I mean?

P2 – Right I think that is a potential pitfall of it. The mentors I have had have shown to do the opposite and they were supported in their work and were encouraged and it was a part of who they were as a professional and it was reciprocal in that way. It seems clearly it is possible for someone to teach classes and research but things come up contracts being one of them. Here is how it is written, here is what you are or are not doing, contract is over.,

P1 – Ideally you could support someone without dangling tenure over them. Right like there could be other carrots I guess.

P2 – I would think so.

Me – Some institutions that have done away with tenure have gone to long term contracts as a means of somewhat of a job guarantee and providing that additional layer of security., One thing I have found too so far is that tenure requirements at different institutions are very different. How are some ways that institutions could support faculty and research without granting tenure? What compels faculty at nontenure granting institutions to do research.

P5 – I think it is determined by your individual long and short term goals and trajectory. I think that is shaped by your personal professional goals. That in and of itself leads you to where you are comfortable at and where you want to be and what you want it to look like from both the teaching and research ends. All things are shaped by your personal views. I think that balance is nonexistent at either place because I think that is determined by people who don't understand, Typically schools are teaching or research heavy and those scales tilt depending on location if you are at an R1 institution you will have significant course reductions off the bat because the expectation is that you produce viable peer reviewed research straight out of gate so classes are always fluctuating and negotiating. And there is a large population of TAs carrying course loads with significant graduate programs at play while the professors are doing their research. All those things work to fuel the scale one way. If you are at an institution where teaching is the priority research will be low or nonexistent on the scale. Even if a course reduction is given at a non-research institution to conduct research in lieu of teaching it will still be on a much different or sliding scale than a R1 institution. Um, and so I don't think balance exists and the scales are tilted dependent upon what the institution hinges its competitiveness on,. Is

it about, or what is your brand? Are you noted for R1 or teaching? Where are you pulling your audiences from?

ME – you said something interesting about teaching quality and so had one other participant. Do you think teaching quality might be better at tenure or nontenure granting or does quality of instruction even come into play. For example if they are being taught primarily by TAs what kind of instruction would that be?

P5 – again that can fluctuate as in some places TAs assist professors and their tasks look different while in other locations TAs totally carry the class and are doing the grading. It depends on the institution. Responsibilities vary from one place to the next.

P2 – TAs can be very good in the classroom. There could be many of them that are fantastic in other large lecture halls I have been in. They can do some really great stuff;. My guess would be that on some level you do not get the same thing from an experienced professor from the TA there are many intangible things that are hard to quantify in this situation. Why the student goes to class, is it to hear the professor or the TA?

P8 – When I hear the word imbalance I am wondering if tenure universities require the amount of advising because my load is very heavy when you think of our course load with the additional advising responsibilities.

ME- what I have found in my research thus far is that the advising load was less at tenure granting institutions and some institutions are going to professional advisors where all they do is advise students. My focus has not really been in that area for this study though.

I would like to circle back around to the subject we broached earlier about the politics of

the process. What exactly did you mean earlier in regard to the politics of the tenure process?

P1 – I think it can be a number of things. Um, and even in terms of like your area of specialty that um you know you are honing in on what someone else thinks they are the resident expert in so they don't want that coming up and affecting them adversely. Or, um in this case it had to do with attitude and perceptions like really personal things like um the department was pretty old school and the guy who was denied tenure wasn't and in terms of dressing and talking informally he did not fit with how the department presented itself and I think that was part of it. Some of it has to do with theoretical approaches and where this guy comes in if he has the wrong school of thought and maybe he offended the wrong person. Some of this has to do with money too. We don't want to give you tenure because we don't want to give you that raise.

P5 – Or who is bringing in money. That can be huge deal too. If somebody's bringing in money and programs and grants into the department yeah that is a clear line of stratification. People start to feel a real line of some people feel entitled... and in some respect maybe they should. I mean if they are bringing in money they are putting the department on the map instantly and otherwise.

ME – what about teaching at tenure universities? In both research I have done as well as my interviews individuals indicated the tenured individuals got the cream of the crop in teaching certain classes etc. They teach grad and upper level course, not beginning level courses. Does this create a hierarchy or stratification in institutions?

P5 – From what I understand and what I see yes, there is stratification happening in multiple ways. Even when you have tenured faculty who get to that place where P2 talked about where they stop producing, they get stratified too because now it comes down to who is current in the field and they kind of fall off in the department they're not as revered so then they use status because they are teachers and not current so they don't really fit in the department. Then there are others who are stratified because they bring in money or because they publish some journal for the department or they hold a prominent position in international or national professional organization. Or, then you have the gatekeepers the people who have just always been there, so good bad or indifferent they have kind of become the monarchs.

P1 – That happens at any university that is large even if they do not have tenure if they have seniority they have more influence than others and people who are current in their research have a bit of prestige there is a pecking order.

P5 – For different reasons and it depends on different things. It is weird . It depends on politics.

P1 – I do think there could be a big split between tenured and untenured even with all the sublevels there is a big difference there.

ME – Before it was mentioned that people may leave one institution and leave their boss, what other factors would cause someone to go from one institution to another? What factors caused you to come to your current position?

P3 – Family reasons for me. I am in a pretty unique situation as my wife also works at my current institution and we have family in the area. For us geographically we wanted to be in this area and work together.

P8 – I was an adjunct for three semesters before my institution hired me full time. I saw a position that sounded like me and it was not attainable without my doctorate and that sent me back to school. I have also had something occur here at my institution that makes me wonder if I should be looking is promotion in rank without an increase in salary. You know like you were talking about that carrot, you do a lot to work up to that time in your career then to not receive a reward for it other than congratulations is kind of anticlimactic.

P1 – The other thing is that applying for promotion can make you less marketable to other places, they don't want to hire an associate professor for example as that indicates you would need a higher salary. So you could benefit by not applying for that promotion if you plan to go to somewhere else.

P7 – For full time people especially

P5 – The equivalency looks different. Most places are at least six years at one rank before proceeding to another rank or advancing. Depending on you know where you go and my current institution is four to associate and seven to full.

P1 – Yeah that is short.

P5 – Many places is six years at each rank.

ME – P7 you mentioned be an adjunct prior to being full time. Many institutions are making greater utilizations of adjunct or part time faculty do you think that plays into this

discussion at all? Are institutions doing that to avoid hiring more expensive full time positions?

P1- Adjuncts that are desperate to get a full time job are doing research, but I do not think their teaching quality is any greater or worse than many full time faculties I have seen.

ME – What impediments exist at your current institutions that keep you from doing research that you want to do?

P7 – I have found an interesting balance in participating in research by facilitating student research. I feel that the university looks highly upon student research. I am a participant but I do not have to put in the time that I do not have because of my course and advising load than I would if I were doing it solely on my own. It is a group effort.

ME – What are your thoughts on tenure productivity and retention? Do you think there is any correlation between these things whether it be from your own experience or your own observations?

P2 – Individually there is a desire or rationale behind research, why do we do it or our thing? We do it to advance the discipline . Teaching is for me a conduit to do just that, in stride with it, it is teaching in connection with the doing and the furtherance of the discipline. Um, so there is the impetus and the wanting to do it but productivity gets stymied by advising loads by teaching loads, the list could go on and on. There is not enough time to carve in the things we want to do with our academic programs. Modifying classes flipping our classes getting a program put together. We need to care time for that. Carving time out for research and doing is not even on the radar as far as I am concerned.

P4 – I think there is probably a substantial difference depending on where you come into higher education at. Do you start right out of graduate school or do you work for a few years after graduating in another field then transition into academia? For me to dive into my discipline more and it is more to do with the discipline you are in. Are you caught up with your curriculum? Are you keeping up? I think it is very individualistic.

P2 – I would say that it is not only the interest or wanting but it is halted (the desire to research) and there are other factors that can get in the way of it. Many other factors perhaps, as far as the institution goes it does not feel like my current institution gives proper support to the pursuit of research etc. Maybe there are other opinions on that because other people can do both and it is amazing when I see that happening.

P1 – A single course release is not enough institutional support to do research.

P4 – For me with the research I have done it is how much are you willing to sacrifice, family time etc.?

P2 – It goes back to tenure too, I am going to do it (sacrifice) because there is something to gain. I will work now and the family is going to sacrifice and they know why there is a rationale you can point to and they are all on board.

P1 – For me personally that would have meant delaying having kids if I were in a place where I had to get tenure, I have small kids and I do not want to publish and go to conferences where I am away from them right now. And a job without tenure has allowed me to do that. I can do a good job teaching and I can focus on that and have research take a back seat. But then you are anxious because you are not current in your field and you feel you are no longer relevant.

P2 – Right that is part of what you are supposed to do.

P1 – I sign on to teach but I have to stay up or I will not be as good at that at I could be.

P7 – What is interesting is that our department demands we are on top of it and it is cutting edge due to all of the state regulations and requirements for the profession. Our template for our syllabi changes almost every semester and addressing the standards of the profession. When I first came there were different standards and talk of trying to reach an accreditation. I quite frankly feel like a first year teacher every year. Because of the new standards and protocol I have to address each year. The only time I felt really good about it when I returned to a workshop and I was teaching it to teacher candidates.

