

**Exploring Part-Time Tenure Track Policy at
The University of Washington**

Final Report to the Alfred P. Sloan Foundation

by

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Executive Summary

The University of Washington ADVANCE Center for Institutional Change applied for and received funding from the Alfred P. Sloan Foundation for an exploratory study of the implementation of a part-time tenure track policy. The purpose of the study was to determine the effectiveness of current policy options and to identify appropriate policy modifications. This paper summarizes the key areas of the study and offers recommendations. Recommendations are directed both to the university, and to the department level. Additional details of process and findings are available in the full final report.

Research

The research project had four key areas: 1) a review of UW part-time tenure track policies; 2) a peer survey; 3) an investigation into UW faculty utilization of part-time options; and, 4) interviews with faculty that used the policies.

- 1. Review of part-time tenure track policies at UW.** Policies were identified from the Faculty Handbook and the UW Academic Human Resources web site. A review of records in the Faculty Senate archives and interviews with people who were instrumental in developing and implementing the policies provided contextual and historical data on policy development. The University of Washington has two policy options for tenure track faculty who wish to work less than full-time: 1) a permanent part-time tenure track option, and 2) a temporary part-time option that combines partial leave and tenure clock extension. Both options provide full benefits to faculty with appointments of 50% or more.
- 2. Survey of peer institutions' part-time tenure policies.** Comparisons to peer institutions with part-time tenure track options indicate that the University of Washington's part-time tenure track policies are competitive. While the UW does not double the probationary period

for tenure for half-time faculty like the universities of Iowa, Oregon, and New Mexico do, there are no eligibility restrictions. The UW does not limit the number of ‘leave events’ available to faculty or the number of tenure clock extensions, as long as the faculty member returns to full-time status between events. None of the institutions had frequent utilization of the part-time tenure track policies and most noted that implementation would vary by department. Only the universities of Iowa and New Mexico tracked policy utilization in a way that permitted ready access to the data.

3. Policy utilization by UW faculty. Analysis of Provost Office records and faculty personnel data allowed the researchers to better understand the extent to which the policies were utilized and identify prospective participants for the study. Due to the infrequency of policy utilization at UW, usage of tenure clock extension with full, partial, or no family or medical leave was included in this study in addition to utilization of the part-time tenure track. The university has no mechanism in place to track utilization of partial leave, unless the faculty member also utilized the tenure clock extension policy that has been tracked since 2000. Likewise, the coding of faculty appointments makes it difficult to determine partial appointment status. This posed logistical challenges in identifying faculty for the study. Sixty faculty were identified, contacted, and asked to volunteer to be interviewed. Due to the challenges in identifying utilization, faculty were asked to self-identify as meeting eligibility requirements.

4. Interviews with UW faculty regarding experience using UW policies. Twelve faculty members were interviewed about experiences with the part-time tenure track or tenure clock extension policies, three men and nine women. Of the 12 faculty, 3 had utilized the permanent part-time tenure track option, including 1 woman and 2 men. Two of the three

were post-tenure both at the time of policy use and interview and the third was pre-tenure during both policy use and interview. The other 9 faculty interviewed had utilized the tenure clock extension policy, including 8 women and 1 man. Seven of the nine faculty were post-tenure at the time of interview and two were approaching review. One of the eight women who received tenure extensions had utilized the partial leave option for six months. Her experience addressed, and is included in, both the part-time and tenure extension policy findings, which accounts for the four part-time and nine tenure extension faculty experiences.

Part-time themes: Two major themes emerged from the four faculty experiences of being part-time at UW: 1) the need to negotiate with chairs about eligibility to utilize the policies, and 2) the need to negotiate about how to implement the policies at the departmental level. Neither part-time policy sets forth guidelines for adjusting departmental culture to accept part-time faculty. Likewise, the concept of part-time is relatively new in academe and the policies offer no guidance for how to set up a part-time faculty position, what to expect from a part-time faculty member, or how to evaluate part-time faculty for tenure, promotion, or merit reviews.

Negotiation over part-time policy utilization stems from infrequency of use and lack of awareness of policy availability. The four part-time faculty interviewed indicated that they were the first person in the department, and sometimes in the school or college, to utilize the policy. This brought about a negotiation process whereby both the faculty member and the department “arranged” for the policy to be utilized. There was also a general lack of clarity about what it means to have a part-time faculty member in the department and what to expect from them in terms of service, teaching, and evaluation of academic merit. This caused negotiation of how to implement the policy at the departmental level. No information is

provided for departments to support the academic merit of a part-time faculty model. Since the tenure track has traditionally been a full-time commitment, part-time tenure track faculty are seen as anomalies.

Tenure extension themes: The main themes that emerged from the nine faculty experiences with the tenure clock extension involve inconsistency, both in the communication regarding policy availability and in policy implementation. However, for the faculty that received tenure clock extensions, the benefits and costs varied, typically by department, reason for use, and length of employment before use. A couple faculty questioned whether there is any benefit to women faculty from the tenure extension policy if men utilize it when they have a wife at home responsible for caregiving.

Implementation inconsistencies in the leave and tenure extension policies exist for two main reasons: 1) either the policy does not explicitly set forth guidelines; or 2) explicit guidelines are interpreted differently by department chairs. For example, the policy sets forth that 90 days of sick leave are available to women for childbirth if a doctor considers leave medically necessary. The policy does not explicitly set forth guidelines for teaching release or teaching coverage. Whether leave translates to a teaching release depends on the department. Likewise, how the teaching load is covered varies greatly by department.

Overall themes: The perceived benefits of utilizing the policies outweighed the perceived costs for all faculty interviewed. For both policies, availability is not being communicated consistently to all faculty members. A few faculty responded that they learned of the policy during the recruitment process or from department colleagues. Others noted that they were totally ignorant of the policy until they approached the chair with a problem. A couple faculty specifically noted the inadequacies of the orientation they

received upon hire, while one responded that the orientation process included mention of the policy availability. There was no clear pattern of orientation effectiveness based on faculty hire date or department.

Summary and Recommendations

The study demonstrates that the policies at the University of Washington are comparable to, if not more progressive than, those of peer institutions. The few faculty utilizing the part-time options at UW are pleased with the flexibility a part-time appointment provides, but acknowledge that there is a stigma attached to being less than full time. Also, the reduction in salary prevents some full-time faculty from considering a reduction in appointment. Regardless, the option has been successful in assisting the few faculty that used it in balancing family and professional life. Faculty and department chairs at UW are largely unaware of the availability of the part-time options, however, and the climate and culture of departments can be chilly toward the use of family-friendly policies by faculty. Similarly, the leave and tenure extension policies are not universally known or implemented, and not everyone sees the use of these policies as valid in a research extensive university. To ensure that the policies are implemented consistently and fairly, and to assist departments in routinely handling faculty leaves or transitions to part-time, guidelines should be established. Guidelines should include:

- Communicate broadly about the policy availability. The details and importance of policies should be communicated to all faculty members, chairs, deans, and human resources administrators so that policy use will be seen as legitimate and treated as routine, and so that policies can be implemented consistently across campus.
- Track use of policies. Determining the effectiveness of policies depends on tracking their use. Data should include details about gender, faculty rank, departmental affiliation, reasons for policy utilization, and the resulting impact on the faculty member's career. In addition, the impact on departments—in terms of faculty workload, resources, and benefits--should be recorded and examined.
- Establish equitably reduced workloads and compensation. We recommend that a half-time faculty member be expected to teach half of the standard full-time teaching load. Similarly,

the faculty member's research output should be expected to equal that of a full-time faculty member, in both quantity and quality, after the extended time period. Faculty receiving half of the standard salary should not be asked to perform in excess of half the standard duties.

- Clarify what is expected from a part-time faculty member and how to evaluate him/her. We recommend that, once the standard for an equitably reduced workload is established, the part-time faculty member be evaluated by that standard by internal and external referees. The agreed-upon standard should be in writing and communicated to the review committee. The review committee and any external reviewers should be reminded to evaluate the totality of accomplishment, not the rate of accomplishment.
- Develop method to remind tenure review committee of policy details. Whenever a faculty member has taken advantage of the part-time tenure track or the tenure-extension policy, the review committee and external evaluators should be reminded of university policy. The UW part-time tenure track prorates additional years to tenure review based on the full-time equivalent. Similarly, tenure-clock extensions waive years from the probationary period. Therefore, the quantity and quality of work submitted in a tenure package, after the extended period of time, should equal that of a full-time faculty member who did not work part time or stop the tenure clock.
- Establish routine methods to meet departmental teaching requirements. When a faculty member temporarily shifts to part-time status, the salary recapture funds should be utilized to secure teaching coverage. Departments that overload other faculty to cover courses engender resentments toward the part-time faculty member and reduce department morale. Likewise, when a faculty member utilizes leave, the department should have a plan to secure teaching coverage.
- Specify whether teaching release is guaranteed or negotiable. When a faculty member takes leave for care giving, he or she should know whether a teaching release is an option, or whether to expect that missed teaching will be assigned upon return.

