BACKGROUND INFORMATION

- 30% of full-time faculty hold the title associate professor (Digest of Educational Statistics, 2011). Including a consideration of full professors, Karpiak terms the phenomenon of having a large instructional staff in higher education as “the graying of the professorate” (2000, p. 125).
- Overall, when compared to assistant and full professors, associate professors report being less likely to choose to work at the same institution and less satisfied with their work (Jaschik, 2012).
- While various programming initiatives attempt to address the challenges of UD associate professors, the results show that the challenges face at UD and suggestions for administration. The results show that the challenges correlate with those of associate professors nationally in three areas: decreased time for meaningful research, heightened service, and no clear or realistic paths to full professor.
- 46 professors answered open ended questions regarding challenges they face at UD and suggestions for administration. The results show that the challenges face at UD and suggestions for administration. The results show that the challenges correlate with those of associate professors nationally in three areas: decreased time for meaningful research, heightened service, and no clear or realistic paths to full professor.

METHODS

To assess associate professor needs at the University of Dayton, all associate professors not in the first AsPIRE cohort were sent an electronic survey. The selected 153 professors reflect the amount of professors in the schools, the college, and the library:

RESULTS

The results show that the challenges of UD associate professors correlate with those of associate professors nationally in three areas:

1. Meaningful research: the pressure for research increases while the time for research decreases

2. Service: heightened service responsibilities are unrecognized and conflict with research and teaching

3. Paths to Full: 68.8% of professors report that they are interested in becoming a full professor, and 17.2% report reservations, which range from "unclear process" to "shut down by chair." 14.1% are not interested.

CONCLUSIONS AND FUTURE DIRECTIONS

Unaddressed needs of UD associate professors create a chilling if not toxic climate; descriptions from these professors of UD range from "distinguishous" and "inconsistent" to "good but unfulfilling." Surprisingly, 42.4% report spending the least amount of time on spiritual well-being, and only three mentioned time for family as a concern.

For associate professors at UD to become engaged as vital faculty, the AsPIRE program should continue to refocus career trajectories while the administration considers the recommendations—monetary aid, course releases, formal mentors, helpful department chairs, student workers, and improved facilities—keeping in mind the reported dissatisfaction of these professors:

- "Are we then to be cast adrift, left to languish?" (Prof. 45)
- "The university doesn’t care about us" (Prof. 64)
- "A lack of valuation of human capital" (Prof. 69)
- "Hostile work environment" (Prof. 30)

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UD associate professors offer six recommendations:

1. Monetary aid
2. Course releases
3. Formal mentors
4. Helpful department chairs
5. Student workers
6. Improved facilities

From March 1, 2013 to April 1, 2013 the responses were compared to the literature and analyzed for primary themes before considering suggestions for programming and administrative support.

SELECT LITERATURE

- "Mid-career faculty have been "expected to fend for themselves" since "habits created during this (pre-tenure) will last an academic lifetime" (Baldwin & Chang, 2000, Mills, 2000).
- "Vital faculty, as defined by Mills (2000), "invest more time in research and service... work longer hours and have more diversified and more balanced work lives... are consistently more professionally active and productive" (p. 182).

SELECT REFERENCES