P3 – Does anyone know what is the percentage of tenure versus nontenure granting institutions in the US?

ME – All state schools are tenured. Many private institutions have done away with tenure. Tenured positions have decreased between 30-40% it has gone down a lot. You do not see as many tenured positions being hired at tenure granting institutions. Um, they are doing a blend of nontenured positions. One individual I had talked to was feeling pressure to go tenure track and he did not want to because he did not want to do research.

P1- Is that because it is seen as more prestigious?

ME – Yes it was at SLU. There have been in the past 10 years about 8-10 institutions that have done away with tenure and sometimes it has been well received and sometimes it has not. I think that the balance is shifting. We are making greater use of adjuncts today too.

P2 – In those same institutions where you saw tenure dropping what are they replacing it with?

ME – Multiyear contracts typically 2-3 years in duration. They are renewable contracts not called visiting; they are at associate, assistant full prof etc.

P8 – Do they see a cost of living raise?

ME – Sometimes yes and sometimes no, it depends on the institution and how the contract is written.

ME – If there are no other comments I thank you all for assisting me with my research. I will make both an executive summary as well as the finished dissertation to you as soon as it is available. I thank you for your time and attention. Have a great rest of the day.

FOCUS GROUP TWO – 11/05/2015

There were five participants in the focus group discussion. One female and four males. I welcomed the participants and asked if anyone had any questions about the consent forms, there were no questions, the forms were all signed and I began the discussion.

I asked what the prevailing opinion was about tenure in higher education today.

Participant 1 (P1) said “can I ask a question?”

I said certainly.

P1 – Is this from the faculty viewpoint or administrations viewpoint? I think they could be substantially different.

I said from the faculty viewpoint, however if any of them had administrative experience and wished to speak from that viewpoint as well they could.

P1 – Should I start?

I said yes

P1 – I think it is a very strong incentive for universities and I believe that people that are good researchers that come from quality institutions would favor an institute that gives you tenure over one that does not.

I said any particular reason why?

P1 – Its job security. The freedom to do what you want and study what you want and do administration if you want.

Participant 5 (P5) I agree with him and his perspective. My opinion is the same.

I said what affect if any does tenure have on faculty productivity? Productivity for the purposes of this study is defined as publication in peer reviewed journals as well as professional presentation.

Participant four (P4) – Some people work hard and are productive when they don't have tenure and they keep working hard and writing papers after they get tenure. Some work harder after they get tenure. Some work less hard. It is not unheard of to take advantage of that situation.

Participant two (P2) I think pre tenure it tends to incentivize everyone on the tenure track to be productive whether that is the research teaching or whatever. But post tenure what you find is that the people who really have an inclination or interest in doing research that they continue doing it and the ones who may have seen the tenure process as well I pay my dues and get through the process their productivity drops off or they will move to contributing in other ways. Like taking on administrative roles or trying to focus on being better in the classroom then their research productivity drops off. I think the impact of the

tenure process is more there is probably lower variance pre tenure but after the tenure process people uh tend to start to illustrate their normal inclinations and behaviors more after tenure based on what their interests are in the field of academia.

Some people if you are a productive researcher and you like it and enjoy it and that is how you identify then I don't think tenure before or after is going to change your behavior very much. But if you see it as something you have to do to get that job security but you don't really like it then you will see a drop off afterwards. That's where that variation comes in. Post tenure I would say the variation is a lot higher than pre tenure. Participant three (P3) – I would like to add to that. I think there is also the when you are pre tenure you are given more protected time to work toward tenure so you are given fewer administrative and service requirements in order to allow you time to get your research done. And then after you have tenure there is sort of an unwritten expectation that you will shoulder more of the administrative burden to allow the junior faculty to have more dedicated time for research. So that does have an impact on research productivity.

Me- Do you think either having tenure or not having tenure affects the dynamics and interaction of faculty either within your department or within your institution? How does it affect that interaction if it does?

P3 – Sometimes tenure is seen as complete job security. Some people have tenure and their behavior can be less professional because they believe that they are protected. I mean that is not the intent of tenure but it certainly seems to be the affect sometimes. That is not with everybody. It is sort of like pre tenure versus post tenure research

productivity if someone is just not a very nice individual after they have tenure they are more likely to show that side because they have protection and it is very difficult I know from being in an administrative position myself that when someone has tenure to get rid of them for those more traditional HR related issues. So it is something that really needs to be dealt with before they have tenure because it is really very difficult to deal with it afterward to address those issues post tenure.

P1 – You know it is interesting I kind of went the opposite direction and started to think about dressing better after I got tenure

P3 – I was not talking about dressing I was talking about behavior.

P1 – Well it is the same sort of phenomenon. It is about professionalism. I kind of thought Gee now I am tenured maybe I should put on a nicer shirt. As opposed to you know work out shirt, maybe I should look more professional. So I think can definitely go both ways.

Me – Is it a perception issue? Do people perceive you as more successful at your institution if you have tenure?

P1 – I mean yeah I would think so because most of the tenure track junior faculty their goal is to get tenure. So if you are tenured you have in a sense made it.

P2 – I think it also appeals to your sense of um of your own sense of ambition in the sense that when you get tenure it is like you have um the organization has signaled that they think you are a value added member of the team and in some cases what you are saying is now that I have standing I need to show it in a different way and in some cases

maybe it means that some people kick it up and become more productive after they get tenure. In other cases it may be that now I have gone through this maybe my strengths are in being an administrator and helping run departments and so on maybe leading in this type of environment is the way I can be the best citizen for the organization. But people tend to try and gravitate toward their comfort zones and skill sets and their interests are. If that tenure gives them standing within their organization then they try and contribute in a better way.

P1 – I think you will find what happens varies by institution quite a bit. Um I think if you go to a really first rate research institute which I do not think that we are that the people that get tenure are just incredibly productive. They love what they do and are the best in the world at what they do and there is really no change in what they do after tenure. They work all the time and they write papers and they get tenure and they still work all the time.

P4 – what was the last question I think we may have drifted?

Me – What effect if any does tenure have on dynamics of your faculty and interactions ?
After that I asked if there was a different perception of faculty who have tenure versus those who do not.

P4 – I think there is something we would call collegiality and it can sometimes be part of the tenure process but we must be careful about what collegiality means. And I think it should mean that we work together not that we are a nice person necessarily. And I think being a jerk does not preclude you from getting tenure, but if you are a jerk and cannot work with anybody that is different.

P2 – What do you define as working together? Is it you and I working together for our own mutual benefit or working together for the organization benefit or?

P4 – I was a part of the tenure committee we were civil and we were productive. You don't like me I don't like you but we get along we do our job and we get it done. Ok. As opposed to I am such a jerk I don't even want to talk to you because I just don't. Then we don't get anything done because we are not able to work together so I have seen people who are real jerks but can work together and I have seen the reverse too. I have seen people who are just not willing to work with anybody else and that is what collegiality means. Collegiality is we are able to get things done together.

P2 – What I think might be a more interesting question is does tenure exacerbate that in people the lack of collegiality and their ability to work together or does it not have any sort of a magnifying impact. I have seen people like that in private industry I have seen people like that within the military who are good colleagues or they are not good colleagues but then the organizational structure and their HR processes have ways of being able to deal with that and tenure in some ways may make that easier to handle and in some ways more difficult to handle.

P3 – that is what I was getting at before and perhaps I did not articulate it very well. The um there was actually just a webinar we had on collegiality in higher education and it was talking about how the issue is if someone is such a jerk and unwilling to contribute that if they have tenure they might be on a committee in name but when you ask them to do something they do not contribute any work and so they make others in that department

and on that committee pick up the slack for that person. So it is not just that they are unpleasant in meetings there are unpleasant people everywhere and you have to tolerate that but they literally are so unpleasant that people do not want them on the committee and even if they are on the committee they are not contributing anything any way and it becomes a real issue because once they have tenure they are difficult to get rid of or make do certain types of work.

Me – so have you seen evidence that the collegiality factor changes pre tenure and post tenure?

P4 – I have seen it, if you are questioning that yes I have.

Me – How?

P4 – People are just if you did not get along well before now they are not going to get along at all. People don't have tenure they sort of have to get along but when they have tenure they don't have to get along.

P2 - I have not seen people change as a result of that tenure decision but so kind of like you know I have not seen anyone I have worked with that has crossed through the tenure process but I have seen people who are tenured present some leadership challenges. I mean it is one thing if you are tenured and you suck in the classroom or you are not good with service but you are a very productive researcher then you can say ok let's leverage strength of yours. Or if they do not do a lot of research but they are very good in the classroom but are on good service on committees but what happens if you have someone who is tenure who doesn't do any research and is horrible in the classroom and they are

not going to do even anything close to what they need to do to pull their own weight and be productive. Then in a post tenure environment how does a leader adjust the work of that type of an employee. I've seen that.

P4 – I've seen that too

P2 – It is almost like the more the leader tries the more the person withdraws and wants to show not only am I not going to carry my weight I am going to carry even less the more you try and force me into something.

Me – So within the tenure process there are usually several factors that contribute to you achieving tenure, committees research teaching. What is the distribution like for you of those factors? More research less teaching or?