Acknowledgements

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Introduction

Part-time faculty status in higher education has been portrayed as an “academic underclass” (Jacobs, 2004) that is both undesirable and negative. Reports on part-time faculty have focused on part-time faculty’s lack of status, perceived exploitation, tenuous job security, and lack of recognition (Gappa, 2000; Leslie & Gappa, 1995; Leslie & Walke, 2001). As colleges and universities have sought to become more family-friendly, however, part-time faculty careers are being explored as both a desirable and viable option in higher education. Part-time options are especially favored as a means to support female faculty members (Drago & Williams, 2000; Raabe, 1997). Despite changes in family structures, women continue to serve as primary caregivers and their careers are disproportionately negatively impacted by the addition of children to the household (Mason & Goulden, 2002). The primary difference in the new part-time faculty model is that the positions would be tenure-track with all of the status and privileges associated with university tenure.

Tenure for part-time faculty is a relatively new model of faculty employment. According to a study which used data from the 1993 National Study of Post-secondary Faculty, only 131 faculty members reported that they were part-time and tenured (Perna, 2001). Almost half of those were at community colleges and less than 3% were at research institutions. One of the initial models of part-time faculty tenure was proposed by Drago and Williams (2000). Their model is specifically designed to accommodate faculty with caregiving responsibilities. Faculty make formal application to be part-time for a fixed period of time and must document that the change in status is needed for caregiving. Thus, part-time status is temporary and available only to existing tenured or tenure-track faculty members. Cost savings from the part-time faculty member’s salary is to be used to hire a replacement.

The model discourages the use of existing departmental colleagues to cover the part-time faculty member's teaching load or other departmental duties. It includes provisions for how time is to be counted toward the mandatory tenure review year and explicitly prohibits additional expectations based on the length of time lapsed prior to the review. In 1998, the UW developed a part-time faculty policy with many of the provisions outlined in the Drago-Williams model.

Prior research on work-family policies has not addressed faculty perspectives on utilization of part-time tenure track policies. Perna (2001) excluded part-time tenure-track faculty from her analysis due to their small number. Raabe (1997) included part-time tenured faculty in her research on utilization of work-family policies, but her study was limited to administrative perspectives on utilization. This paper is designed to gather faculty perspectives about policy utilization, as well as administrative perspectives about implementation issues.

Research Design

The study began in March 2003 as an exploration of the availability of part-time options for tenure track faculty at the University of Washington, Seattle. It evolved into a qualitative study of the experiences of part-time tenure track faculty at UW to determine the effectiveness of current policy options and identify appropriate policy modifications. Research concluded in May 2004. The evolution resulted from the unanswered questions raised through the investigation and analysis of the part-time policy. The Bothell and Tacoma campuses were excluded due to possible variations in campus climates and policy interpretations. Likewise, the medical fields, which have primarily non-tenure faculty

positions, and social work, which has twice as many female faculty as male faculty and therefore a different climate than the focus of the study, were excluded.

The first question was addressed through meetings with the Vice Provost and the Director of Academic Human Resources and review of the Faculty Handbook and Academic Human Resources web pages. The second question was addressed through the faculty personnel database and individual faculty personnel files, as well as interviews with faculty members. The final two questions were addressed through the faculty interviews. Taken together, the study utilized a mixed methods design combining policy analysis and in-person interviews. While it might have been more efficient to survey the entire UW faculty about awareness and utilization of policy, due to time and budget constraints this was not an option. Likewise, interviews with faculty who left the university as a result of poorly implemented or non-existent policies would have been very illustrative, but were not pursued due to time and funding constraints. Both of these avenues remain viable for future research.

Research Questions:

1. What policies are in place to allow tenure-track faculty to work less than full-time at the University of Washington?
2. Who has utilized these policies, for what circumstances, and does implementation of the policies at the departmental level influence utilization?
3. Do faculty members have different needs and recommendations for family-friendly policies according to stage of career or gender?
4. Are the policies at the UW effective at reducing conflict between work and family responsibilities for faculty members?

Policies, History, and Perceived Value to Administration

To answer the first research question, it was necessary to explore the details, histories, and intentions of the policies. The *UW Provost's Brochure on Faculty Policies Regarding Medical Leave, Family Leave, Tenure Extension, and Support Services* (2003) states that:

The University of Washington has developed policies which assist faculty women and men who become parents or are needed to care for a family member. It is the goal of the University of Washington that each faculty member understand these policies and feel free to exercise them fully with no adverse effect on her or his academic career.

This statement implies that the part-time policies are examples of the University's commitment to support faculty with caregiving responsibilities, but offers little of the policies' origins. In addition to obtaining policy history, it was necessary to determine the administration's perception of the value of the policies on campus. Institutional commitment is vital to the successful implementation of a policy, but this commitment must be active and not merely symbolic. As such, it was necessary to identify the level of institutional commitment to these family-friendly policies.

Process

The details of the policies were obtained through the online Faculty Handbook and the Director of Academic Human Resources, Rhonda Lahey. To determine the history and intention of the policies, meetings took place with Vice Provost Steven Olswang, and Vice Provost for Equal Opportunity Helen Remick. Impressions of the usefulness and utilization of the policies were also discussed. Archival documents were collected from the Faculty Senate archives for the various subcommittees involved in the adoption of the part-time tenure track policy, including meeting minutes and communications sent to UW faculty. The Provost's office memo archives were explored to determine if communication was sent to

faculty regarding the adoption of the part-time tenure track policy. A meeting took place with Professor Christina Surawicz, participant in the Standing Committee on Issues of Faculty Women in the School of Medicine that provided the major impetus for the campus-wide part-time tenure track policy. This meeting was to ascertain her impression of the intention of the policy, as well as to discuss her opinion of its usefulness and utilization.

Findings

The University of Washington has two policy options for tenure track faculty who wish to work less than full-time: 1) a permanent part-time tenure track option, and 2) a temporary part-time option that combines partial leave and tenure clock extension. Both options provide full benefits to faculty with appointments of 50% or more. Family status is accorded to same-sex domestic partners in all UW policies. The Vice Provost and the Director of Academic Human Resources view the availability of these policy options as recruitment and retention tools.

Permanent Part-Time Policy

The Schools of Medicine and Public Health were the primary motivators behind the UW part-time tenure track policy. The majority of the faculty members in these schools are without tenure by reason of funding, but they undergo a mandatory review process comparable to tenure. They approved a recommended policy in 1995 and the UW Faculty Senate approved a revised version in 1998 ("University of Washington University Handbook, Volume Two, Part II, Chapter 24, Section 45,"). The policy allows for either an initial appointment or a change to a less than full-time appointment. Faculty must be appointed at least 0.50 FTE to be on the tenure track. The policy language specifically requires written documentation of the part-time appointment by either the department chair or college dean.

The policy is also specific about the timelines for initial and mandatory review for part-time faculty who are not yet tenured. The initial review occurs at the end of the third year. The mandatory review deadline is pro-rated based on the percentage of time worked up to a maximum of nine years following the initial appointment. The policy has no explicit language about tenure or promotion review criteria or coverage of teaching duties.

Faculty can choose to be part-time for any reason, but are permanently part-time. Although the policy states that the faculty member may change the percentage of the appointment at any time with written approval by the college dean, he or she must apply and compete for open positions to move to full-time status. The chair of the committee that initiated interest in part-time options expressed the opinion that a temporary part-time option was the desired outcome because faculty did not want to be permanently part-time. However, Academic Human Resources indicates that it is too difficult to manage replacement planning when temporary part-time employment exceeds two years. Thus, the policy was adopted in a manner that requires long-term part-time status to be permanent.

Temporary Part-Time Options

The University's family leave policy permits faculty to request a temporary leave to care for infants, newly adopted children, or seriously ill family members. The temporary leave may be full-time without pay or part-time with pro-rated pay. Temporary leave is initially available for up to six months and is renewable after review. Full- or part-time leaves for infant care may not be extended beyond a two year period. A year in which six months or longer of medical and/or family leave is taken is not counted as a year towards mandatory tenure review. A faculty member may request that the tenure clock be extended when he or

she becomes a parent but chooses to take less than six months leave, or when other illness or family care responsibilities interrupt the regular dedication to teaching or scholarship.

Faculty sick leave policies with tenure extension were first adopted by the Provost's office in the early 1970s. They were amended in 1996 following enactment of the Family and Medical Leave Act of 1993 to broaden the reasons for taking leave and tenure extension. The intent of the policies is to "assist faculty women and men who become parents or are needed to care for a family member" and to provide temporary relief due to a serious health condition that impacts the faculty member's ability to perform his or her job ("University of Washington University Handbook, Volume Four, Part V, Chapter 8, Sections 1-3."; "University of Washington University Handbook, Volume Two, Part II, Chapter 24, Section 45,"). The partial leave option appears to have more usage than the permanent part-time option, but the extent to which it is utilized to extend the tenure clock is not clear.

