

Young Faculty In The Twenty First Century International Perspectives Suny Series In Global Issues In Higher Education

Successfully launching an academic career in the challenging environment of higher education today is apt to require more explicit preparation than the informal socialization typically afforded in graduate school. As a faculty novice soon discovers, job success requires balancing multiple demands on one's time and energy. *New Faculty* offers a useful compendium of 'survival' advice for the faculty newcomer, ranging from practical tips on classroom teaching and student performance evaluation to detailed advice on grant-writing, student advising, professional service, and publishing. Beginning faculty members - and possibly their more experienced colleagues as well - will find this lively guidebook both informative and thought-provoking.

A 2022 SPE Outstanding Book Honorable Mention "If you want to achieve tenure, you should know a bit more about what it means and why it exists, and its benefits. All too often, even faculty don't understand why tenure is important." Thus begins the Preface of *Candid Advice for New Faculty Members*, the newest and most comprehensive "how to" guide for graduate students, post-docs, and junior faculty across a variety of academic disciplines. Drawing upon her own extensive experiences and that of many colleagues, Marybeth Gasman provides you with an incredibly valuable tool for attaining tenure and for the things that you should do to advance your academic career. She provides practical (and sometimes humorous) advice about a range of topics, including: negotiating job offers planning a research agenda improving your teaching skills managing service advising students applying for research grants achieving life/work balance managing academic politics In addition to this valuable career advice, Gasman provides a peek behind the academy's curtain by painting a vivid picture of the inner workings of the academy and all of its players. *Candid Advice for New Faculty Members* is required reading for every newly-minted faculty member, regardless of academic discipline. The wisdom provided in this volume will prove to be invaluable to your future career. Perfect for courses such as: Doctoral seminars across various disciplines, College and University Teaching, Graduate Student Research Seminars, Professional Development Seminars

Contrary to popular opinion, college and university faculty often experience a greater amount of stress

than professionals in many other occupations. Faculty Stress takes a comprehensive look at faculty stress, its causes, and its consequences. This unique book explores the wide range of factors associated with work-related stress, the sources and perceptions of stress in differing academic environments, and the importance of gender factors in understanding and dealing with work stress in academia. Respected authorities discuss quantitative and qualitative research, case studies, and provide helpful policy recommendations. As higher education rapidly changes, the importance of understanding and effectively dealing with the stress that faculty endures increases. Faculty Stress explores in detail how change affects work and personal lives of faculty. This revealing book is crucial for current faculty and administrators who want to understand and effectively deal with stress, as well as future faculty who need to know how to better prepare for the rigors of their college and university academic profession. Faculty Stress is a valuable resource for faculty, higher education administrators, graduate students who intend to become faculty, librarians, higher education scholars, and scholars who study work and occupations. This book was published as a special issue of the Journal of Human Behavior in the Social Environment.

Putting Choice Before Democracy

Reminiscences of Pat Nixon's High School Typing Teacher

Resources in Education

Community and Socialization in Academe

Superconducting Super Collider Program and the Department of Energy's Budget for Fundamental Science

The Decennial Publications

... The President's Report, July, 1892-July, 1902

In an interconnected and globally competitive environment, faculty mobility across countries has become widespread, yet is little understood. Grounded in qualitative methodology, this volume offers a cutting-edge examination of internationally mobile academics today and explores the approaches and strategies that institutions pursue to recruit and integrate international teachers and scholars into local universities. Providing a range of research-based insights from case studies in key countries, this resource offers higher education scholars and administrators a comparative perspective, helping to explain the impact that international faculty have on the local university, as well as issues of retention, promotion, salaries, and the challenges faced by these

internationally mobile academics.

Shows how rational choice theory's critique and justification of democracy fails in its project to recast democratic theory.

*The definitive career guide for grad students, adjuncts, post-docs and anyone else eager to get tenure or turn their Ph.D. into their ideal job Each year tens of thousands of students will, after years of hard work and enormous amounts of money, earn their Ph.D. And each year only a small percentage of them will land a job that justifies and rewards their investment. For every comfortably tenured professor or well-paid former academic, there are countless underpaid and overworked adjuncts, and many more who simply give up in frustration. Those who do make it share an important asset that separates them from the pack: they have a plan. They understand exactly what they need to do to set themselves up for success. They know what really moves the needle in academic job searches, how to avoid the all-too-common mistakes that sink so many of their peers, and how to decide when to point their Ph.D. toward other, non-academic options. Karen Kelsky has made it her mission to help readers join the select few who get the most out of their Ph.D. As a former tenured professor and department head who oversaw numerous academic job searches, she knows from experience exactly what gets an academic applicant a job. And as the creator of the popular and widely respected advice site *The Professor is In*, she has helped countless Ph.D.'s turn themselves into stronger applicants and land their dream careers. Now, for the first time ever, Karen has poured all her best advice into a single handy guide that addresses the most important issues facing any Ph.D., including: -When, where, and what to publish -Writing a foolproof grant application -Cultivating references and crafting the perfect CV -Acing the job talk and campus interview -Avoiding the adjunct trap -Making the leap to nonacademic work, when the time is right *The Professor Is In* addresses all of these issues, and many more.*