P2 – I do not know the exact weightings but being a productive researcher is very important being good in the classroom is very important not being great but definitely not being horrible because my institution does value teaching and then service it is kind of like you have to have a little more than a heartbeat.

P3 – Minimal

P1 – My institution does not tout service a whole lot, they like it, but it is not the focus.

P2 – You can't overcompensate being bad in the classroom and/or being unproductive with research. I mean with um with service. That will not get you through the process. I mean it is like a three legged stool with service, teaching and research you can lose the service leg but not either of the other two and still get tenure.

P1 – My institution is 40/40/20 research/teaching/service.

P4 – I've never seen anyone not get tenure because of service.

P2 – that 40/40/20 is kind of the um kind of the baseline for work allocation. I would say that the tenure decision is more like 60/39/1. With 60 research 39 classroom and 1 service.

P3 – that is pretty accurate

P1 – I would not disagree with that.

Me – One thing I have found it that institutions vary greatly on their opinions of what constitutes viable and valuable research. Do you all agree with that if so why or why not?

P2- Oh yeah I have seen that at other institutions where it is not just research productivity it has to be at certain level within a very narrow list of acceptable journals to be able to get you to be acceptable for the tenure process. At my institution they are more pragmatic and open which as a researcher allows you a lot more flexibility and leeway to do the type of research that you really want to without being constrained with what those particular journals are looking for. Um, but I have also seen other institutions that are their perspective on teaching is stay out of the bottom 10% of the teaching rankings. If you are in the bottom 10% of the teaching ranking that means you are horrible in the classroom and we cannot keep you around. But anything better than that is fine for tenure requirements. If you are in the upper half it probably means you are spending too much time with your students you need be focusing more on your research. I have seen other institutions like that. SLU is not like this. The weighting of the type and quality and quantity of the research has been very very very heavy and I have also seen it where teaching and service can be minimally I know another university right in this town where their emphasis on research is if you do an opinion paper in the local publication that may

count as a hit for you and help you get tenure. So I have seen you know institutions all across the board on how much they weight on research and on teaching and on service and how they constrain you and what level of expectation that they have a lot of variances.

Me – would you say that sometimes they have more of an emphasis on quantity as opposed to quality then?

P2 – Well as far as research I am not sure there is much of a quantity aspect in it , it is almost like you have to have a heartbeat on the research side of the house but more importantly are you good in the classroom because they are in a growth mode and want more students. 50-60,00 students and they want you to be a good citizen. They want you to take part and help out and be willing to pitch in and be on committees and leadership roles.

P3 – It really varies. I have done a lot of external reviews for people going up for promotion and tenure so I have seen criteria for several institutions and it really every institutions have their own criteria and within that I am a nurse so I have done some even though I work in public health I've done some reviews for nursing schools where even though people have solid clinical skills they might have zero research expectations at all so you have to look at that individuals criteria and what is expected of them. Then the definition of research will vary quite a bit. Because for some universities I've seen any publication in a peer reviewed journal regardless of whether or not it has an impact factor counts. Then for others, we have very concrete criteria about what constitutes a major journal and we have impact factor that is the minimum to count toward that major

journal. It really depends on which field and which university you are working at the criteria can differ substantially.

P2 – I think that I see tenure as almost like a construct. That construct is um defined and measured differently depending on the type of institutions that you go to whether they grant tenure or not. Just because you have tenure at one institution does not mean that you will also have it at similar or even better institutions because no matter where you go they are going to place their new definition of tenure on your packet to determine whether or not you are someone that they would want to hire on to their team. So if you are on a lower tier of an institution your mobility is really with similar or lower tier institutions unless you are publishing outside of what your normal echelon would expect. You can publish your way up if you are hitting good journals and doing good things then maybe a higher tier university would be willing to move you in and give you tenure if you have already accepted it but that is normally not the case. I think faculty members opt in to the level they feel comfortable with based on their weighing toward teaching and research and services and the type of norms that are expected at those institutions.

Me – you touched on something briefly that I would like to elaborate on. What factors do you think affect a faculty member's decision to stay at an institution for an extended period of time (extended being defined as more than two years)

P2 – are you talking about internal to the organization?

Me – yes it could be internal or external factors

P4 – It is hard to move

P1 – that is why I asked. External factors like the real estate market, cost of living etc. kids in school and things like that are immaterial to the school you are at, but within the school the research expectation and workload and expectations and the people you work around justice system they have and how you are compensated all of those things are all internal but then it becomes a matter of what is important to me but those are all internal factors.

P4 – If you have tenure it is difficult if not impossible to get tenure at another institution. I did that. When I came here they gave me tenure and I was at another institution for 26 years.

P1 – was that hard for you to get tenure again did you have to jump through hoops?

P4 – No, Ed called me in his office and said well we have to talk about tenure. You got tenure once so I think we should give it to you again. But what they asked for was what were the criteria for tenure at my previous institution and what were the criteria for promotion at my previous institution ? Then they compared them to their own criteria. Then they looked at my record and compared it to SLU and Ed was kind of like well you were tenure once.

P1 – would you have come to SLU if you had not gotten tenure?

P4 – Yes well for two reasons. One I think I am productive enough that I would get tenure. I think I work pretty hard I write a lot of papers I teach and get good reviews I think I would have got tenure. On the other hand six years after they hired me I would be 63 years old . And if I am 63 and they don't want me I can deal with that and so you know I would have come without tenure.

P2 – I have known someone that was looking at going from one institution to another and they were leaving as a professor but were talked into going as an associate professor because going from associate to full would allow another pay raise. If they went from full to full it would not be allowed. Like cost of living increase every year. Moved in as associate and within a year or two you would get another raise. We would give you a raise to hire you and then another one later when you went up in rank.

P1 – We had a faculty last year that left that would have made full professor for sure and she went to a higher quality university and explicitly did not go as full professor wanted to go as an associate so that she could get a bump up in salary at a later point. It is hard to get a decent raise in academia.

Me – The number of tenured positions has declined dramatically in the industry. Does this surprise any of you?

P3 – At my institution we have a lot of clinical tracks where people are not necessarily seeking tenure because they don't do research um and we have a lot of individuals who just want to teach and not do research.

P2 – I also say that a lot of universities are leaning more on adjunct faculty and this is affecting the number of full time and tenure positions. I don't know if it is because of the economy that more people are going back to school and people who used to just have bachelors now have masters and people who had masters now have doctoral degrees and so now you have a wider talent pool to tap into for adjuncts faculty positions and so then organizations are looking at ways to try to shift how they are spending their resources and turn toward more use of adjunct faculty members rather than hiring full time tenure track

faculty members. So tenure and tenure track positions are becoming less of a norm than what they had before.

P1 – I think in general for universities tenure is terrible and the only reason they give tenure is that they cannot get good faculty otherwise. And the best universities like Harvard give tenure and if you want to get good people you have to give tenure too. It clearly limits institutional flexibility I mean I have friends in business that say why would anyone guarantee you a job for the rest of your life? You know you would never do that in business. Yet that is the norm here and that is what people strive for.

P3 – I think that there is a slight shift toward post tenure review process. I know SLU talked about that a while back and it was not met favorably at all. But I am actually in support of that review process even though I am tenured. I think that post tenure review allows for the weeding out of those individuals who get tenure and then stop all research productivity and those that are um really not contributing to the school or college anymore. It does allow universities some legal rights in getting rid of the dead weight and being able to hire people who really will contribute.

P2 – in business schools they kind of handle that with the way they categorize people as being academically and professionally qualified. So once you come on to the team right out of a doctoral program you are considered academically qualified for like six years but then once you get tenure you have to have a lower level of research productivity to continue being academically qualified and if you are not qualified they cannot put you in doctoral or graduate classes and it starts to limit how they can deploy you and use you and in some ways that can be a tool to get people to opt out of the organization. Like at

one business school I used to be at they would put you if you were no longer academically qualified because you just gave up on research they would give you all undergraduate classes. They would give you one early in the morning and late in the afternoon and you would have to be at the university all day long or you would be driving back and forth and then eventually you are like this is enough and you would start doing research or you would find another university. If you did research and had the behavior you wanted and then opted out then they would hire someone who would be research productive.

P4 – I was a chair once and I never thought of that.

P3 – Making their lives miserable?

Laughter

P2 – then they would overload them with committee work then you get into the issue if they would actually do the committee work or not and sometimes you get the dynamics of where you have a department of 20 people and there is one or two people who are not carrying their weight and now all of a sudden they do not have any people that they are friends with at the department so coming in to work is miserable and so eventually they opt out and they move on somewhere else and that was the intent. Either change your behavior or get the heck out.

P4 – I would assign some of them really big classes lower level classes to people who were not doing research.

P2 – Would you deny teaching assistants?