Partial leave, if granted for any reason other than personal medical (including pregnancy), is not paid and, therefore, is not tracked centrally. If a faculty member utilizes partial leave for care-giving, this unpaid leave is recorded in his or her personnel file and the faculty member typically remains coded as full-time during the period of temporary reduction. This prevents faculty utilizing this option from being easily identified as "part-time."

As for the connection between partial leave use and tenure clock extension, faculty in the probationary period for tenure who utilize the equivalent of six months of leave or longer in a year are automatically eligible for a waiver of that year from the tenure clock. Tenure eligible probationary faculty are eligible for up to two waived years for the birth of a child, whether or not leave is utilized. There is no limit to the number of birth events faculty are permitted, as long as a return to full-time status of any length occurs between events. The use

of leave does not automatically recalculate the tenure clock, however, and, based on discussion of the Tenure Extension Policy at an ADVANCE chairs' workshop, many department chairs are unaware that they must send a letter notifying the Provost's office of the need for recalculation. This may cause faculty to not receive, or even request, waivers that they are entitled to receive. Through opportunities such as the ADVANCE chairs' workshops, efforts are being made to inform department chairs of the availability and details of the family-friendly policies.

There is no record of any correspondence to campus from the Provost's office regarding the part-time tenure track policy. The Faculty Senate sent a Class A Bulletin to all voting faculty when the policy was proposed, which detailed the proposed changes to the Faculty Handbook. There is no record that a communication originated in the Faculty Senate indicating to faculty who the policy had been adopted. There is no evidence that the policy was not communicated intentionally.

Dr. Chris Surawicz, who participated in the Standing Committee on Issues of Faculty Women at the School of Medicine, expressed the opinion that faculty did not want to be permanently part-time, but that a temporary option was the desired outcome of the efforts of their committee. When informed that only two pre-tenure part-time tenure track faculty members had been identified, Dr. Surawicz noted that she was not surprised that few faculty were utilizing the permanent part-time tenure track.

Discussions with the Director of Academic Human Resources made clear that periods of part-time faculty employment longer than two years in duration need to be permanent to facilitate replacement planning. The fixed period permits the department to hire or allocate instructors to cover classes.

Faculty Utilization of the Permanent Part-Time Tenure Track Policy

Policy analysis required a review of faculty utilization of the part-time tenure track policy. The determination of policy utilization addressed the second research question. Because only two pre-tenure part-time tenure track faculty members were identified, and also to develop an idea of what departments or disciplines might be more conducive to part-time faculty careers, faculty members who had already attained tenure prior to becoming part-time were included.

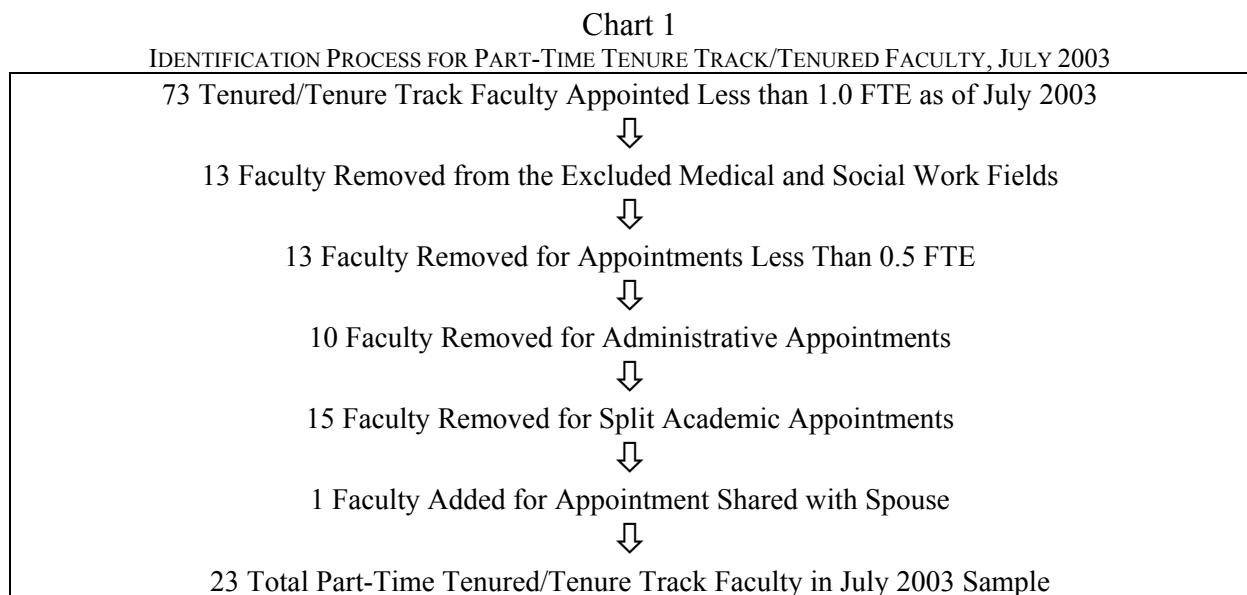
Process

Academic Human Resources provided a list of faculty with tenure track or tenured appointments less than 1 FTE as of July 2003. This list was then filtered to remove faculty from schools or colleges with climates differing significantly from the target of the study, including the medical fields, which have primarily non-tenured positions, and social work, which has twice as many female faculty as male faculty. From this list, faculty with appointments less than 0.5 FTE were removed, as the minimum appointment level necessary to remain on the tenure track is 50%. This list of faculty was then checked in the Online Payroll Updating System (OPUS) to determine if the part-time appointment was the result of: 1) half of a split, or dual, appointment between multiple departments or colleges, 2) the faculty member holding a part-time administrative appointment, or 3) an actual part-time faculty appointment. Only the actual part-time appointments were included.

Findings

The list received from Academic Human Resources contained 73 tenure track or tenured faculty members with appointments less than 1 FTE. Of these, 51 were full professors, 17 were associate professors, and 5 were assistant professors. As this list included

faculty members from schools beyond the scope of the study, faculty from the Schools of Medicine, Pharmacy, Dentistry, Public Health, and Social Work were filtered out. This created a list of 60 faculty members, including 42 full professors, 14 associate professors, and 4 assistant professors. In order to look at faculty members eligible for the part-time tenure track, faculty with appointments less than 50% were filtered out. This left 47 faculty members, including 30 full professors, 13 associate professors, and 4 assistant professors. To ensure that the faculty under review were part-time faculty and not faculty with two part-time appointments, details of faculty appointments were verified in OPUS. This resulted in 15 faculty being identified as holding split appointments totaling a full-time appointment and 10 faculty being determined to have administrative positions in addition to the part-time faculty appointment included in the list. These faculty were removed, leaving 22 part-time tenure track or tenured faculty. Additionally, one faculty member not in the Academic Human Resources' list was identified as holding a permanent part-time appointment due to sharing the appointment with a spouse. This process is detailed in Chart 1.



The 23 faculty members using the permanent part-time tenure track policy option represent both pre- and post-tenure status. There were 17 full professors (3 women and 14 men), 5 associate professors (2 women and 3 men), and 1 woman assistant professor. The breakdown by rank and gender is in Table 1. Six of the seventeen full professors are within the College of Architecture and Urban Planning, which has a tradition of faculty maintaining active roles in both the academic and the professional realms. It is common for architecture faculty to have “part-time” academic appointments and “part-time” careers in private firms, totaling a full-time commitment, according to the Vice Provost for Equal Opportunity. The culture of the college is comparable to the focus of the study due to the expectation that faculty will have full-time careers. Other part-time full professors may be using the reduced appointment in the later stages of the career as a transition to retirement. This was suggested by a part-time full professor during an interview.

TABLE 1
BREAKDOWN OF PART TIME TENURE TRACK FACULTY, JULY 2003

Faculty Rank	Gender Totals		Percent of Total Part Time		Percent of Total by Gender	
	Men	Women	Men	Women	Men	Women
Full	14	3	60.8%	13.0%	82.3%	50.0%
Associate	3	2	13.0%	8.7%	17.6%	33.3%
Assistant	0	1	0.0%	4.3%	0.0%	16.7%
Total	17	6	73.9%	26.1%	100.0%	100.0%

Faculty Utilization of the Family Leave/Tenure Extension Policy

It is not easy to determine how many faculty utilize the Family Leave/Tenure Extension policy. The use of this unpaid leave was not centrally tracked at the time of this study. Faculty leaves are coded in OPUS, but the nature of the leave is not indicated (family leave versus personal medical leave, etc.). There is no way to generate a list of all faculty on family leave without manually referencing individual faculty records. However, faculty who have received extensions to the tenure clock could be identified in two ways. One involved

referencing the tenure clock recalculation letters sent from the Provost's office whenever tenure extensions had been granted and the other involved data available through the Vice Provost for Equal Opportunity detailing time to tenure for faculty. These methods identified faculty who received extensions both for personal/familial and for work-related reasons. For the purpose of this study, work-related was defined as any non-personal/familial reason requiring a clock extension, such as lack of research funding, lab space, etc., as well as lack of research time due to committee work.