International Faculty in Higher Education

Faculty Stress

Hiring the Next Generation of Faculty: New Directions for Community Colleges, Number 152

Field Biology as Art

*An Instructor Primer for Adjunct and New Faculty
Small Steps for Sustained Excellence
Foundations for Career Success*

*The first chapter in this volume presents an overview of the faculty personnel challenges facing community colleges; the next three discuss the socialization and professional development of new faculty. Authors stress the importance of understanding differences among the types of community colleges and the importance of gender and racial/ethnic diversity among the faculty of the institutions who educate the majority of undergraduate females and students of color. The volume concludes with chapters on legal aspects related to the faculty employment and the experiences of presidents and senior instructional administrators, giving valuable guidance to those actively involved in the hiring process. At the heart of this volume is the continued commitment to the community college ideal of providing educational access and, through quality instruction, facilitating student learning and success. Previous research indicated that community college faculty retire at or near the traditional age of sixty-five. With an aging faculty, enrollments that are reaching unprecedented levels, and the federal government calling for the community college to take an even greater role in workforce training, community colleges will need to both replace significant portions of their faculty and hire additional faculty lines between now and 2020. This next hiring wave has implications for community colleges, the diverse student populations who attend these institutions, and society in general. This is the 152nd volume of the Jossey-Bass quarterly report series *New Directions for Community Colleges*. Essential to the professional libraries of presidents, vice presidents, deans, and other leaders in today's open-door institutions, *New Directions for Community Colleges* provides expert guidance in meeting the challenges of their distinctive and expanding educational mission.*

*Colleges and universities across the US have created special initiatives to promote faculty development, but to date there has been little research to determine whether such programs have an impact on students' learning. *Faculty Development and Student Learning* reports the results of a multi-year study undertaken by faculty at Carleton College and Washington State University to assess how students' learning is affected by faculty members' efforts to become better teachers. Extending recent research in the Scholarship of Teaching and Learning (SoTL) to assessment of faculty development and its effectiveness, the authors show that faculty participation in professional development activities positively affects classroom pedagogy, student learning, and the overall culture of teaching and learning in a college or university.*

Changing our colleges and universities into learning institutions has become increasingly important at the same time it has become more difficult. Faculty learning communities have proven to be effective

for addressing institutional challenges, from preparing the faculty of the future and reinvigorating senior faculty, to implementing new courses, curricula, and campus initiatives on diversity and technology. The results of faculty learning community programs parallel for faculty members the results of student learning communities for students, such as retention, deeper learning, respect for other cultures, and greater civic participation. The chapters in this issue of New Directions for Teaching and Learning describe from a practitioner's perspective the history, development, implementation, and results of faculty learning communities across a wide range of institutions and purposes. Institutions are invited to use this volume to initiate faculty learning communities on their campuses. This is the 97th issue of the quarterly journal New Directions for Teaching and Learning.

International Perspectives

Promotion and Tenure

Administration

A Guide to Getting Tenure and Advancing Your Academic Career

Forever New

The Essential Guide To Turning Your Ph.D. Into a Job

The Churchman

Study of academic preparation mobility pattern, utilization and total earnings of technical faculty, chiefly in tabular form.

The institution of tenure—once a cornerstone of American colleges and universities—is rapidly eroding. Today, the majority of faculty positions are part-time or limited-term appointments, a radical change that has resulted more from circumstance than from thoughtful planning. As colleges and universities evolve to meet the changing demands of society, how might their leaders design viable alternative faculty models for the future? *Envisioning the Faculty for the Twenty-First Century* weighs the concerns of university administrators, professors, adjuncts, and students in order to critically assess emerging faculty models and offer informed policy recommendations. Cognizant of the financial pressures that have led many universities to favor short-term faculty contracts, higher education experts Adrianna Kezar and Daniel Maxey assemble a top-notch roster of contributors to investigate whether there are ways to modify the existing system or promote new faculty models. They suggest how colleges and universities might rethink their procedures for faculty development, hiring, scheduling, and evaluation in order to maintain a campus environment that still fosters faculty service and student-centered learning. Even as it asks urgent questions about how to retain the best elements of American higher education, *Envisioning the Faculty for the Twenty-First Century* also examines the opportunities that systemic changes might create. Ultimately, it provides some starting points for how colleges and universities might best respond to the rapidly evolving needs of an increasingly global society.