P4 – Well not so much that, but if you have a class of 100 students in college algebra which no one wants to teach um who would you want to give that to? The guy busy doing research or the one that gave up? Let the nonproductive guy do it

P1 – that person knows it I guess

P2 – It goes back to you have a leader and you look at the people who are on your team and they have different strengths and weaknesses and you want to play to their strengths. Well if research is a weakness and they are ok or good in a classroom you want to leverage that. If they do not like being leveraged that way then they need to shore up their weakness and turn it into a strength and start shifting workload to leverage the strengths. I think the important thing for um leaders in an academic environment is that not everyone is going to be a triple threat. Not everyone will get lots of research be great in the classroom and be a good organizational citizen. They are going to have to have different strengths and weaknesses and you have to figure that out and leverage those people . So we have people in our department that are very productive and you protect their ability to be productive that is how they add value and then you turn to the ones that are not as productive research wise and you give them more classes or committee work but as long as they are doing what is being asked of them to a certain level then the organization functions. Where it falls apart is when tenure becomes a shield to doing anything to any acceptable level because you do not feel that you need to anymore. That is where it becomes really problematic.

Me – so do you think those with tenure may sometimes become complacent?

P2 – I have seen people become very complacent.

P4 – Most don't

P2 – I would say that is the exception not the rule and it might vary

P4 – a lot of things vary by institution and they also vary within schools in an institutions.

I think you asked about how other institutions restrict the research you can do,. At my institution they do not at least I have not experienced it anyway. I do statistics bio statistics types of things and no one complains if mine leans more toward statistics than bio stats. But the business school you said were suggesting these are the good journals they called them gold these are the pretty good journals which they call silver and then they have some other ones they call bronze

P2 – and you have to have like mix of these

P1 – and you don't have flexibility

P4- right

P1 – you can't add a gold journal to the list

P4 – you could not publish in the American journal of statistical research which is our flagship journal. If they have a statistician who did a great methodology and published in journal of the American statistical association it would pretty much count for zero.

P2 – I think the important think at SLU is not necessarily the quality and tiers of journals and all that or at least in my college but it puts the burden on the faculty member to be able to articulate here is the research that I am doing here is how it has some structure and here is how it informs my teaching and the service that I am doing and how everything all ties together and so that it really is research that there is some end goal in mind with the research you are doing as opposed to spreading seeds to the wind and hoping something

germinates and it is not that way. The burden is more on the faculty member to show how it adds values rather than predefining it by saying it only adds value if it hits in these types of journals and that is the only thing that we are going to count.

P1 – People like to see a stream that continues on that you start a process and you have several papers along that stream. It is fine to have several streams but you do not want to have a paper and a paper and a paper in completely different areas and nothing that shows that you are linking things together and that you have got a you know research program that is just off

P2 – I would articulate that by saying that whenever you have papers that are connected in some way shape or form that shows that you are actually expanding knowledge in some way shape or form. If you just have whole bunch of articles what that shows really is just that you can navigate the peer review process but there is no coherence and no connection between what you are trying to publish then that is not really expanding knowledge in a particular area that you are becoming an expert in. It is just that you are kind of rolling the dice and playing the game and you are meeting the letter of the law but not necessarily the in intent of it.

How long have each of you been with your institutions you are currently at?

P1 – six years

P2 – five years

P3 – 10 years

P4 – four years

P5 – two years

Me – Have any of you worked at both a tenure granting and also a nontenure granting institution?

P1 – It depends on how you define that. I worked at Boston University where they claimed they granted tenure but they never did to junior faculty. They hired people with tenure or people they want to grant tenure to in a year or two, but they do not grant tenure to junior faculty. They are known for that.

P2 – Everywhere where I have been has been a tenure granting institution. They have all typically had both tenured, tenure track and nontenure track positions. I have never been at anywhere that does not grant tenure at all.

P3 – My current institution is the only experience in academia that I have

P4 – I was at my previous institution 26 years and I had tenure and I have been here four.

P1 – so you started at your previous institution as an assistant professor?

P4 – yes

P5 – this is my second academic job I was previously at SIUC and I did not have tenure there and I am TT here. There criteria were not like my current institution. It was a union school and every department was different and there was no grey area they had very specific and restrictive requirements. Requirements between SIUE and SIUC are much different and SIUE is much smaller I guess.

P4 – I was at SIUE and they are getting close

P2 – I would expect that to be the norm as you would think UMKC would be different from Mizzou etc. and UMSL you would expect the big mothership to have strict

standards and then everyone else in the same system to be not as strict simply because they are not as high tier of an institution.

P5 – Is SIUE bigger or how many students do they have

P4 – when I started Carbondale had about 25,000 students and SIUE about 10,000 now it is about 14,000 for SIUE and probably 16,000 for Carbondale . But at Edwardsville the teaching load is higher and so you are teaching more so teaching is a bigger part of the tenure process. They said 60/30/10 60 teaching 30 research and 10 service. At my current school it is a little different

P1 – we are higher on the teaching for the amount of research we want done but I think that goes with the Jesuit philosophy.

P4 – requirements for tenure vary with different schools in our institution. I have been on the tenure committee and we looked at all the colleges' arts and science teach more and maybe research less. Nursing is the same.

P3 – Nursing has a few lines that are dedicated to research and those faculty are expected to do it, but most faculty are really heavy teaching with much less research responsibilities.

Me – one of you had mentioned someone in business saying to you that why would I give you a job for life? Do you think the public perception of tenure is different than that within academia?

P1 – I think the public does not understand that in order to get the quality of the faculty you want you have to offer tenure. They look at it from a business point of view of I don't have much flexibility if you have tenure.

P3 – My husband works in business and uh for a financial software company and he just thinks it is ridiculous that there is tenure in universities. I have told him that my experience is there are people who get tenure and stay productive and those that do not stay productive after they achieve tenure. Sometimes productivity disappears. And they are not collegial and do not contribute any more. They are in the minority. But that does happen and the university is sort of stuck with that deadweight and his response was that they would fire them and not keep them around.

P2 – I see that there is different mind sets. In the sense that we are not a for profit business. We operate in a way as a business because we have to have cash flow coming in but we also have this big endowment that we live off and whereas businesses don't have that. Um you know we don't have the same type of competition that other businesses have. Um we don't pay the same level that businesses would to be able to attract talent. So in a way tenure is a form of compensation. Form of job security and you can put a tangible value on that job security. And maybe that is a form of non-financial compensation that offsets the fact that they are paying less dollar wise. Because I know how much money people in my field make in the private sector and it is more than I make at the university, but there are offsetting factors that make this a good environment for me to be able to work. The fact it is nine months versus twelve months that is a big factor the fact there is no one hovering over me saying why weren't you in your office at 8am? You know as long as I am getting papers published and being productive and my students are happy in class and I am being a good citizen with committee meetings and service and all that I am evaluated based on outcomes not on you know am I where I am supposed to be

and I don't have you know someone hovering over me all the time. I feel I am adequately compensated for the quality of life I want. And I feel the flexibility job gives me is um there is a latent value that can be assigned to that. I've actually talked with my wife about what kind of money I would need to make to give up this type of environment to go back into the private sector to where I don't have job security I'm expected to work 12 months a year and 60,70,80 hours a week and knowing I will have someone over watching me all the time I am not sure there is uh you know reasonable number that would make me accept that. In a way that helps to quantify all of the intangibles in an environment where we have all decided to opt into.

P1 – Here is a question for you. How are you going to tease out age as a factor in retirement in relation to longevity etc. with the tenure factor. As people get older they tend to get less productive. When you are 80 you will probably be less productive than when you are 60. At the same time people get older people will do less research. How do you compensate for that fact?

Me – I have not considered age as a variable at this point and that may be a second or extended area of research that I would look into further after this study is complete.

P3 – depending upon where you start in academia you do not have to be that old to be tenured.

P1 – it will vary a lot by institution if you go to Harvard and you look at their tenured faculty in their 30s they are extremely productive

P2 – in my department we have one faculty member who is like 12 in his early 30s actually and I am 48 and we are both assistant professors I am a couple of years ahead of

him in the tenure track process but I had another career before this and he did not. That tenure process is marching for both of us but I am at a different stage than he is, but there are people my age that are further than I am because they started in academia earlier in their careers. There is probably a lot of collinearity there.

P4 – I think universities are loathe to or reluctant to address the deadwood issue. Has anyone ever seen a case where someone threatened to fire someone?

P3 – SLU

P2- I would argue that is the case is because I see the same thing in academia that I saw in healthcare. Is that a lot time people in key leadership positions are promoted based on a skill set that is not material based on the position they are being promoted into. So you see academia a lot that people are promoted to chair because they were a productive researcher. Being a productive researcher does not make you a good leader of researchers and being a good researcher doesn't make you a good dean or provost or university president. I saw it in healthcare just because you were a good doc does not mean you could run a hospital. Managing and leading are very different. You have people that get promoted to a level where their skill sets do not match the position they are in and organizations are run sub optimally.

P1 – isn't that a general management principal that everyone gets promoted to their level of incompetence?

P2 – that is the peter principal. There is one part that you are promoted then overwhelmed with the complexity and you might have had the skill sets but not at the level you are in.

P3 – Universities in general tend to shy away from trying to get rid of unproductive people after they get tenure. But SLU has actually been relatively effective about getting rid of deadwood it was a slow process but I saw it with two individuals. They both left one was told you will leave or we will make you leave the other person left and they left on their own because they did not get a promotion they wanted and they left out of anger because they were very unhappy. They were not given a specific time period to shape up.