Process

Copies of all tenure clock recalculation letters sent from the Provost's office were requested for the last ten years. The Vice Provost's office has maintained central record of the letters since January 2000. Before that time, copies of the letters were stored only in the faculty personnel files. Copies of all letters sent from January 2000 through to July 2003 were obtained and reviewed. Faculty from the Schools of Medicine, Nursing, Pharmacy, Dentistry, Public Health, and Social Work were filtered out. Recalculation letters contain the faculty name, department, rank, reason for the waiver and subsequent tenure clock recalculation, and the academic year(s) being waived.

In addition to this information, the Vice Provost for Equal Opportunity provided a list of faculty hired into tenure track assistant professor positions between 1985 and 1995 and promoted to associate professor, excluding the Bothell and Tacoma campuses. The list included faculty name, department, gender, year of hire to assistant professor, year of promotion to associate professor, and the number of years it took to make tenure and promotion. Faculty from the Schools of Medicine, Nursing, Pharmacy, Dentistry, Public Health, and Social Work were filtered out. Faculty who made tenure and were promoted

within the standard six year probationary period were filtered out. Faculty can take extra years before mandatory review as a result of tenure extension, postponement, and part-time appointment. Postponement is a departmental decision (i.e., originating with the department and not the faculty member) based on factors beyond the scope of this study, so faculty with extra years to tenure resulting from postponement were filtered out. Only faculty who had received extra years due to utilization of the Tenure Extension Policy or the Part-Time Tenure Track Policy were included.

Findings from the Tenure Recalculation Letters

Tenure clock recalculation letters, resulting from waived years, have been kept centrally by the Provost's office since 2000. Faculty can request that a year not count toward tenure retroactively, as long as the request is made prior to the mandatory year of review. For this reason, the academic years (AY) waived ranged from AY 96-97 to AY 02-03. There were 64 tenure recalculation letters sent from the Provost's office between January 2000 and July 2003. These letters went to faculty in tenure track positions, as well as faculty WOT by reason of funding and faculty in research positions. There were 46 women (72%) and 18 men (28%). After filtering out all non-tenure track faculty and faculty in the Schools of Medicine, Pharmacy, Nursing, Dentistry, Social Work, and Public Health, 23 faculty remained. The 23 faculty included 12 women (52%) and 11 men (48%). Half of the tenure extensions granted to women were for births (6). Additionally, 4 tenure extensions were granted to women for work-related reasons, 1 extension was for care-giving, and 1 was for a personal medical reason unrelated to pregnancy. For the men, 5 extensions were granted for births and 6 were for work-related reasons. Overall, 11 of the 23 extensions were granted for births, 10 for

work-related reasons, 1 was for care-giving, and 1 for a personal medical reason unrelated to pregnancy.

Findings from the Extra Years to Tenure List

The Vice Provost for Equal Opportunity provided a list of faculty hired into tenure track assistant professor positions between 1985 and 1995 and promoted to associate professor, excluding the Bothell and Tacoma campuses, clinical medicine, and public health. The list included faculty name, department, gender, year of hire to assistant professor, year of promotion to associate professor, and the number of years it took to make tenure and promotion. There were 385 faculty members included in the original list, 166 women (43%) and 219 men (57%). Faculty from the Schools of Medicine, Nursing, Pharmacy, Dentistry, Public Health, and Social Work were filtered out, leaving 319 faculty. The 319 faculty included 124 women (39%) and 195 men (61%). Faculty who made tenure and were promoted within the standard 6 year probationary period were filtered out with 62 faculty remaining.

The 62 faculty who took extra years to make tenure included 36 women (58%) and 26 men (42%). Faculty can have extra years to make tenure as a result of tenure extension, postponement, and part-time appointment. Faculty who had had tenure decisions postponed by the department were filtered out, leaving 16 faculty members. The 16 faculty members who had extra time to make tenure for reasons other than postponement included 12 women (75%) and 4 men (25%). For the women, 75% of the extensions were related to birth or caregiving (9), 17% were for work-related reasons (2), and the last extension was connected to a part-time appointment (8%). For the men, all four were for work-related reasons. As there are so few faculty members utilizing the policy, departments are not listed to protect the

identities of the faculty members. Figures 1 and 2 detail the breakdown by reason, and by gender and reason, respectively.

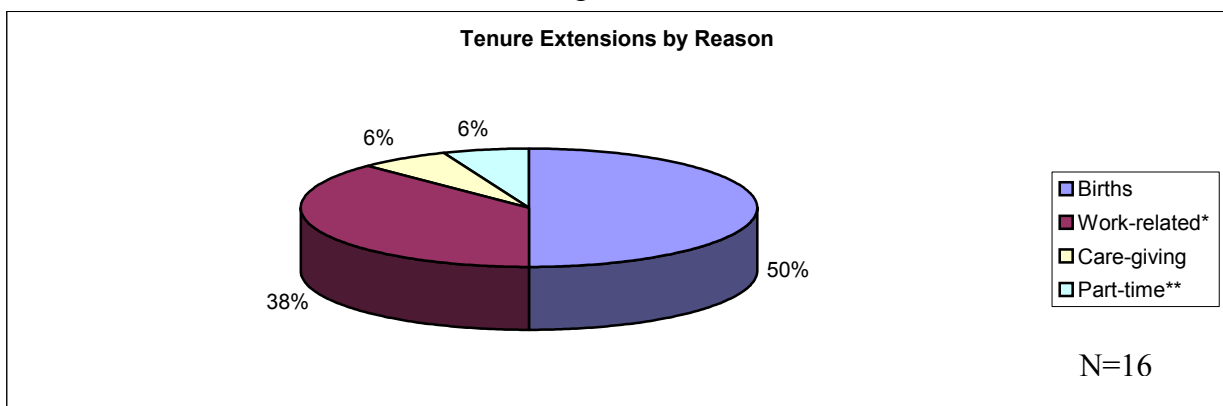
Of the 12 women:

- 6 took one extra year to make tenure, including 3 for births, 1 for a birth/professional leave combination, 1 for acknowledgement of caregiving responsibilities, and 1 for a work-related reason.
- 5 took two extra years, including 3 for births, 1 for a birth/professional leave combination, and 1 for a work-related reason. It appears at least one woman had two separate birth events result in the waiver of two years. As two years can be waived for a single birth event, the number of children is not critical to evaluating the data. The faculty member who combined leave for birth with professional leave was an acting assistant professor for the first year, which would not have counted for tenure. Therefore, this faculty member may have only received one extra year.
- 1 took four extra years. As this faculty member was part-time for the first four years of the appointment, during a time before the part-time tenure track policy permitted the accrual of part-time appointments toward tenure, it is possible that this person actually took no extra time.

Of the 4 men:

- 3 took one extra year to make tenure for work-related reasons.
- 1 took two extra years for work-related reasons. However, it appears from the data that the first year of the appointment was an acting appointment and would not have counted toward tenure. The waived year was the result of a professional leave for a fellowship. This faculty member may have only received one extra year.

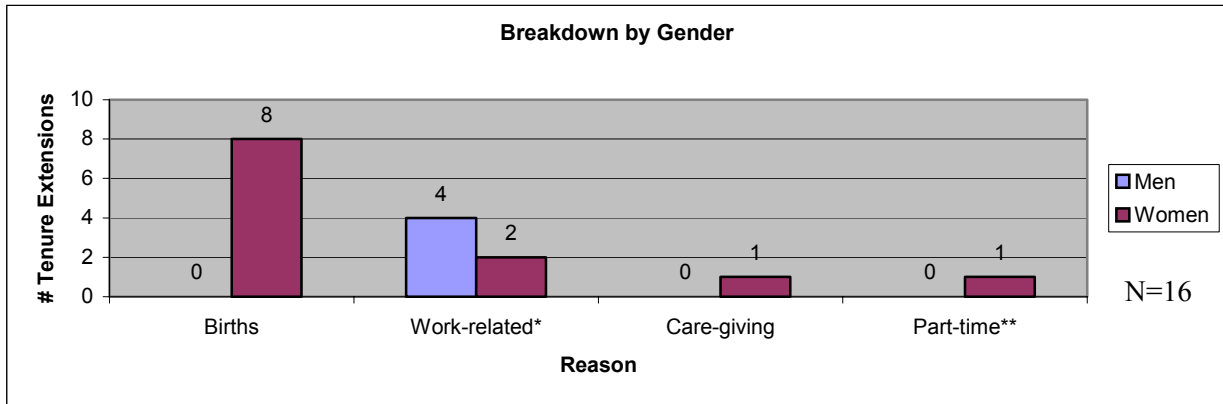
Figure 1



* “Work-related” includes non-personal reasons requiring clock extensions, such as lack of research funding, lab space, etc., as well as lack of research time due to committee work.

** This faculty member was part-time from 1990 (when hired to a tenure eligible position) until 1994, which was before the part-time tenure track policy permitted part-time appointments to accrue toward tenure. Therefore, the 6 years between 1994 and the attainment of tenure in 2000 may have been the only time reviewed for tenure.