"I began this book to articulate my sense of disappointment and alienation from the status I had fought so hard to achieve." A remarkable admission from an alumnus of Harvard Law School who has held tenured professorships in the law schools of Yale

and Stanford and has taught in the law schools of Harvard and Chicago. In this personal reflection on the status of higher education, Julius Getman probes the tensions between status and meaning, elitism and egalitarianism, that challenge the academy and academics today. He shows how higher education creates a shared intellectual community among people of varied races and classes — while simultaneously dividing people on the basis of education and status. In the course of his explorations, Getman touches on many of the most current issues in higher education today, including the conflict between teaching and research, challenges to academic freedom, the struggle over multiculturalism, and the impact of minority and feminist activism. Getman presents these issues through relevant, often humorous anecdotes, using his own and others' experiences in coping with the constantly changing academic landscape. Written from a liberal perspective, the book offers another side of the story told in such works as Allan Bloom's *The Closing of the American Mind* and Roger Kimball's *Tenured Radicals*.

In the Company of Scholars

A Primer for Academic Beginners

The Harvard Advocate

Teaching Faculty in Universities and Four-year Colleges, Spring, 1963

The Speeches of James Wright, President of Dartmouth College, 1998-2009

Perspectives on the History of Higher Education

Early Career Academics in New Zealand: Challenges and Prospects in Comparative Perspective

Over the past 70 years, the American university has become the global gold standard of excellence in research and graduate education. The unprecedented surge of federal research support of the postWorld War II American university paralleled the steady strengthening of the American academic profession itself, which managed to attract the best and brightest educators from around the world while expanding the influence of the "faculty factor" throughout the academic realm. But in the past two decades, escalating costs and intensifying demands for efficiency have resulted in a wholesale reshaping of the academic workforce, one marked by skyrocketing numbers of contingent faculty members. Extending Jack H. Schuster and Martin J. Finkelstein's richly detailed classic *The American Faculty: The Restructuring of Academic Work and Careers*, this important book documents the transformation of the American faculty—historically the leading global source of Nobel laureates and innovation—into a diversified and internally stratified professional workforce. Drawing on heretofore unpublished data, the book provides the most comprehensive contemporary depiction of the changing nature of academic work and what it means to be a college or university faculty member in the second decade of the twenty-first century. The rare higher education study to incorporate multinational perspectives by comparing the status and prospects of American faculty to teachers in the major developing economies of Europe and East Asia, *The Faculty Factor* also explores the redistribution of academic work and the ever-more diverse pathways for entering into, maneuvering through, and exiting from academic careers. Using the tools of sociology, anthropology, and demography, the book charts the impact of waves of technological change, mass globalization, and the severe financial constraints of the last decade to show the impact on the lives and careers of those who teach in higher education. The authors propose strategic policy recommendations to extend the strengths of American higher education to retain leadership in the global economy. Written for professors, adjuncts, graduate students, and academic, political, business, and not-for-profit leaders, this data-rich

study offers a balanced assessment of the risks and opportunities posed for the American faculty by economic, market-driven forces beyond their control.

Articulates salient problems of tenure-track faculty, especially women and faculty of color. Offers a new paradigm to delineate ways in which the academic community can help socialize younger faculty, and honor differences more readily.

Beginning in the twentieth century, American faculty increasingly viewed themselves as professionals who were more than mere employees. This volume focuses on key developments in the long process by which the American professoriate achieved tenure, academic freedom, and a voice in university governance. Christian K. Anderson describes the formation of the original faculty senates. Zachary Haberler depicts the context of the founding and early activities of the American Association of University Professors. Richard F. Teichgraeber focuses on the ambiguity over promotion and tenure when James Conant became president of Harvard in 1933. In "Firing Larry Gara," Steve Taaffe relates how the chairman of the department of history and political science was abruptly fired at the behest of a powerful trustee. In the final chapter, Tom McCarthy provides an overview of the evolution of student affairs on campuses and indirectly illuminates an important negative feature of that evolution: the withdrawal of faculty from students' social and moral development. This volume examines twentieth-century efforts by American academics to establish themselves as an independent constituency in America's colleges and universities.

