

Part-Time Tenure Track (an oxymoron?)

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Balancing Work and Family

■ Typical day of a beginning assistant professor

- 7:00 prepare class homework/exams/grade

- 9:30 teach class
- 10:30 meet with students in class
- 12:00 meeting (lunch)
- 2:00 answer e-mail
- 3:00 try to write proposal/paper
- 4:10 Interruption
- 4:35 Interruption
- 5:05 interruption
- 6:30 go home for dinner
- 8:00 try to write proposal/paper

- go to bed and start again...

■ Typical day of a beginning mother/professor

- 1:00 am feed
- 4:00 am feed
- 6:00 am up
- 7:00 am attempt to shower ~ baby crying
- 8:00 am attempt again
- 8:20 am run out door to drop baby off at daycare/sitter
- 9:00 prepare class
- 9:30 teach class
- 10:30 meet with students in class
- 12:00 meeting (lunch)
- 2:00 answer e-mail
- 3:00 try to write proposal/paper
- 4:10 Interruption ~ try again
- 4:35 Interruption ~ try again
- 5:05 run out the door to pick up child at daycare
- 6:00 try to get dinner on the table
- 7:00 try to get baby to bed
- 10:00 feed
- go to bed and start again...



Why a Part-Time Faculty Position?

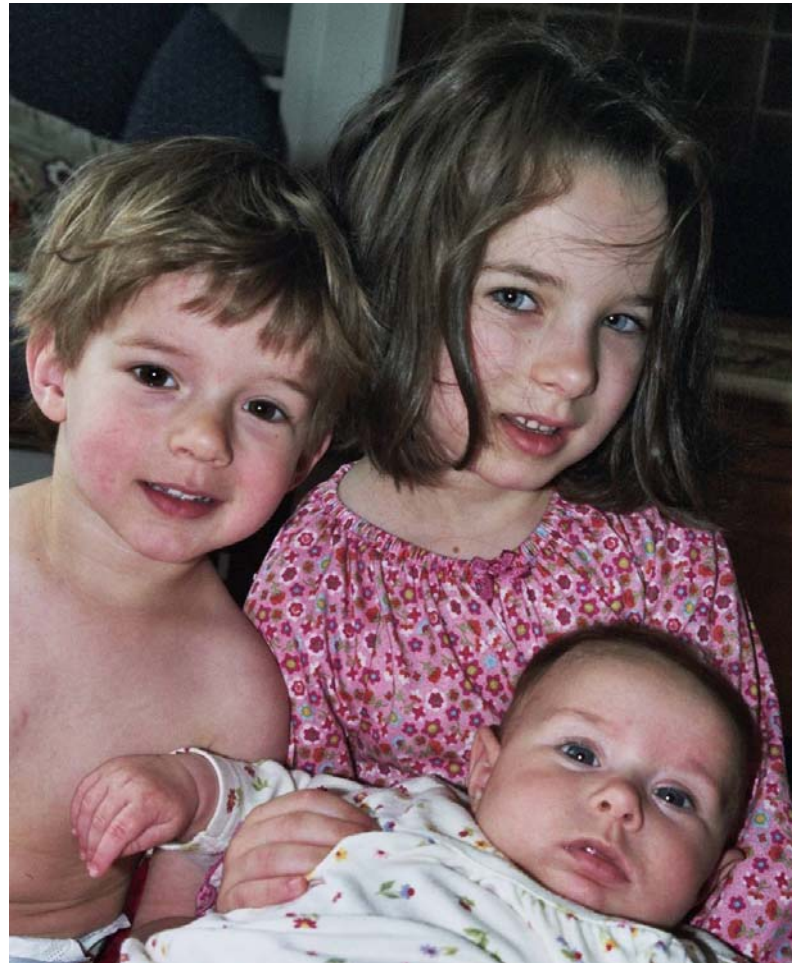
- Choices:
 - Full-time, tenure-track (traditional) position
 - Tenure clock extension
 - Research position
 - Resign position

- A high-quality, part-time tenure track is the only thing that is going to help women reach academic positions in proportional numbers," said Joan C. Williams, a specialist in work and family issues..."

- "This is not a perfect solution . . . but having this option has made a big difference in terms of quality of life," she said. "It hasn't taken the craziness out of our lives, but certainly has made things less crazy."
Elena Irwin, a part-time faculty at Ohio State University"

Boston Globe, October 4, 2005

Why a Part-Time Faculty Position?





UW Part-time Faculty Position: Solutions for...

- Family-career balance
- Dual-career hire
- Outside work/consulting



My timeline as PT faculty

- 1998, completed Ph.D. at UC Berkeley
- 1998, married Marc Eberhard, Associate Professor in CEE at UW (dual-career hire)
- 1998, proposed dividing his full-time position into two, 50%-time positions. “Accepted” by faculty.
Acting Assistant Professor (pt)
- 2001 Assistant Professor (pt).
- Dec. 2001 Birth of first child
- 2003 Third-year renewal
- Aug. 2004 Birth of second child
- Feb. 2007 Birth of third child

My timeline as PT faculty: currently

- 2008, Only pre-tenure part-time faculty member at UW

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%

- Research: currently 6 research projects with co-PIs (3 different faculty). Typically support 4 – 8 graduate students.
- John R. Kiely Professor of Civil Engineering
- Director, Structural Research Laboratory
- Teach 0 to 2 classes a year



Why aren't we seeing more?

- Communication about policies and programs is inconsistent;
- Decision making at the departmental level influences how policies are implemented
- Inconsistent tracking and evaluation make it difficult to monitor the effectiveness of policies and programs.

Family-Friendly Policies and the Research University

Kate Quinn, Sheila Edwards Lange, and Steven G. Olswang

Academe, November-December 2004

Volume 90, Number 6



Can a faculty position be part-time?

1. Teaching – YES easy to quantify
2. Research – Not as clear cut

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.

3. Service – Most do not understand meaning of part-time. Need to carve this out between chair and faculty member.
4. Promotion and merit raises
 - What is the basis?
 - Who decides? chair? P&T? faculty?



Why would a faculty member want this?

- **REDUCED TEACHING LOAD**

But couldn't you just buy out of this

- **Longer tenure clock**

But wouldn't I get that with tenure-clock extension

- **Reduced expectations**

Whose?





Challenges for faculty member

- Difficult to make research, service, travel part-time
- Ego ~ difficult for part-time faculty to allow themselves to be seen as “not pulling their weight” and “giving up opportunities”
- “The tenure track has traditionally been a full-time position, and part-time faculty are seen as anomalies” Quinn et al. 2004
- Difficult to solicit external reviews. Difficult to make case for promotion, tenure, merit reviews
- Not present in department in the same way as a full-time faculty member.



Challenges for department chair

- Establishing Policies
- Rate of Productivity expected daily/annual/promotion
- How to Quantify and Control “work load” of any faculty
- Role of the Partner ~ out of your control but critical to success



Challenges for department chair: Points to think about

- Quantify productivity
 - First define for a full-time faculty member (100% funded) and a research professor (0% funding)
 - Now define for x% faculty member
 - How to meet this definition
 - Daily
 - Annually
 - Promotion time
- Quantify contribution to department/college/university
 - Primary difference with research faculty
 - Annual basis
 - Difficult on daily basis
- Quantify time ('being around')
 - Distinct advantage of position
 - Disadvantages of not being around ~ can we compensate