Figure 2



* “Work-related” includes non-personal reasons requiring clock extensions, such as lack of research funding, lab space, etc., as well as lack of research time due to committee work.

** This faculty member was part-time from 1990 (when hired to a tenure eligible position) until 1994, which was before the part-time tenure track policy permitted part-time appointments to accrue toward tenure. Therefore, the 6 years between 1994 and the attainment of tenure in 2000 may have been the only time reviewed for tenure.

Faculty Experiences with the Policy Options

Despite the infrequency of policy utilization by faculty, obtaining the opinions of faculty regarding their experiences utilizing the family-friendly policies at the University of Washington permits a deeper investigation into the effectiveness of the policies. To this end, interviews were scheduled with faculty experienced with the permanent part-time tenure track option and the part-time tenure track option, including the medical or family leave and tenure clock extension policies.

Process

A pool of 60 potential subjects was created from the lists provided by Academic Human Resources and the Vice Provost for Equal Opportunity, as well as the tenure clock recalculation letters obtained from the Vice Provost’s office. These faculty *most likely* utilized at least one of the policies under review, part-time while on the tenure track, family leave, and tenure clock extension. Given the nature of the information systems at the University of Washington, it was necessary to ask these potential subjects to self-identify as

being eligible for participation in the study. Potential participants received a recruitment text from the UW Provost's office asking them to contact the researcher to volunteer for participation. Once faculty contacted the researcher, they were asked to self-identify as eligible for participation in the study.

For those who volunteered and were eligible, hour long in-person interviews were scheduled. These interviews used a set interview protocol to ensure that similar information was requested. The structured interview protocol addressed questions such as: What do faculty experience utilizing these policies? How satisfied are faculty with the experience? What challenges do faculty members face as a consequence of utilizing the policies, both personally and professionally? What recommendations for modification in the policies or process are offered by faculty who utilized them?

Audio-recordings of the interviews were transcribed and coded. Faculty participants verified the accuracy of each interview transcript. Participants were assigned pseudonyms and references to department names were removed to protect confidentiality. An inductive approach was used to identify common themes and emerging patterns from the data (Strauss & Corbin, 1990).

Findings

Of the 60 faculty contacted for participation, 12 faculty (3 men and 9 women) volunteered to be interviewed about their experience utilizing the policies. Four of the twelve interviewed addressed first-hand the issues of being a part-time tenure-track faculty member. These perspectives include two pre-tenure women and two post-tenure male experiences; three permanent part-time faculty and one temporary part-time faculty who utilized tenure extension. Only 1 of the 4 faculty was pre-tenure at the time of interview. Nine of the

twelve faculty interviewed had utilized the tenure clock extension policy. The 9 experiences with the tenure extension policy include 8 women and 1 man. Seven faculty were post-tenure at the time of interview and two were approaching review. The breakdown by gender and reason is provided in Table 2.

TABLE 2
BREAKDOWN OF TENURE EXTENSION INTERVIEWS

Reason for Extension	Total	Gender Totals		Percent of Total by Gender	
		Men	Women	Men	Women
Births	5	0	5	0.0%	62.5%
Care-giving	2	0	2	0.0%	25.0%
Work-related	2	1	1	100.0%	12.5%
Totals	9	1	8	100.0%	100.0%

Part-Time Faculty Experiences

Two major themes emerged from the four part-time faculty experiences: 1) The need to negotiate with chairs about eligibility to utilize the policies, and 2) The need to negotiate about how to implement the policies at the departmental level. Additionally, neither policy sets forth guidelines for adjusting departmental culture to accept part-time faculty. Likewise, the concept of part-time is relatively new in academe and the policies offer no guidance for how to set up a part-time faculty position, what to expect from a part-time faculty member, or how to evaluate part-time faculty for tenure, promotion, or merit reviews.

Negotiation over policy utilization stems from infrequency of use and lack of awareness of policy availability. The four part-time faculty interviewed indicated that they were the first person in the department, and sometimes in the school or college, to utilize the policy. This brought about a negotiation process whereby both the faculty member and the department “arranged” for the policy to be utilized. A faculty member interviewed after using the temporary part-time option, she’s renamed “Marie,” demonstrates this in her comment about the experience requesting to use the policy: “I felt like it was sort of a negotiation

discussion the whole time, it wasn't automatic." Similarly, there was a tendency for faculty, especially pre-tenure, to feel that there was a sacrifice to be made in this negotiation process to be granted the policy use. Another interviewee, we call her "Susan," who negotiated her use of the permanent part-time policy during the hiring process, expressed her feeling about the discrepancy between her start-up package and that of a comparable full-time female peer hired at the same time in this way: "That, I just decided, was part of the price of what I was paying. . . ." With the approach of her tenure review, the true price she paid for using the policy will be known soon. Hopefully, with increased use and communication of policy availability and legitimacy, faculty will not feel the need to negotiate to utilize these policies and the price will not be high.

The second major theme involved negotiation of how to implement the policy at the departmental level, including what to expect from part-time faculty members. There was a general lack of clarity about what it means to have a part-time faculty member in the department and what to expect from them in terms of service, teaching, and evaluation of academic merit. No information is provided for departments to support the academic merit of a part-time faculty model. Since the tenure track has traditionally been a full-time commitment, part-time tenure track faculty are seen as anomalies. Another interviewee, "Alan," addressed this issue saying: "People had to think about what a 50% position means – that challenges a lot of existing culture." The idea that part-time faculty models are not common, or commonly accepted, is a prevalent theme across gender and tenure status.

Another cause of negotiating implementation at the department level results from the lack of guidelines for setting up a part-time faculty position. It is a shortcoming of both part-time options that neither offers prescriptive guidelines for implementation. Consequently, it

is unclear to departments what to expect from a part-time faculty member. This creates the need for faculty to negotiate over expectations. The ambiguity in expectations is best seen in the area of research. Alan said it most succinctly:

It is not clear to other people what are the research expectations of me. Should I be doing half as much research because I am spending half of my time at home? Or should I do more research because I actually have more time? Or should I be doing the same amount of research because there is some kind of balancing act there? ... [I]t is clearly not an easy thing for anyone to look at.

Service expectations are as vaguely defined as the research expectations. There is concern on the part of the faculty members for ensuring that students are adequately supervised. Service to the college varies more as a function of rank than of FTE status, with service expectations lowest for assistant faculty. Service on national committees depends on the faculty member, as these are not mandatory, even if they are vital to remaining active in the larger research community.

Teaching is seen as the easiest aspect to view as part-time, as the regular teaching load can be reduced proportionately to the reduction in FTE. Even teaching load, however, is imprecise for part-time faculty taking leave because some quarters have no teaching expectation. This is especially critical for medical leave for childbirth. If a faculty member gives birth and takes leave during a “research quarter,” whether a teaching release is granted depends on the department chair. Some faculty women receive a quarter teaching release upon return from leave, but others return to teaching obligations. Neither the part-time policy nor the family leave policy addresses the idea of whether faculty women are entitled to a teaching release upon return from leave.

Compounding the lack of clarity over expectations for part-time faculty is the evaluation process. Without clearly defined expectations, it is difficult for review committees

to objectively evaluate part-time faculty, especially outside of the faculty member's department. Susan expressed her reservations about the review process this way, "My biggest concern is how the college P&T committee is going to evaluate me, I just don't know how they are going to do it.... [T]here really aren't many examples across the country."

Susan's concern seems reasonable in light of another interviewee's experience on review committees evaluating part-time faculty. "Bill" shared this on the subject:

Often the classic case is someone who was female and wanted to be part-time because they wanted to stay home with their kids for part of the time – legitimate thing – but when you get a half-time person to review for tenure, oh, it was hard for people to get their minds around that. And, again, you saw the question of did they do enough and you had to have people reminded, well they were only here half time. I mean, let's adjust our expectation. So, I think it is a struggle for the faculty in the tenure process to deal with this.

The issues around the lack of guidelines in both policies frame many of the challenges part-time faculty face, but faculty mentioned other aspects as well. Bill suggested that pre-tenure part-time faculty "run into the question of how serious" they are. For Susan, the hardest challenge is watching "colleagues and contemporaries achieve more than you can." The idea of slowed progress resonated with other part-time faculty, as well. Marie did not feel that she made any progress in her research when she was half-time and recommended that faculty not go below 75%. However, this was not the case for Alan. Alan was prepared to watch his career stagnate when he reduced his FTE, but found that, with the assistance of good graduate students, his research has not been slowed. Additional challenges are caused when a department chair permits hostility toward a part-time faculty member, as this creates an unproductive and unsupportive environment.

While all four faculty members could list challenges that part-time faculty members may face, each stated that in their experience the benefits outweighed the challenges and that

they would use the policies again. Part-time permits greater flexibility for pre- and post-tenure faculty to be with their families. For a self-proclaimed “late career” full professor appointed part-time, the policy enables the pursuit of interests outside of the University. This aspect of the career cycle was not a primary focus of the study, but its addition provides insight into how differently part-time faculty models can benefit faculty at various stages of the career. Both post-tenure men acknowledged that pre-tenure part-time faculty members face challenges significantly different than those faced by post-tenure part-time faculty.