P2 – I think organizations can do that but they choose not to pursue it. To me having tenure is not a job for life but it means I have due process it means I can still be fired for cause but they cannot arbitrarily fire me they have to have a cause for firing me. Then what defines cause. To define what cause is then to pursue firing someone that person is entitled to an organizational justice process to have that due process before being fired. But still you can go through the process and fire them if they are not meeting requirements as you would have cause to fire them. Organizations tend not to pursue it and forget about problem and let it slide and there are ways they can do it but do you have leaders who can pursue it and do it. The leader may not have the skill set to achieve the desired end state that they want.

P1 – I think here when they tried to put in a tenure review process it cost the provost and the president his job. They made a proposal and wanted to push it on everyone and there was a faculty revolt. The faculty voted no confidence in them.

I said that we had hit our hour limit, I thanked them for their time asked if there were any additional comments and there were not so I dismissed the group. P5 did not speak very

much the others were all equally vocal. There were four men and one woman, the woman and three males were Caucasian and the fourth male was Asian.

Appendix G: Skype Privacy Policy

1. WHAT INFORMATION DOES SKYPE COLLECT AND USE?

Skype may gather and use information about you, including (but not limited to) information in the following categories:

- (a) Identification data (e.g. name, username, address, telephone number, mobile number, email address);
- (b) Profile information (e.g. age, gender, country of residence, language preference and any information that you choose to make available to others as part of your Skype user profile as further described in Section 6);
- (c) Electronic identification data (e.g. IP addresses, cookies);
- (d) Banking and payment information (e.g. credit card information, account number);
- (e) Call quality and survey results;
- (f) Information about your usage of and interaction with Skype software, products, and websites (including computer, platform, device and connection information, client performance information, error reports, device capability, bandwidth, statistics on page views, and traffic to and from our websites, browser type and Skype Wi-Fi enabled hotspot detection and usage statistics);
- (g) Products or services ordered and delivered;
- (h) The URL of videos that you have selected to appear in your mood message;
- (i) Skype test calls made to ECHO123 (which are recorded and played back to the user and deleted thereafter);

- (j) List of your contacts and related data (we will give you a choice as to whether you want Skype to use contact lists from other services to populate your Skype contacts);
- (k) Your username and password for other email accounts where you have provided this to us and requested us to search for your friends on Skype (please note that Skype does not retain this information after completing the search or use it for any other purpose);
- (l) Correspondence between you and Skype;
- (m) Traffic data (data processed for the purpose of the conveyance of communications or the billing thereof, including, but not limited to, the duration of the call, the number calling and the number called); and
- (n) Content of instant messaging communications, Voice messages, and video messages (please see section 12);
- (o) Location information, derived from your mobile carrier or from the mobile device that you use. In connection with the Qik products, you control when your location is shared with others. Your location is displayed and shared with other Qik users only in accordance with your privacy settings. You also may create location information by "geo-tagging" your submitted content with location information. Please manage your privacy settings for location information carefully;
- (p) Mobile device information, such as manufacturer's name, device model number, operating system, carrier network;
- (q) Location information and device identifiers, derived from your device, when you search for or connect to a Skype Wi-Fi compatible hotspot. This information may be used

to improve detection of eligibility to connect using Skype Wi-Fi and for the purposes of offering, providing and marketing Skype Wi-Fi to you;

(r) Access tokens for other accounts you associate with your Skype account (such as Microsoft account or Facebook), which are like an electronic key provided by the service that acts in place of a password for authentication.

2. HOW DOES SKYPE USE THIS INFORMATION AND FOR WHAT PURPOSE?

Our primary purpose in collecting information is to provide you with a safe, smooth, efficient, and customized experience. Skype collects and uses, or has third party service providers acting on Skype's behalf collecting and using, personal data relating to you, as permitted or necessary to:

- provide internet communication, video sharing and other products in particular to convey the communications and videos you and others make by means of the Skype software and/or the Skype products;
- change and customize Skype features and functionality;
- take, process or deliver orders made via our websites, invoice you or notify you of the status of your order;
- display updates about your recent activity using the Qik products or connections to other Qik users;
- provide other services for you (as described when we collect the information);
- provide you with customer support and troubleshoot problems;
- compare information for accuracy;
- inform you about service updates and faults;

- request feedback or participation in on-line surveys;
- resolve disputes;
- verify your identity;
- customize, measure, and improve Skype software and websites, as well as other Microsoft products and services
- improve our search functionality and help you find and contact other Skype users more easily and accurately;
- organize and carry out Skype's marketing or promotional operations/offers, contests, games and similar events; and
- protect your and Skype's interests, including in particular to enforce our Terms of Service and prevent and fight against fraud, (together, the Purposes).

3. OUR DISCLOSURE OF YOUR PERSONAL INFORMATION

Except as provided below, Skype will not sell, rent, trade or otherwise transfer any personal and/or traffic data or communications content outside of Microsoft and its controlled subsidiaries and affiliates without your explicit permission, unless it is obliged to do so under applicable laws or by order of the competent authorities. Please note that information that you voluntarily make public in your user profile, or which you disclose on forums, discussions boards or by posting comments will be publicly available and viewable by others.

Skype may disclose personal information to respond to legal requirements, exercise our legal rights or defend against legal claims, to protect Skype's interests, fight against fraud and to enforce our policies or to protect anyone's rights, property, or safety.

In order to provide you with Skype products you have requested, Skype may sometimes, if necessary, share your personal and traffic data with Skype's group companies, carriers, partner service providers and/or agents. For example the PSTN-VoIP gateway provider, Wi-Fi access services providers, distributors of Skype software and/or Skype products, and/or the third party banking organizations or other providers of payment, email delivery, analytical services, customer support, or hosting services. Skype will always require these third parties to take appropriate organizational and technical measures to protect your personal data and traffic data and to observe the relevant legislation.

Some Skype products may be (i) co-branded; (ii) made available via a partner company's website; and/or (iii) supported through a partner company. If you register for or use such products, you consent to both Skype's and the partner company's use of personal data collected in connection with the product and you understand that the partner company's use of your personal data may be subject to the partner company's privacy policy. Skype may offer its products in connection with other websites or services or may team with other online services to give you the combined results of both products/services or additional services and benefits. To determine whether you would benefit from the combined offer, if you have provided your consent, Skype may match your email address, and email addresses of your contacts against email addresses you have provided to the third party website/service provider.

If you are a member of the Skype Manager, detailed information about the activity on your Skype account including traffic data and details of your purchases and downloads may be accessed by your Skype Manager Administrator if you have agreed to such

access. You can withdraw your agreement at any time by changing the settings on your account page on www.skype.com. If you provide personal data including your name and job title to be included in the Skype Manager directory, you acknowledge that such data may be viewed by other members of the Skype Manager.

If you leave a Voice messages for another Skype user, your Voice messages message may be transferred to a third party service provider (where the Skype contact you are trying to reach has signed up to receive Voice messages by text message), and will be converted to text. The conversion process may in exceptional cases, require access by analysts. By using the Voice messages product, you consent to the processing of your Voice messages message by Skype and its service provider.

Skype, Skype's local partner, or the operator or company facilitating your communication may provide personal data, communications content and/or traffic data to an appropriate judicial, law enforcement or government authority lawfully requesting such information. Skype will provide reasonable assistance and information to fulfill this request and you hereby consent to such disclosure.

Information that is collected by or sent to Skype and/or Microsoft may be stored and processed in the United States or any other country in which Microsoft or its affiliates, subsidiaries, or service providers maintain facilities. In this regard, or for purposes of sharing or disclosing data in accordance with this article 4, Skype reserves the right to transfer information outside of your country. By using Skype software, Skype's websites or Skype products you consent to any such transfer of information outside of your country. Microsoft abides by the U.S.-EU Safe Harbor Framework and the U.S.-Swiss

Safe Harbor Framework as set forth by the U.S. Department of Commerce regarding the collection, use, and retention of data from the European Economic Area, and Switzerland. To learn more about the Safe Harbor program, and to view our certification, please visit www.export.gov/safeharbor.

As Microsoft continues to develop its business, Microsoft might sell or buy subsidiaries or business units. In any such transactions in which Skype or substantially all of its assets are acquired by a third party, personal information of Skype users will generally be one of the transferred business assets. We reserve the right to include your personal information in any such transfer to a third party.

4. WHAT ARE COOKIES AND GIFS HOW DOES SKYPE USE THEM?

Key Points

By using Skype's websites and/or software you are giving your consent to the use of cookies. You can choose to reject cookies at any time, either by changing your browser settings (if your browser permits) or by ceasing to use Skype's websites and/or software or by using the applicable opt-out functions. You should be aware that certain features are only available through the use of cookies and if you choose not to accept cookies, such features may not be available to you.

4.1 What are Cookies and GIFs?

4.1.1. Cookies

Cookies are small files containing a string of characters (text) that are sent to your browser from a website's server. The cookie may contain a unique identifier but it does not contain personally identifiable information such as your name or email address.

Skype may use cookies when you visit its websites, use Skype's software or visit other websites where Skype serves advertisements. The browser of the Skype software client or your Internet browser stores the cookie on your computer's hard drive and this may be accessed by the website during your next visit. Other websites may also send cookies to your browser but your browser will not allow those websites to see Skype's cookie data.