Tracks and Shadows

David Baltimore's Life in Science

Assessing the Connections

A Study of Faculty Turnover in Twenty California Public Junior Colleges, 1960 to 1964

Faculty Development and Student Learning

Ahead of the Curve

Faculty Development in a Time of Retrenchment

Look no further if you are new to a teaching career in higher education regardless whether you are doing it full or part time. Regardless of your college role it is important to remember that the vitality and credibility of the institution is defined by the excellence of the professors that they employed.

A revealing portrait of one of the most important scientists of the last century reveals David Baltimore's groundbreaking work in molecular biology and, most recently, his search for an AIDS vaccine, as well as his involvement in the anti-war movement and his Nobel Prize.

For the first time in decades, most American campuses are in the midst of hiring large groups of new faculty. As competition for the most qualified candidates increases, institutions must work harder than ever to attract and retain the best and most diverse prospects. This often requires investing considerable resources in recruitment and

hiring--and makes it imperative that new hires are not lost to competitors or to unhappy or unproductive beginnings. In this book, Robert Boice offers a range of proven support strategies designed to help new faculty thrive--from campuswide programs for nurturing newcomers to projects that help them to help themselves. Boice identifies the major challenges facing most new faculty--teaching, scholarly writing, and simply fitting in as colleagues--and provides tested solutions for helping them cope. He outlines a structured mentoring program to build collegiality through social support networks. And he presents specific techniques for helping new faculty find time, fluency, and balance as writers, including advice on dealing with editorial evaluations or rejections. The author also details a variety of self-help projects, including exercise and mood management groups run largely by new faculty, as well as faculty handbooks and newsletters. And perhaps most important, he tells how to gain the crucial support of department chairs, deans, and other administrators, secure funds to get programs off the ground, and keep new programs manageable and successful.

Young Faculty in the Twenty-First Century

New Directions for Teaching and Learning, Number 97

The Struggle for the Soul of Higher Education

A Critique of Rational Choice Theory

New Faculty

Ginling College Magazine, Nanking, China

A Standard Work of Reference in Art, Literature, Science, History, Geography, Commerce, Biography, Discovery and Invention... with New American Supplement, Complete in Thirty Volumes

"Becoming Great Universities arose from co-author Richard J. Light's visits over the past twenty years to more than campuses and his conversations with presidents, administrators, faculty, and students. Light and co-author Allison J. have distilled the topics arising from these conversations into the ten chapters that frame their book, with emphasis the prospect of promoting a culture of continuous innovation for creating value for students. This book is precisely the university's teaching and student development mission-not research. The overwhelming evidence in the higher education literature asserts that it is on the teaching and education side that our colleges and universities are most

challenged, and therefore that is where the greatest improvements can and must be made. Light and Jegla's message to higher education leaders is that improving performance depends to a great extent on their purposeful development of an institution's culture as a community, and on leveraging this culture through the encouragement of constructive working relationships across all sectors of campus, including administration, staff, faculty, and students. Their chapters cover the following topics: how to help students from under-resourced backgrounds; how to encourage students to invest their time and talents beneficially; how to attract students from non-traditional backgrounds to campus; how to improve learning outcomes through innovative teaching; how to assess learning; how to productively elicit student opinions, ideas, and advice; how to facilitate constructive interaction among students from differing backgrounds; how to build opportunities for lifelong learning; and how to inspire students to think globally. Throughout their book, Light and Jegla emphasize practical lessons for promoting measures of innovation on each front. With a broad spectrum of institutions in mind, the authors present dozens of no-cost or low-cost, actionable initiatives that faculty, university leaders, and even students can implement, always in the spirit of working toward their campus's sustained improvement over time"--

Intellectually rich, intensely personal, and beautifully written, *Tracks and Shadows* is both an absorbing autobiography of a celebrated field biologist and a celebration of beauty in nature. Harry W. Greene, award-winning author of *Snakes: Evolution of Mystery in Nature*, delves into the poetry of field biology, showing how nature eases our existential quandaries. More than a memoir, the book is about the wonder of snakes, the beauty of studying and understanding natural history, and the importance of sharing the love of nature with humanity. Greene begins with his youthful curiosity about the natural world and moves to his stints as a mortician's assistant, ambulance driver, and army medic. In detailing his academic career, he describes how his work led him to believe that nature's most profound lessons lurk in hard-to-see details. He discusses the nuts and bolts of field research and teaching, contrasts the emotional impact of hot dry habitats with hot wet ones, imparts the basics of snake biology, and introduces the great explorers Charles Darwin and Alfred Russel Wallace. He reflects on friendship and happiness, tackles notions like anthropomorphism and wilderness, and argues that organisms remain the core of biology, science plays key roles in conservation, and natural history offers an enlightened form of contentment.