Faculty Recommendations On Part-Time Policy

Each of the four faculty interviewed had recommendations to offer other faculty members and the University regarding the successful utilization of the policies. Some are from an “if I knew then what I know now” perspective of learning from previous mistakes.

Recommendations include:

- Establish clear guidelines and processes for handling requests for part-time status. Having requested to use the policy and gone through the experience, faculty realize that the policies do not offer guidelines for how to set up a part-time faculty position and now see that they could have negotiated the deal better.
- Avoid part-time status until research and teaching programs have been established. “Being established” makes the transition to part-time smoother and enables the part-time faculty member to self-advocate. It was suggested that this also makes the faculty member more of a “known quantity” within the department and helps to reduce the stigma of not appearing to be as serious a scholar because of the reduced appointment.
- Learn to say no. Bill offered this caution for faculty considering part-time, “[Other faculty] will take what they can get and so you have to learn to say no . . . if you aren’t willing to say no, you will have a hard time with a part-time situation.”
- Improve education about policies. Faculty felt that it is important to educate both faculty and department chairs so that the campus community is aware of the availability and legitimacy of the part-time faculty option. Making the availability of the policies known should remove some of the feeling of “special accommodation” that faculty currently experience while “negotiating” to shift to part-time.
- Clarify what faculty members are entitled to and what is negotiable. Ensure that the policies are implemented consistently between departments and colleges.

- Have zero tolerance for unacceptable behavior from tenured full-time faculty toward part-time faculty. As the threat of termination is empty, as is the threat of withholding pay raises given the state of the budget, it was suggested that the only recourse is for the department chair to make it clear that unacceptable behavior will not be tolerated and that there will be consequences.

Tenure Extension Experiences

The main themes that emerged from the interview data involve inconsistency, both in the communication regarding policy availability and also in policy implementation. The perceived benefits of utilizing the policy outweighed the perceived costs for all faculty interviewed. However, the benefits and costs varied for each faculty member, typically by department, reason for use, and length of employment before use. A couple faculty questioned whether there is any benefit to women faculty from the policy if men utilize it when they have a wife at home responsible for care-giving. Recommendations offered by faculty members addressed the inconsistencies in communication and implementation.

Policy availability is not being communicated consistently to all faculty members. A few faculty responded that they learned of the policy during the recruitment process or from department colleagues. Others noted that they were totally ignorant of the policy until they approached the chair with a problem. A couple faculty specifically noted the inadequacies of the orientation they received upon hire, while one responded that the orientation process included mention of the policy availability. There was no clear pattern of orientation effectiveness based on faculty hire date or department. One faculty member noted that the department chair brought up the policy availability as a response to an unavoidable work-related situation. Danielle said of her department chair, “I have to give him a lot of credit, he was really great. I mean, I didn’t know this was an option. He came to me and said, ‘do you want to do this,’ and I thought, ‘yeah, it sounds like a good idea.’”

Implementation inconsistencies exist for two main reasons: 1) either the policy does not explicitly set forth guidelines; or 2) explicit guidelines are interpreted differently by department chairs. For example, the policy sets forth that 90 days of sick leave are available to women for childbirth if a doctor considers leave medically necessary. However, whether this leave translates to a teaching release depends on the department. Likewise, if the use of leave results in release from teaching, how the teaching load is covered varies greatly by department. In at least one case, the department practically left the arrangements up to the woman taking leave. For Marie, male colleagues created an uncomfortable situation for her when she needed to take leave. She informed her department in July of her December due date and found herself negotiating teaching coverage for a class she was scheduled to teach the quarter she was due. She shared this:

One of the senior guys and I were discussing [the due date and teaching coverage] and he really did not want to teach the class and that I was going to have to teach it. So,...one of the junior people...said “well, I didn’t take any time off when my wife had the baby.” This is a male researcher. And so the senior guy said to me, “yeah, why don’t you come back halfway through the quarter and finish teaching this class for me?” And I said “no, I’m not going to do that.” But I was put in the spot of having to tell the senior guy in the department that “no I will not do this for you.”

The policy does not explicitly set forth guidelines for teaching release or teaching coverage.

The difference in policy implementation this permits between departments, or even between different department chairs from the same department, can be seen in the experiences of Ashley and Lisa. Ashley received the release of a half-course of as a result of her leave and came back to teach with a five-week-old baby. Lisa had half her teaching for the year released. Ashley addresses the overall problem clearly:

The one part [of the policy] that wasn’t routine or the part that I think isn’t codified is what the impact of taking a quarter off is on your teaching load, because our teaching tends to not be spread uniformly throughout the year. ...I wasn’t teaching the quarter [the first child] was born and I got a very marginal reduction in my teaching load, but

basically taught almost as many courses as if I hadn't had a child. I taught four and a half courses that year and my load is five....[T]here wasn't any kind of process or code for what's supposed to happen to your teaching load.

Lisa, in contrast, had a good experience. She considered herself "lucky" that her department was "accommodating." She related this:

I was lucky, because my babies, both of them, were born in September so I took the fall quarter – the standard leave....[M]y department was very accommodating and they scheduled my teaching so that the winter -normally we teach in two quarters and so they basically said that the fall off was a teaching quarter and they gave the winter as a research quarter so I didn't actually have to get back into the classroom until the spring quarter.

The issue of how the sick leave is paid came up in one interview, where the faculty member noted having to pay half the sick leave out of a research grant. This demonstrates that even an explicit part of the policy (i.e., that women can take sick leave for childbirth), does not adequately set forth how the leave is to be paid. While only one of the nine interviews raised this concern, it is possible that this issue exists for other faculty as well.

The tenure packages of faculty members who utilized the tenure clock extension are evaluated inconsistently across departments. Departments where tenure extensions occur frequently evaluate the package as if the waived year did not exist, as per university policy. However, for faculty in departments with little experience with tenure extension, waived years may influence the review process and policy use can be treated as a special accommodation. Both Ashley and Lisa expressed concern that utilization of the tenure extension may have influenced the review process. Ashley stated that, "I believe that when they looked at my record, at least some of them, looked at the number of years I had been here or the number of years since degree." Although she did not feel it impacted her review, Lisa commented on the general problem:

It's not clear to me that people actually ignore that year when they are considering your tenure. I have heard ... a woman went up - she had two children and two years – and her department chair said to her, “well, gee, here's your record for seven - you know, if this had been a record for five years, it would have been okay, but for seven, it's really not right” and she had to say to her chair, “well, technically, this is a five year record.”

Likewise, Liz utilized the policy for care-giving other than that related to birth and took a year leave without pay early in her career. Her utilization was treated as a special accommodation and her service expectation was raised to “help” her in the tenure review process. Liz explained it this way:

Well, actually, [the bar for tenure] was raised slightly, because I remember the chair at the time, and he was really in my court, he said, “you know, there is a perception on the part of some of the faculty who you're not very serious because you had to take this year” and so, he asked me to do a little more extra service and committee work the year, well, maybe a year or two, afterwards, to kind of give the perception that I was more of a team player and that sort of thing. ... And I thought, “yeah, it was true.” I had been gone, so I wanted to correct that perception. So, I guess there was a little bit of inequality. It hadn't really registered on it – because I felt a little sheepish for having disappeared so quickly.

Liz demonstrates the concept of “bias acceptance” identified by Drago and Carol (2003), whereby a care-giver chooses to engage in care-giving even though consequences are expected. Another faculty woman that took an extension due to non-birth care-giving perceived that some of her colleagues may have judged her according to the tenure extension. Sue said that, “[T]here were moments where I did get the feeling that people were like ‘oh, you got an extra year’ kind of thing – I felt defensive about it, at least.” In this way, Sue demonstrates awareness of the bias against care-givers, as well.

In the departments of five of the faculty interviewed, tenure extension is treated as routine. Routine treatment is related to the frequency of policy utilization for either childbirth or work-related reasons. Sarah explained the reasons why her extension for childbirth was treated as routine:

[O]ur faculty has lots of women compared to other schools. And most of the faculty, men and women, who are junior or associates have young children. So the atmosphere here is “of course if you have a child we are going to make an accommodation for it, because this is an issue for everybody here.”

In Jim’s department, publication lags cause the need for many faculty to take a year’s leave without pay in order to have enough publications to make tenure. He saw the treatment of his year teaching and researching abroad, off University payroll, as routine, saying, “Almost all the assistant professors who were hired in my time and who came after did the same.”

Similarly, faculty who utilized the tenure extension policy after establishing themselves on campus, especially in departments experienced with the tenure extension policy, found that policy utilization had no effect on the tenure review process. Lisa spoke of her experience:

I benefited from coming behind another woman, but I also benefited from the fact that I had been here for 5 years and had been very productive. And so, I think that people knew who I was and knew that, while it was inevitably going to effect my productivity in the short term, I don’t think any of them thought I was going to drop out of my career.... I had had several conversations with people and I had my baby so late in the process, that he really didn’t effect my productivity, I mean, I had that pipeline going and all those papers coming out right that year that there had been sort of no visible effect on my productivity.