A typical Skype cookie might look something like this:

```
SC=LC=en:CCY=EUR:CC=UK:TZ=+1:VER=0/1.3.0.13/:TS=1105405660:TM=103841368
```

SC stands for Skype Cookie (cookie name)

LC is the language preference for our website

CCY is the currency preference for our website

CC is a country code

TZ is timezone

VER is the Skype software client version that the user is known to be running

TS is when the cookie was set

TM is when the cookie was modified

4.1.2. Gifs

Skype web pages and client interfaces may include clear gifs, also known as web-beacons and tracking pixels. Gifs are tiny graphics with a unique identifier, which are used to count your visits to the page (but which do not retain any personally identifiable information). In addition, Skype uses clear gifs in our HTML-based emails to let us know

which emails have been opened and acted upon. This allows us to gauge the effectiveness of certain communications and the effectiveness of our marketing campaigns.

4.2 What type of Cookies does Skype use?

Skype uses session cookies, persistent cookies and local shared objects (flash cookies).

Session cookies are temporary cookies, or unique identifiers associated with your browser for the duration of your visit to Skype's websites or area of the Skype software client. Once you close your browser, the session cookie ID will disappear and information about your visit is not retained.

Persistent Cookies remain on your browser even after you close it and may be used by your browser on subsequent visits to the website.

Local Shared Objects or 'Flash Cookies' are cookies written with Adobe flash technology. These cookies are saved on your computer in the same way as other cookies but they cannot be managed at browser level in the same way.

4.3 How Skype uses Cookies

Skype uses its own cookies for a variety of purposes, including to:

1. Recognize you when you sign in and understand how you arrived at our website, so we can make sure that we provide you with relevant customer content and information. For example:

- if you arrived at our website by clicking on a link to hear about US subscription packages, we can make sure you see content relevant to those offers;
- we can recognize your time zone so that your call lists are accurately displayed;

- if your last purchase included VAT, we can make sure you are always provided with a VAT inclusive price;
 - if your cookie was set a long time ago, we know you are not a new user and we will not show you content intended for new users, such as ‘how to use Skype’ pages;
2. remember your chosen preferences, such as:
 - the language you choose to see our website in;
 - the currency you wish to see our prices in;
 3. fight against fraud;
 4. inform Skype about the version of the Skype software client you are using so that we can provide you with new software updates and direct you to the relevant help sections;
 5. enable you to access your account and account services through the Skype Software client;
 6. provide internal and customer analytics and gain statistics and metrics about our websites, such as total number of visitors and page views;
 7. monitor the effectiveness and performance of our advertising and marketing campaigns and carry out research in order to help us to improve our products and websites;
 8. initiate security measures such as ‘time-out’ when you have not logged into your account service area for a period of time;
 9. populate your Skype client with one of your Skype contacts’ information, where this contact invited you to join Skype;
 10. deliver video content to you;

11. provide Skype ads most relevant to you when you visit other sites that display Skype ads.

4.4 Third Party Cookies

In addition to Skype's cookies, Skype's analytics, ad-serving and affiliate partners may set cookies and access cookies on your computer, when you are using the Skype software client or visiting a Skype website and may collect information about your online activities across websites or online services.

4.4.1 Analytics

Skype uses analytics partners, including Omniture, Google Analytics, and Flurry Analytics, to gather anonymous statistical and analytical information about how users use Skype websites and software clients. For example, these partners gather and aggregate data on page views and clicks on our sites, the search engines and keywords used to find our sites, links accessed from our sites, error and crash information about our clients, and similar information. These analytics are not used to track your journey to other websites or to identify you.

4.4.2 Advertising

The advertisements of Skype and of third parties appearing in the Skype software, Skype products and on Skype third party websites are delivered to you by Microsoft Advertising or other carefully selected ad serving partners ("Ad Serving Partners").

Skype and its Ad Serving Partners may use non-personally identifiable information that you have provided in your Skype profile or otherwise provided to Skype, such as your age, gender, language and country of residence, as well as information about your

relationship with and use of Skype's websites, software, and products, in order to provide advertisements likely to be of greater interest to you and to help us measure and improve the performance of our advertising campaigns. Skype and our Ad Serving Partners may use cookies and/or web-beacons (Gifs) to collect this information.

4.4.3. Affiliates

Skype's affiliate network program partner allows third parties to introduce people to Skype. Our affiliates may send cookies to your computer to allow them to receive information (a) when you click on a Skype related link on one of our affiliate partner sites, and/or (b) when you make a purchase on Skype's website, for the purpose of paying commission to the affiliate partner. If you re-visit Skype's site directly, our affiliate network program partner can recognize you and reward the third-party affiliate partner site that referred you to our site. These cookies are not within Skype's control and for more information please visit our affiliate network partner Commission Junction's site at: <http://www.cj.com/privacy>

4.4.4. Other Third Party Content

Sometimes, Skype's websites may include widgets or embedded video content from third parties such as YouTube. When you view this content or use this widget, you may be accepting cookies from these websites. These cookies are not within our control and you should check with the relevant third party site for more information.

4.5 Your Choices about Cookies

We don't recommend that you restrict or block cookies as this may impact on the functionality of our websites and products. However, if you choose to do so, please see

the options available to you below. You can also find comprehensive information about cookies at www.aboutcookies.org.

4.5.1 Browser Cookies

The Help option on the toolbar of most browsers will tell you how to prevent your browser from accepting new cookies, how to have the browser notify you when you receive a new cookie, how to delete cookies or how to disable cookies altogether.

Skype software browser cookies can be disabled by: accessing the File menu from your Skype software client toolbar, choosing the Privacy option and un-checking the ‘Allow Skype Browser Cookies’ box.

1.5.2 Local Shared Objects (Flash Cookies)

You can manage the usage of flash cookies via

http://www.macromedia.com/support/documentation/en/flashplayer/help/settings_manager.html.

You may also manage flash cookies through your browser depending on how recent the version of Internet Explorer (or other browser) and media player you are using. Please also visit the Adobe website at <http://kb2.adobe.com/cps/526/52697ee8.html>

4.5.3 Analytics

To opt out of Omniture analytic cookies, please visit:

<https://smetrics.skype.com/optout.html>

To opt out of Google Analytics cookies, please visit:

<http://tools.google.com/dlpage/gaoptout>

4.5.4 Browser Controls for “Do Not Track” and Tracking Protection.

Some newer browsers have incorporated “Do Not Track” features. Most of these features, when turned on, send a signal or preference to the web sites you visit indicating that you do not wish to be tracked. Those sites (or the third party content on those sites) may continue to engage in activities you might view as tracking even though you have expressed this preference, depending on the sites’ privacy practices. Because there is not yet a common understanding of how to interpret the DNT signal, Microsoft does not currently respond to the browser DNT signals on its own websites or online services, or on third-party websites or online services where Microsoft provides advertisements, content or is otherwise able to collect information. We continue to work with the online industry to define a common understanding of how to treat DNT signals. In the meantime, users may continue to opt-out of targeted ads from Microsoft as set forth below.

Internet Explorer (versions 9 and up) have a feature called Tracking Protection that helps prevent the web sites you go to from automatically sending details about your visit to third-party content providers. When you add a Tracking Protection List, Internet Explorer will block third-party content, including cookies, from any site that is listed as a site to be blocked. By limiting calls to these sites, Internet Explorer will limit the information these third-party sites can collect about you. For more information about Tracking Protection Lists and Do Not Track, please see the [Internet Explorer Privacy Statement](#) or [Internet Explorer Help](#).

5. YOUR ADVERTISING CHOICES

5.1 Third Party Advertisements

Skype websites and some Skype software clients enable third-party advertisements provided by Microsoft Advertising. In order to provide ads of greater interest to you, these ads may be targeted based on non-personally identifiable Skype profile information (including profile information from linked Microsoft accounts), such as age, gender, country of residence, and language preference, as well as other information Microsoft Advertising collects outside the Skype software client. For instance, Microsoft Advertising may use the same browser cookies set by Microsoft websites to enhance targeting within the Skype software client.

To learn more about how Microsoft Advertising collects and uses information to target ads on Skype and other properties, including how it uses information collected from Skype, such as age and gender and other information collected as part of delivering ads to or on behalf of Skype to target ads on other properties, please see the Microsoft Advertising Privacy Statement

Except for the modern Skype client running on Windows 8, you may opt-out of Microsoft targeted ads in any Skype software client that enables targeted ads by visiting the privacy menu in the Skype software client toolbar. If you opt-out, you will still receive advertisements based on your country of residence, language preference, and IP address location, but other targeting information will not be used. For the modern Skype client running on Windows 8, you may opt-out of receiving targeted ads from Microsoft Advertising through your browser by visiting <http://choice.live.com/advertisementchoice>,

or the NAI or DAA sites described below. For more information about how Microsoft Advertising collects and uses information, please see the Microsoft Advertising Privacy Supplement.