What does it mean to be starting an academic career in the twenty first century? What challenges and prospects do academics face and how are they dealing with these? This book provides answers to these questions through an investigation of the experiences of early career academics in New Zealand universities. Filling a gap in the international literature on the academic profession by providing a comprehensive overview of the experiences of New Zealand academics, the book includes research findings from a national survey covering all eight New Zealand universities. The

research is also compared with various findings from the 2007 Changing Academic Profession survey in 19 other countries. The book encourages readers to think about the early career academic experience in New Zealand in relation to their own experiences of the academic profession internationally. Key areas of focus in the nine chapters include: teaching, research, and service preferences and activities of early career academics; work-life balance; satisfaction; experiences of Māori academics; and professional development and support for all early career academics. Underpinning the book is the issue of the socialisation of early career academics into the academic profession in the twenty first century, and how structure and agency interact to affect that socialisation. Suggestions are made, and links to free available online resources are provided, for improving socialisation at the individual, departmental, institutional, and national levels.

The Truly Diverse Faculty

New Dialogues in American Higher Education

Building Faculty Learning Communities

Envisioning the Faculty for the Twenty-First Century

The New Werner Twentieth Century Edition of the Encyclopaedia Britannica

Hearing Before the Subcommittee on Energy Research and Development of the Committee on Energy and Natural Resources, United States Senate, One Hundred First Congress, Second Session, ... April 24, 1990

Becoming Great Universities

Demonstrates how the success of universities depends on the working conditions of the younger academic generation. Young faculty are the future of academia, yet without attractive career paths for young academics, the future of the university is bleak. Featuring case studies from Brazil, China, France, Germany, India, Norway, Portugal, Russia, South Africa, and the United States, Young Faculty in the Twenty-First Century is the first book to analyze issues facing early-career higher education faculty in an international context. The contributors discuss how young academics are affected by contracts, salaries, the structure of careers, and institutional conditions. The analyses cover the full spectrum of the academic profession, including part-time jobs and short-term contracts, both in public and private institutions. The book also addresses what universities must do in order to attract young, qualified candidates.

The Rise and Decline of Faculty Governance is the first history of shared governance in American higher education. Drawing on archival materials and extensive published sources, Larry G. Gerber shows how the professionalization of college teachers coincided with the rise of the modern university in the late nineteenth century and was the principal justification for granting teachers power in making educational decisions. In the

twentieth century, the efforts of these governing faculties were directly responsible for molding American higher education into the finest academic system in the world. In recent decades, however, the growing complexity of "multiversities" and the application of business strategies to manage these institutions threatened the concept of faculty governance. Faculty shifted from being autonomous professionals to being "employees." The casualization of the academic labor market, Gerber argues, threatens to erode the quality of universities. As more faculty become contingent employees, rather than tenured career professionals enjoying both job security and intellectual autonomy, universities become factories in the knowledge economy. In addition to tracing the evolution of faculty decision making, this historical narrative provides readers with an important perspective on contemporary debates about the best way to manage America's colleges and universities. Gerber also reflects on whether American colleges and universities will be able to retain their position of global preeminence in an increasingly market-driven environment, given that the system of governance that helped make their success possible has been fundamentally altered.

The collected speeches of Dartmouth's sixteenth president

The Decennial Publications of the University of Chicago

The Professor Is In

Moving to a Mission-Oriented and Learner-Centered Model

The New Faculty Member

The Rise and Decline of Faculty Governance

Candid Advice for New Faculty Members

Shaping the American Faculty

Many universities in the twenty-first century claim "diversity" as a core value, but fall short in transforming institutional practices. The disparity between what universities claim as a value and what they accomplish in reality creates a labyrinth of barriers, challenges, and extra burdens that junior faculty of color must negotiate, often at great personal and professional cost. This volume addresses these obstacles, first by foregrounding essays written by junior faculty of color and second by an essay with commentary by senior university administrators. These two university constituencies play crucial roles in the academy, but rarely have an opportunity to candidly engage in dialogue. This volume harnesses the untapped collective knowledge in these constituencies, revealing how diversity claims, when poorly conceived and under-actualized, impact university as an intellectual work environment and as a social filter for innovative ideas.

The Faculty Factor

Supporting and Fostering Professional Development

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Princeton Alumni Weekly

Reassessing the American Academy in a Turbulent Era

Comparative Perspectives on Recruitment, Integration, and Impact

Professionalization and the Modern American University

Unity