Faculty who utilized leave early in their career at UW reported the perception that colleagues may have questioned their commitment to their careers as a result of using the policy.

Faculty members who took a few years to become “established” or a “known quantity” prior to policy utilization expressed the feeling that colleagues recognized their commitment to their careers. The effort to prove oneself and to be “established” prior to taking leave provided an extra security for faculty members when taking the policy. However, length of employment prior to use did not alter the treatment of faculty in departments with little or no experience with the tenure extension policies.

The benefit of utilizing the tenure clock extension that was most often cited was the reduction of stress. All the faculty interviewed acknowledged the stress caused by the tenure review process and the slight reduction in stress of knowing there was an additional year to prepare. While one faculty member questioned whether the policy actually assisted in the attainment of tenure, two others stated firmly that the policy made tenure attainment possible. None of the faculty felt that the use of the policy had jeopardized the ability to make tenure, while a couple did note that policy use may have reduced their credibility as scholars in the eyes of their colleagues.

Faculty who utilized the policy for “standard” reasons, such as birth or a work-related reason typical of the department, reported less stigmatization than did faculty with “non-standard” reasons. Faculty experiencing family situations requiring a year’s leave without pay or a year extension to the tenure clock without leave indicated higher levels of apprehension about how colleagues perceived the extension.

Each of the faculty interviewed expressed the opinion that use of the tenure extension policy would have absolutely no impact on a faculty career post-tenure. The common understanding is that once a faculty member attains tenure, the remainder of the promotion and merit reviews starts from a “clean slate.” A few of the faculty did note, however, that there are longer-term implications of having children that impact a faculty career. These include difficulties in scheduling childcare around department meetings and teaching, as well as avoiding the perception of valuing family over career.

Survey of Peer Institutions

In order to compare the policies available at UW to those of comparable universities, peer institutions of the University of Washington were contacted regarding part-time tenure track policy. The purpose was to both establish which universities permitted tenure track faculty to be part-time while on the tenure track, and ascertain if policy models existed that could be utilized in modifying the policies at UW. The list of universities contacted came from the Washington State Higher Education Coordinating Board (HECB) list of 24 peer institutions of the UW and the University of Washington Office of Financial Management (OFM) list of eight peers. Due to overlap between the two lists, there were 27 universities contacted.

Cornell University
Michigan State University
Ohio State University
Texas A&M University
University of Arizona
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, San Diego
University of California, Los Angeles
University of Cincinnati
University of Florida
University of Hawaii
University of Illinois (UC)

University of Illinois-Chicago
University of Iowa
University of Kentucky
University of Michigan
University of Minnesota
University of Missouri (System)
University of New Mexico
University of North Carolina
University of Oregon
University of Pittsburgh
University of Utah
University of Virginia
University of Wisconsin

Process

University representatives, whose contact information was obtained from the Association of American Universities Data Exchange list of university representatives, were asked via email to indicate whether or not faculty were permitted to be part-time while on the tenure track and to provide the contact information for the person on campus who could answer questions regarding

policy details. Initial inquiries were sent to 27 universities, with 19 responding as to whether they permit faculty to be part-time while on the tenure track (70% response rate). Of the 19 to respond, 9 universities do not permit part-time tenure track faculty and 10 do.

The 10 universities that permit their faculty members to be employed part-time while on the tenure track were contacted to schedule telephone interviews. The purpose of the interviews was to gather details of the policies, information on their utilization, and aspects of the policies that have been successful or challenging for faculty and administration. Representatives of 9 of the 10 universities permitting faculty to be part-time while on the tenure track were interviewed. One was on vacation, busy upon return, and could not be interviewed.

Findings

Of the 9 contacted, 1 university apparently does not permit faculty to be part-time while on the tenure track. This university considers a faculty appointment of 67% or higher to be full-time. If a faculty member reduces full-time-equivalent (FTE) to a percentage below 67%, the tenure clock is stopped. They do not consider this a part-time tenure track option. A faculty member with a 67% appointment has the same probationary period before mandatory tenure review (six years) as a 100% appointment faculty member and equal expectations in quantity and quality of work for the tenure review process.

Of the remaining 8 universities contacted, 7 have formal policies in place permitting faculty to be employed part-time while on the tenure track. One university has a formal policy at one of its colleges, which is informally modeled as needed by the rest of the campus. The college adopted the formal policy because of the dean's commitment to work/life balance. Policies had been available for at least five years, with a couple universities permitting part-time faculty informally on a case by case basis for 30 years or more. Eligibility for policy use varied

from no restrictions to childbirth related reasons similar to the Family Medical Leave Act (FMLA). Policy utilization is typically not tracked, but the representatives interviewed indicated that, to their knowledge, utilization is infrequent. The infrequent utilization is commonly attributed to the lack of awareness of policy availability by deans, chairs, and faculty. One Provost, who had 32 years at the campus, commented that it is “always difficult” to make department heads and deans aware of all the policies. It was noted that there are over 300 policies in the handbook and that a complete training would take a couple weeks. It is clear that women utilize the policies more frequently than do men and that the policies are seen as an effective recruitment and retention effort by the campus administration. Each of the campuses that permitted part-time tenure track appointments had a tenure extension policy in place that is utilized with more frequency than the part-time option.

Impact of Communication and Culture

Policy success is linked to communication and culture. A common statement was that deans, chairs, and faculty are seldom aware of the availability of the part-time tenure track policy and, therefore, it is not frequently utilized. Likewise, when awareness of the availability of part-time tenure track policy is low, any faculty members that do request a reduction in FTE tend to be treated as if a special accommodation is being requested. One university noted that, once their communication of the policy availability improved, utilization of the policy was handled as “routine.” This improvement in communication and culture has not resulted in a significant increase in policy utilization. One representative suggested that few pre-tenure faculty desired to be part-time and noted that part-time tenure is not common.

Workload Determination and Evaluation

Policy details varied by university, but there were a couple key themes in workload determination and evaluation. Workload for part-time faculty is typically determined at the department level, either through discussion between the department chair and the part-time faculty member, a departmental committee of senior level faculty, or a combination of these. Once the department has established an appropriate workload, it is approved by the college dean and then, typically, the provost. One university noted that, while workload is a departmental decision, part-time workload is proportional to full-time workload expectations. For example, if a full-time faculty member had a 60:20:20 breakdown for teaching, research, and service, a part-time faculty member in the same department would have the same expectation, prorated by the reduced FTE. In this way, the department determines what a full-time teaching, research, and service expectation is and then prorates it for the part-time faculty appointment.

Another university noted that their part-time faculty are typically hired at the reduced appointment and have formal arrangements at the time of hire that determine the teaching, research, and service expectations. Every two years there is a formal review of the faculty member's activities of that period. Part-time faculty did not necessarily spread their time over all three areas of research, teaching, and service during each period, but met the goals in the areas agreed upon in the arrangement for that period. In this way, teaching, research, and service expectations were met cumulatively over the extended probationary period.

For evaluative purposes, especially tenure review, part-time faculty either have equal expectations as for full-time faculty only with additional time, or equal time and prorated expectations. Typically, faculty are expected to accomplish the same quantity and quality of work as full-time faculty, but are given a longer probationary period. The amount and origin of

the additional time varies by university. One university bases the probationary period on FTE years, not calendar years. This automatically grants extra time to part-time faculty based on their appointment level. For example, a faculty member working 50% would accrue one FTE year every two calendar years and would have twelve calendar years before mandatory tenure review. This period is treated the same as the six FTE years that full-time faculty receive in six calendar years. Other universities permit additional time before tenure review, but do not base the time on FTE years. The additional time varies from three years to six years, or nine to twelve years total before mandatory tenure review. Two universities permit faculty, both full- and part-time, additional time through tenure extensions granted exclusively for child bearing or rearing. A couple universities permit the decision of extended probationary period to be made by the college dean, or the dean of faculty/associate provost in conjunction with the department chair or college dean. This arrangement typically requires the faculty member to request the additional time. Only two universities prorated the quantity of teaching, research, and service necessary for tenure, requiring part-time faculty to meet the same quality with less quantity within the same amount of time as full-time faculty. This option did not seem as popular as extending the probationary period.

Shifting between Full Time and Part Time

Similarities exist in the manner in which universities permit faculty members to move between full- and part-time appointments. For part-time faculty members who wish to move to full-time, there is rarely a guarantee that this will happen. Five of the universities noted that the move from part-time to full-time would depend on funding availability. Many noted that if both the faculty member and the department desired the appointment increase, it would occur if funding were available. Two other universities stated that the department would submit the

request for appointment increase for the dean's approval. Only one university indicated that a part-time faculty member could become full-time "as long as the faculty member is in good standing."

The move from full-time to part-time typically originates with a departmental recommendation to the college dean, with final approval from the provost. This seems to occur rarely, especially at the assistant professor level. A couple universities noted that the few part-time faculty on campus had been hired at that appointment level. One of these commented that, by hiring faculty at part-time, there were "no surprises" for departments regarding teaching coverage.