In some instances, Microsoft Advertising may facilitate the placement of advertisements in Skype software client by other online advertising networks. In some cases, these third parties may also place cookies on your computer and may collect information about your online activities across websites or online services. These companies currently include, but are not limited to: 24/7 Real Media, aCerno,Inc, AdBlade, AdConion, AdFusion, Advertising.com, AppNexus, Bane Media, Brand.net, CasaleMedia, Collective Media, Fox Interactive, Interclick, Millennial, ROI Media, SpecificMedia, Tribal Fusion, ValueClick, Yahoo!, YuMe and Zumobi. If you have opted-out of targeted ads in the Skype client as outlined above, Skype will not pass any profile information to such advertising providers with the ad request. However, because these third parties may place cookies on your computer that facilitate their own targeting, the Skype opt-out mechanism described above will not necessarily prevent ad targeting by these companies. These companies may offer you a way to opt-out of ad targeting based on their cookies. You may find more information by clicking on the company names above and following the links to the Web sites of each company. Many of them are also members of the Network Advertising Initiative (NAI) or the Digital Advertising Alliance (DAA), which each provide a simple way to opt-out of ad targeting from participating companies.

6. YOUR USER PROFILE

Your user profile is the information provided by you at registration or later which is displayed in your Skype profile in the Skype software client, in the Skype search directory and on your personal details page in your account on www.skype.com. It may include your Skype username, full name, address, telephone and mobile numbers, gender, date of birth, country, language, “about me” page URL, and any other information that you decide to make available. You can access your user profile from the “Skype” menu in the Skype software client or from your account on www.skype.com in order to view, correct or complete information, remove non-mandatory information; and to see the privacy settings associated with your profile information.

If you use the Qik products, you will have a Qik user profile. A username and optional first name and last name is displayed when you stream videos, upload videos, or send messages. Based on your privacy settings, any content that you submit to Qik may be redistributed through the Internet and other media channels and may be viewed by the general public. You can access your profile from your account on www.qik.com in order to view, correct or complete information, remove non-mandatory information; and you can change your sharing settings from the settings menu in the Qik software application.

7. LINKED WEBSITES AND THIRD PARTY APPLICATIONS

Skype websites may contain links that will let you leave Skype's website and access another website. Linked websites are not under the control of Skype and these websites have different privacy policies. The Skype Privacy Policy applies solely to personal information that is acquired on the websites or through your use of the Skype software,

Skype products and/or your relationship with Skype, so Skype urges you to be careful when you enter any personal information online. Skype accepts no responsibility or liability for these other websites.

If you use any extras, plug-ins or third party applications together with the Skype software or use any third party applications or products that incorporate or embed the Skype software (“Applications”), the provider of such Applications may obtain access to certain personal information about you. Skype does not and cannot control how the provider of Applications may use any personal information connected in connection with such Applications. Please ensure that you review any privacy policies or other terms applicable to the use of such Application before installation.

8. HOW DOES SKYPE PROTECT YOUR PERSONAL INFORMATION?

Skype will take appropriate organizational and technical measures to protect the personal data and traffic data provided to it or collected by it with due observance of the applicable obligations and exceptions under the relevant legislation. Your personal and traffic data can only be accessed by authorized employees of Microsoft or its affiliates, subsidiaries or service providers who need to have access to this data in order to be able to fulfill their given duties.

Skype may use automated scanning within Instant Messages and SMS to (a) identify suspected spam and/or (b) identify URLs that have been previously flagged as spam, fraud, or phishing links. In limited instances, Skype may capture and manually review

instant messages or SMS in connection with Spam prevention efforts. Skype may, in its sole discretion, block or prevent delivery of suspected Spam, and remove suspicious links from messages.

9. PERSONAL DATA OF FRIENDS

You may be interested in inviting your friends to join Skype. In the event you wish to use Skype's referral service, you will be directed to a webpage and will have the possibility of adding one or more email addresses in an online form. The information entered in this form, will only be used for the purposes of automatically generating an email message to these potential Skype users. By entering your friend's email address you are confirming that your friend has consented to the supply of their details. Skype may identify you as the person who has made the referral in the invitation sent to your friend and will include your name, email address and/or phone number in such invitation.

10. CONTACTING YOU

Skype may from time to time ask you to provide information on your experiences which will be used to measure and improve quality. You are at no time under any obligation to provide any of such data. Any and all information which is voluntarily submitted in feedback forms on the website or any survey that you take part in is used for the purposes of reviewing this feedback and improving the Skype software, and Skype and other Microsoft products and websites.

Skype may contact you to send you messages about faults and service issues. Further, Skype reserves the right to use email, the Skype software or SMS to notify you of any

eventual claims related to your use of Skype software, the Skype websites and/or Skype products, including without limitation claims of violation of third party rights.

Skype may send you alerts by email or SMS to notify you when someone has tried to contact you. Skype may also use email, SMS or the Skype software to keep you up to date with news about the Skype software and Skype products that you have purchased and/or to inform you about other Skype products or other Skype related information. You can opt-out of the receipt of alerts and/or promotional (a) emails by clicking the ‘unsubscribe’ link on the email that you receive or by changing your notification settings on your account page on www.skype.com; and (b) SMS by following the instructions on the SMS that you receive.

If you have registered for or use co-branded Skype products, the emails or SMS that you receive may be from our partner company, acting on Skype’s behalf.

11. HOW CAN YOU ACCESS OR AMEND YOUR PERSONAL DATA?

You have the right to access and, where relevant, to amend your personal information. Some of your information may be viewed or edited online by signing into your account page on www.skype.com or www.qik.com. We will respond to requests to view, correct, complete or remove your personal information within a reasonable period of time and upon verification of your identity.

Skype will use all reasonable endeavors to accommodate requests to delete personal information unless it is required to be retained by law or for lawful business purposes. However, please note that due to the technical nature of the peer to peer network, it can sometimes take up to two weeks before your Skype ID disappears completely from the

peer to peer network. Your details may still appear in the search directory during this time.

12. HOW LONG IS YOUR PERSONAL DATA KEPT BY SKYPE?

Skype will retain your information for as long as is necessary to: (1) fulfill any of the Purposes (as defined in article 2 of this Privacy Policy) or (2) comply with applicable legislation, regulatory requests and relevant orders from competent courts.

Retention of Instant Messages, Voice messages Messages, and Video Messages (Skype internet communications software application only)

Your instant messaging (IM), Voice messages, and video message content (collectively “messages”) may be stored by Skype (a) to convey and synchronize your messages and (b) to enable you to retrieve the messages and history where possible. Depending on the message type, messages are generally stored by Skype for a maximum of between 30 and 90 days unless otherwise permitted or required by law. This storage facilitates delivery of messages when a user is offline and to help sync messages between user devices. For IM, if you have linked your Skype and Microsoft accounts, you may have the option to choose to store your full IM history for a longer period. In that case, your IMs may be stored in your Outlook.com Messaging folder until you manually delete them. For Video messages, you may also choose to store messages for an extended period if the sender is a Premium Member.

Skype will take appropriate technical and security measures to protect your information.

By using this product, you consent to the storage of your IM, Voice messages, and video message communications as described above.

13. MICROSOFT ACCOUNT

Microsoft account (formerly known as Windows Live ID and Microsoft Passport) is a service that allows you to sign into Microsoft products (including Skype), web sites and services, as well as those of select Microsoft partners.

If you have a Skype account, you may connect it to a Microsoft account in order to view your contacts and other information from both accounts in one place. If you choose to connect your Skype account to your Microsoft account, Outlook.com users who communicate with you or who add you to their contacts may be invited to connect with you on Skype.

To use the Skype app on a Windows 8 or Windows 8.1 device, you must first sign into Windows with a Microsoft account. After you have launched the app for the first time, you will be signed into the app whenever you are signed into Windows with your Microsoft account on that same device. For more information about [Windows 8](#) and [Windows 8.1](#), please visit their privacy statements, located [here](#) and [here](#), respectively. To view additional details about Microsoft account, including how to create and use a Microsoft account, how to edit account information, and how we collect and use information relating to a Microsoft account, please visit the Microsoft account [privacy statement](#).

14. CHILDREN

Skype's websites and software clients are not intended for or designed to attract users under the age of 13. We encourage parents to be involved in the online activities of their

children to ensure that no information is collected from a child without parental permission.

15. MOBILE NOTIFICATIONS

When you use Skype on your phone, Skype may use notification services available for that phone to let you know of incoming calls, chats and other messages when you are not actively running or using the Skype application. These services may be provided by a third party. For example, messages sent to an Apple device will use Apple's Push Notification Services.

Notification services may receive information about the caller, sender of the message and the content of the message as part of providing the service and may use the information in accordance with the terms and conditions and privacy policy for the service provider.

Skype is not responsible for the data collected by third party notification services.

If you do not want to use third party notification services to receive notification of incoming Skype calls and messages, you can disable this in Settings>Notifications>Skype.

16. CAN THIS PRIVACY POLICY BE MODIFIED?

Skype will occasionally update this Privacy Policy to reflect changes in our software and/or products and customer feedback. When we post changes to this Privacy Policy at skype.com/go/privacy, we will update the "last revised" date at the bottom of the Privacy Policy. If there are material changes to this Privacy Policy or in how we will use your personal information, we will notify you either by prominently posting a notice of such changes prior to implementing the change or by directly sending you a notification. You

agree that your continued use of the Skype software or Skype products after notice shall constitute your acceptance of the Privacy Policy. We encourage you to periodically review this Privacy Policy to be informed of how Skype is collecting, using, and protecting your information.