Utilization Tracking

Tracking of part-time faculty appointments tends to be informal. Information is generally kept at the department level, as well as in the central faculty personnel file. Two of the universities interviewed had quick centralized access to statistics on part-time faculty. Other universities that permit faculty to be part-time on the tenure track cannot readily provide details regarding statistics on part-time faculty attainment of tenure. Without utilization data, it is difficult to analyze the effectiveness of a policy. There is no way to know if part-time tenure track faculty attain tenure at the same rate as full-time faculty, if there is a disproportionate impact on one gender, or if there is a disproportionate impact by field.

Summary and Recommendations

The study demonstrates that the policies at the University of Washington are comparable to, if not more progressive than, those of peer institutions. The few faculty utilizing the part-time options at UW are pleased with the flexibility a part-time appointment provides, but acknowledge that there is a stigma attached to being less than full time. Also, the reduction in

salary prevents some full-time faculty from considering a reduction in appointment. Regardless, the option has been successful in assisting the few faculty who used it in balancing family and professional life. Faculty and department chairs at UW are largely unaware of the availability of the part-time options, however, and the climate and culture of departments can be chilly toward the use of family-friendly policies by faculty. Similarly, the leave and tenure extension policies are not universally known or implemented, and not everyone sees the use of these policies as valid in a research extensive university. To ensure that the policies are implemented consistently and fairly, and to assist departments in routinely handling faculty leaves or transitions to part-time, guidelines should be established. Guidelines should include:

- Communicate broadly about the policy availability. The details and importance of policies should be communicated to all faculty members, chairs, deans, and human resources administrators so that policy use will be seen as legitimate and treated as routine, and so that policies can be implemented consistently across campus.
- Track use of policies. Determining the effectiveness of policies depends on tracking their use. Data should include details about gender, faculty rank, departmental affiliation, reasons for policy utilization, and the resulting impact on the faculty member's career. In addition, the impact on departments—in terms of faculty workload, resources, and benefits--should be recorded and examined.
- Establish equitably reduced workloads and compensation. We recommend that a half-time faculty member be expected to teach half of the standard full-time teaching load. Similarly, the faculty member's research output should be expected to equal that of a full-time faculty member, in both quantity and quality, after the extended time period. Faculty receiving half of the standard salary should not be asked to perform in excess of half the standard duties.

- Clarify what is expected from a part-time faculty member and how to evaluate him/her. We recommend that, once the standard for an equitably reduced workload is established, the part-time faculty member be evaluated by that standard by internal and external referees. The agreed-upon standard should be in writing and communicated to the review committee. The review committee and any external reviewers should be reminded to evaluate the totality of accomplishment, not the rate of accomplishment.
- Develop method to remind tenure review committee of policy details. Whenever a faculty member has taken advantage of the part-time tenure track or the tenure-extension policy, the review committee and external evaluators should be reminded of university policy. The UW part-time tenure track prorates additional years to tenure review based on the full-time equivalent. Similarly, tenure-clock extensions waive years from the probationary period. Therefore, the quantity and quality of work submitted in a tenure package, after the extended period of time, should equal that of a full-time faculty member who did not work part time or stop the tenure clock.
- Establish routine methods to meet departmental teaching requirements. When a faculty member temporarily shifts to part-time status, the salary recapture funds should be utilized to secure teaching coverage. Departments that overload other faculty to cover courses engender resentments toward the part-time faculty member and reduce department morale. Likewise, when a faculty member utilizes leave, the department should have a plan to secure teaching coverage.
- Specify whether teaching release is guaranteed or negotiable. When a faculty member takes leave for care giving, he or she should know whether a teaching release is an option, or whether to expect that missed teaching will be assigned upon return.

Dissemination

- “Family-Friendly Policies and the Research University: Concepts and Realities.” Kate Quinn, Sheila Edwards Lange, and Steven Olswang. *Academe*. Forthcoming.
- “The University of Washington Experience Implementing Family-Friendly Policies for Faculty.” Kate Quinn. *Proposal accepted for the Association for the Study of Higher Education Annual Meeting*. Kansas City, MO. November 2004.
- “Part-Time Tenure Track Policies: Assessing Utilization.” Kate Quinn, Sheila Edwards Lange, and Eve Riskin. *WEPAN 2004 Conference Proceedings*. Albuquerque, NM. June 2004.
- “Part-Time Tenure Track Policies at the University of Washington.” Kate Quinn. *GPSS Multidisciplinary Lecture Series*. University of Washington. May 2004.
- “Part-Time Faculty Careers at the University of Washington.” Kate Quinn. *Sloan MIT Forum: Careers in the Academy*. Cambridge, MA. May 2004.
- “Family/Work Policies and Practices: The UW Experience.” Kate Quinn, Sheila Edwards Lange, Eve Riskin, and Joyce Yen. *Georgia Tech NSF ADVANCE National Conference*. Atlanta, GA. April 2004.
- “Gaps in ‘Family Friendly’ Policy/Program Intentions and Actual Practice.” Kate Quinn and Suzanne Brainard. *AAUP Research Roundtable on Work/Family Issues for Faculty*. Washington, DC. July 2003.

Directions for Future Research

The necessary next step is to offer a leadership development workshop for department chairs to address issues of equity, leadership, flexible faculty careers, faculty recruitment, faculty professional development, and policy implementation. The workshop will engage academic leaders as critical actors in changing institutional culture. As noted by Etzkowitz, Kemelgor and Uzzi, “Policy change cannot affect inherent attitudes and prejudices. Change of that nature appears to emanate from those in power within the department. They become the role model for the role models” (Etzkowitz, Kemelgor, & Uzzi, 2000).

Academic department chairs are not often prepared to be change agents or administrative managers (Gmelch & Miskin, 1995; Lucas, 2000; Wolverton, Gmelch, Montez, & Nies, 2001). Faculty who have risen to the department chair position are usually recognized leaders in their scholarly fields and have been trained to be scholars, not managers. Most come to the department chair position with little leadership training beyond leading departmental committees (Seagren, Cresswell, & Wheeler, 1993). Gmelch & Miskin (1995) found that the responsibilities that chairs rate as most important (i.e. the recruitment and selection of faculty, the evaluation of faculty performance, conflict resolution and leadership) are absent from orientations and campus-based training programs.

While department chairs may seek guidance from online and printed resources targeted at department chairs, such resources are generally not campus-specific or scenario-specific enough to be sufficient. The proposed workshop will provide department chairs with an in-depth opportunity to draw from the experience and wisdom of their department chair colleagues and national experts, and to conscientiously explore topics relevant to equity in science and engineering and the success of their faculty and departments. By actively engaging department

chairs in a dialogue on topics such as flexible faculty careers, faculty professional development, and cultural change, we will help prepare them to be more effective and visionary leaders.

The major component of the workshop will be an in-depth session on the merits and availability of family-friendly policies in higher education. We will identify national experts (such as Cathy Trower and Bob Drago) and pair them with model chairs, deans, or faculty to present the importance of and best practices with the various family-friendly policies and inclusive practices. This will include tenure clock extensions, family leave, part-time and/or flexible careers, etc. We will include speakers who have taken advantage of such policies at their institutions so that the attending chairs can hear concrete evidence of the benefits of these policies to faculty. Information packets will be personalized to include simple instructions on how chairs can use the work/life policies available at his/her home campus. As observed by one of the participants from our first national workshop, “There is a huge diversity of academic institutions and although most of the information is generalizable, some was fairly specific to institutions like UW, perhaps some discussion of differences at different institutions would be useful.” By creating custom information, we hope to address this diversity between institutions.

Another important component of the workshop will be understanding the impact of personal preferences on relationships and learning how to communicate more effectively. Typical leadership training focuses merely on the tools of leadership and rarely on the leader – the one using the tools. Exploring the internal landscape of leaders and their organizations (which if not addressed inhibits the leader’s ability to lead) is critical for improving academic climates. To that end, a major component of the proposed workshop will be addressing the internal landscape so as to allow participants to effectively implement the skills portion of the workshop. For example, the workshop will include use of the Myers-Briggs Type Indicator

(MBTI) to increase awareness of personal preferences. Discussions suggested by the MBTI will help participants identify leadership and interpersonal patterns that will enhance professional and personal relationships. The awareness generated by this program helps improve relationships thus facilitating cultural change.

Additionally, we will have practical sessions on such important ‘nuts-and-bolts’ topics as faculty recruitment, with an emphasis on recruiting women and underrepresented minorities to SEM; sessions on mentoring faculty at all levels; and faculty retention. In this way, the workshop will be of interest to a broad range of department chairs and we can continue to reach even those who might be hostile to family-friendly policies in higher education – the population we most need to reach.

It is vital to establish positive interventions at the department level to create supportive environments for faculty with care-giving responsibilities. Through the proposed workshop, department chairs will be armed to successfully lead a department through cultural transformation to support all faculty members.

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