17. HOW CAN YOU CONTACT SKYPE?

To contact Skype in relation to the “Skype” branded software or products, please submit a support request to customer support team. To contact Skype in relation to the “Qik” branded software or products, please submit a support request to <http://support.qik.com>
Skype Software S.à r.l / Skype Communications S.à r.l.

23-29 Rives de Clausen

L-2165 Luxembourg

Luxembourg

For members of Skype Manager in the United States only:

Skype Inc.

3210 Porter Drive

Palo Alto, California 94304, USA

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Appendix H: Letter of Invitation to Participate in Research

Title of Study: How Tenure in Higher Education Relates to Faculty Productivity and Retention

Principal Investigator: Cindy K. Manjounes, Public Policy, Walden University

Faculty Supervisor: Dr. Hilda Sheppard, Walden University

I, Cindy K. Manjounes, candidate for PhD in Public Policy with Walden University, invite you to participate in my dissertation research project entitled “How Tenure in Higher Education Relates to Faculty Productivity and Retention”. The purpose of this mixed methods study is to explore the concept of tenure in higher education as it relates to faculty retention and research productivity.

The expected duration of your participation in this research is approximately one hour.

Your participation involves the consent to either a face to face interview or an interview via Skype at a time that is convenient for you. The attached consent form details more of the specifics of this study. Please review this consent form and respond to me as soon as possible. If you have any questions in regard to this study, email me at cindy.manjounes@waldenu.edu. I thank you in advance for your consideration and I look forward to working with you on this study.

Sincerely,

Cindy K. Manjounes

Appendix I: Prescreen Interview Questions for Tenured and Nontenured Faculty

Potential interview participants will be contacted by phone and initially asked the following four questions in order to screen in or screen out potential interviewees.

1. How long have you worked in academia? (If less than one year then applicant will not be qualified as they will not likely be able to offer enough substantive answers to the interview questions to gain the information that is needed)
2. If participant answers longer than one year in question number 1, then they will be asked to verify the current discipline within which they are currently working, if it is any discipline other than business administration or social sciences, they will be thanked for their time and deemed ineligible for this study as it focuses only on professors from those two disciplines.
3. If participant answers business administration or social sciences to question two, then they will be asked if they have done any professional presentations or publications and/or if they currently have any in progress. While it is preferred that the individual potential interviewees have some professional publications or presentations completed, if they have some in progress they will also be considered. If they have never done any professional publications or presentations they will still be considered as finding out why could be a valuable part of this study.

Pre-Screen Interview Questions for Tenured and Nontenured Faculty (cont.)

4. Is tenure currently an option at your institution and are you currently tenured or on tenure track at your institution? (This will assure I get a mixture of both tenured and nontenured).

Interview Questions

1. How long have you been at your current institution and what is your current academic rank/title?
2. How long have you worked in academia and what other positions have you held in academia other than your current position?

**The intent of question one and two is to establish rapport and warm up for the following questions.

3. Does your current institution offer the option of tenure? If yes, are you tenured or on the tenure track? If no, how do you feel about tenure track requirements? (If yes, proceed to question 5 if no skip to question 6).
4. If your institution has tenure, are there also nontenure faculty positions? What is the balance or ratio? How do you feel about the balance?(If answer to this question is unknown, skip to question 7)
5. How do you think that either having tenure or not having tenure affects the dynamics and interaction of faculty within your department at your institution?

Interview Questions (cont.)

6. Academic productivity for the purposes of this study is defined as professional publication and/or presentation. Do you believe that the option of a tenure track is related to academic productivity? Why/Why not?
7. If you have moved from one institution to another what factors motivated you to move?
8. Taking into consideration the last ten years, what is the longest period of time that you have been at one institution? What are the top 2-3 factors that motivated you to stay for that long?
9. During the time that you have spent working full-time in academia, what is the shortest period of time you have been at one educational institution? What are the top 2-3 factors that motivated you to leave?
10. How many scholarly publications have you authored or co-authored in peer reviewed journals in the past five years?

How many books or chapters of books have you authored or co-authored in the past five years?

How many professional/conference presentations have you given in the past five years?
11. Is there anything else would you like to add/share about your thoughts on the issue of tenure, faculty retention, and professional publications?

Appendix J: Letter of Invitation to Participate in Research

Title of Study: How Tenure in Higher Education Relates to Faculty Productivity and Retention

Principal Investigator: Cindy K. Manjounes, Public Policy, Walden University

Faculty Supervisor: Dr. Hilda Sheppard, Walden University

I, Cindy K. Manjounes, candidate for PhD in Public Policy with Walden University, invite you to participate in my dissertation research project entitled “How Tenure in Higher Education Relates to Faculty Productivity and Retention”. The purpose of this mixed methods study is to explore the concept of tenure in higher education as it relates to faculty retention and research productivity.

The expected duration of your participation in this research is approximately one hour.

Your participation involves the consent to participate in a focus group. The attached consent form details more of the specifics of this study. Please review this consent form and return it to me as soon as possible. If you have any questions in regard to this study, please email me at cindy.manjounes@waldenu.edu. I thank you in advance for your consideration and I look forward to working with you on this study.

Sincerely,

Cindy K. Manjounes

Appendix K: Consent Form for Focus Group

CONSENT FORM

You are invited to take part in a research study of How Tenure in Higher Education Relates to Faculty Retention and Productivity. The researcher is inviting those with the rank of associate, assistant or full professor who have worked at their institution for a minimum of one year and are in the business administration or social science departments to be in the study. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether or not to take part.

This study is being conducted by a researcher named Cindy K. Manjounes who is a doctoral student at Walden University. Ms. Manjounes is currently the associate dean of academics at Lindenwood University Belleville and her role there is separate from her role here as a researcher.

Background Information:

The purpose of this study is to determine if there is a relationship between tenure or the lack thereof and faculty retention and research productivity.

Procedures:

If you agree to be in this study, you will be asked to:

- _Participate in a focus group discussion with 4-6 participants which will take approximately 45 minutes to one hour. This session will be audio recorded so it is accurately transcribed. The moderator for the focus group will be Cindy K. Manjounes.

Voluntary Nature of the Study:

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at your current institution will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as stress, fatigue or becoming upset. Being in this study would not pose risk to your safety or wellbeing.

The benefits of this study will be realized in higher education through the creation of a better understanding of faculty perceptions of tenure and research productivity and faculty retention.

Payment:

There will be no compensation for participating in this study.

Privacy:

Any information you provide will be kept confidential. It is also a requirement that you keep what others say confidential. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure by a locked desk and password encrypted flash drive to which only the researcher has access. Data will be kept for a

period of at least 5 years, as required by the university. A written transcription of the focus group session will be made available to participants 24-48 hours upon conclusion of the session.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via email at cindy.manjounes@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 612-312-1210. Walden University's approval number for this study is **06-03-15-0252974** and it expires on **June 2, 2016**

You may print or keep a copy of this consent form for your own records.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By responding to this email with the words, "I consent", as well as the inclusion of my full name and the date, I understand that I am agreeing to the terms described above.

Appendix L: Interview Guide for Focus Groups

I will first welcome all participants and introduce myself and the note taker. I will explain the logistics of the area for the focus group (i.e., locations of restrooms, availability of water). I will explain that this focus group session is scheduled for a period of one hour.

Purpose of Focus Group (which I will state to participants)

The purpose of this concurrent mixed methods study is to explore the concept of tenure as it relates to faculty retention and faculty perceptions of faculty productivity as it relates to research in business administration and social science departments. The intent of this study is to investigate the potential need for the revision or potential elimination of tenure in the higher education system. This study compares faculty perceptions of tenure and the tenure process at both tenure granting and nontenure granting institutions. Additionally, it will examine the rates of faculty retention as well as publication and presentation at both tenure granting and nontenure granting institutions.

Guidelines for Focus Group

- No right or wrong answers to questions, we all have our own points of view
- Because we are tape recording, please only one person speak at once
- We may not all agree, but we must always be respectful when others are voicing opinions
- Please turn off all cell phones or pagers and other messaging devices
- The group will last approximately one hour

Consent forms have all been signed and collected by the moderator; I will then ask if there are any questions before we begin. For the purposes of protecting identity, I will not ask the participants to introduce themselves, even though it is anticipated that participants could know each other or have some previous relationship since they are in the same field.

Questions for Focus Group

It is understood and anticipated that the moderator will delve deeper into answers provided by focus group participants and that not all probing questions can be anticipated prior to the conduction of the focus group. I will indicate to the group prior to asking the first question that the group is comprised of both individuals from tenure granting and individuals from nontenure granting institutions. The following four basic questions will be asked in order to get to the level or depth of answers needed to provide viable answers to analyze for the purposes of this study.

2. What is the prevailing opinion about tenure in higher education today?
3. What affect if any does tenure or the lack thereof have on faculty productivity?
4. What factors affect a faculty member's decision to stay at an institution for an extended period of time? (over two years) What factors affect the faculty member's decision to go to another institution?
5. What impediments if any exist to prohibit your involvement in research that has the potential to affect positive social change?

Appendix M: NIH Certification

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that Cindy Manjounes successfully completed the NIH Web-based training course “Protecting Human Research Participants”.

Date of completion: 08/09/2014

Certification Number: 1515087