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Follow the Yellow Brick Road to a Successful Professional Career in Higher Education

By
Angela Lumpkin

Abstract:

Mentors and other colleagues can help guide faculty through various career stages as they develop and demonstrate their competence in teaching, research, and service; earn tenure and promotion; balance personal and professional responsibilities; meet post-tenure review expectations; and enjoy career-long productivity and satisfaction. Nurturing the ongoing development of faculty, including through faculty helping each other grow professionally, will prepare them to successfully meet the changes and challenges facing higher education.

Follow the Yellow Brick Road to a Successful Professional Career in Higher Education

By Angela Lumpkin

Dorothy is advised to follow the yellow brick road in *The Wizard of Oz*, the movie based on Baum's (1900) book for children. The journey for faculty may be equally adventuresome to Dorothy's as they negotiate among the sometimes conflicting responsibilities of teaching, research, and service; time demands of careers and personal lives; idiosyncrasies among colleagues; and diversity among and changes in how students learn. Despite these challenges, many are attracted to the autonomy of the academy as well as the opportunity to pursue a passion for a chosen discipline (Lindholm 2004).

Doctoral preparation, however, often fails to systematically prepare future professionals for the comprehensiveness of their academic roles. Austin (2003) questioned whether those aspiring to join the professoriate understand their full responsibilities, including advising, participating as institutional citizens, and utilizing new technologies in their teaching. To help address these concerns, in 1993 the Council of Graduate Schools in partnership with the Association of American Colleges and Universities initiated the Preparing Future Faculty program, which is seeking to transform the preparation of aspiring faculty members. Austin (2003, 132) strongly agreed when she stated "a lack of developmental preparation is coupled with what many graduate students and many early career faculty perceive as lack of clarity about expectations, insufficient feedback about their work, and mixed messages about what is valued."

Uncertainty, isolation, and insecurity become especially poignant in the absence of guidance, as the independence characteristic of academe may have resulted in the expectation of “making your way” or “learning on your own.” Another perspective is the importance of nurturing and supporting new faculty. Borisoff (1998), Cawyer, Simonds, and Davis (2002), Luna and Cullen (1995), Sorcinelli and Yun (2007), and others have urged institutions of higher education to implement mentoring programs to help smooth the transition of faculty into new roles.

Even after faculty settle into life in the academy, with or without the help of mentors, Baldwin (1990), Baldwin and Blackburn (1981), Kalivoda, Sorrell, and Bellamy (1994), and Morris (2004) stated persuasively that each faculty member passes through career phases. These authors agree that administrators and colleagues should acknowledge the existence of developmental needs and address them during transitional stages in order to sustain an intellectually vibrant faculty. Morris (2004, 5) concluded, “Faculty development is important throughout the career span and should be supported...”

The information provided in this essay can help faculty maneuver through the ebbs and flows of teaching, research, and service throughout their careers, leading to greater success and satisfaction. Mentoring, answering questions, listening, and providing assistance whenever appropriate can help facilitate the journey of faculty through the maze of transitional stages in order to achieve tenure, merit promotions, and meet the expectations of post-tenure review. Because faculty must attempt to balance their professional and personal lives, suggestions are

offered to help faculty manage seemingly conflicting demands. This essay concludes with suggesting some of the challenges facing current and awaiting future members of the academy.

Before embarking on a discussion of teaching, research, and service from a developmental perspective, the uniqueness of institutions is important to recognize. Faculty roles and responsibilities differ depending on the type of institution, such as public, private, two-year, four-year, regional, land-grant, flagship, and for-profit. This means that it is imperative when a faculty member chooses where to work, that he or she understands the institutional mission and culture and the students served.

Teaching

Assistant Professors

The initial years of a faculty member's career are extremely stressful. Austin (2003) stated that early-career faculty members claim that expectations have not been clearly presented to them nor do they receive regular and explicit feedback. Olsen (1993) reported that first- and third-year faculty experience conflict with work commitments, time pressures, and the stress associated with a perceived lack of support and collegiality as well as uncertainty about institutional requirements for promotion and tenure.

Most institutions of higher education emphasize teaching as their primary focus, and all espouse that teaching is important. Boice (1992), Baldwin (1990), and Perna, Lerner, and Yura (1995) agree with Olsen (1993) that teaching is the greatest challenge to a new faculty member's desire to demonstrate competence. Boice (1992, 100) concluded, "Teaching is, after all, a far greater challenge and consumer of time than most new faculty members anticipate."

Two specific areas in which a mentor (defined as a person who guides, advises, or coaches a colleague in his or her development) or another colleague may provide assistance are course design and delivery (Luna and Cullen 1995). Many new assistant professors have never designed and taught a college course because doctoral programs typically stress research instead of instructional skills. A mentor can coach a protégé (defined as the person matched with a mentor) to develop course syllabi that include achievable learning outcomes, student-centered learning activities, challenging assignments, and authentic assessments. A mentor can assist a protégé in the development of course materials like reading packets or handouts, PowerPoint® presentations, Web-based materials, student projects, and other learning activities; provide samples of these types of instructional aids; and refer a protégé to professional development opportunities offered by a campus teaching center. Modeling by a mentor of various instructional approaches and co-teaching also can be helpful to a protégé.

Mentoring is primarily about relationships (Boyle and Boice 1998; Cawyer et al. 2002; Perna et al. 1995; Wasburn and LaLopa 2003; Zellers, Howard, and Barcic 2008), so a trusted mentor may be able to help a new colleague who is struggling with gaining confidence as a teacher. A mentor can serve as a sounding board about a protégé's ideas for innovative instructional approaches and provide an objective perspective in analyzing a videotaped class.

Because institutional requirements vary, colleagues should help assistant professors understand the criteria as well as any required format for the promotion and tenure dossier. A mentor can guide a protégé in thoroughly and comprehensively presenting multiple types of

evidence of achievements organized for clarity and ease of reading (Seldin 2004). Samples could include the following:

- *Philosophy of teaching.* The development of a teaching philosophy facilitates reflection on instructional practice. This philosophy could articulate the assistant professor's commitment to teaching and student learning, provide a description of preferred teaching styles and instructional strategies, elaborate on teaching interests that guide the protégé's commitment to disciplinary content, and describe the depth and breadth of interactions with students.
- *Student feedback.* The assistant professor should be encouraged to seek periodic feedback from his or her students so that appropriate changes can be made in courses that could lead to greater student learning. For example, Bain (2004, 159) suggests the periodic seeking of responses from students to questions such as these:
 - In what ways has the instruction/instructor helped you learn in this course?
 - Can you suggest some changes in the instruction/instructor that would better help you learn?
 - If the course/instruction has helped you learn, what is the nature of that learning?
- *Feedback from peers.* Evaluations of teaching completed by peers can offer critiques that lead to instructional enhancements (Bernstein 2008). Videotaping classes can facilitate self-analysis of the way class content is presented and enable a colleague from a campus teaching center offer suggestions for improvement.

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- *Reflections on teaching.* The process of reflecting on teaching by putting into words how a class is planned and delivered potentially can be a transforming experience. This self-assessment can provide insights into how and why specific approaches are used as well as how effectively the assistant professor is engaging students in critical thinking.

Associate Professors

Some associate professors who may have lost their enthusiasm for or commitment to teaching could benefit from professional development. Disciplinary colleagues, professional colleagues in other academic units, or professionals in a campus teaching center could assist these associate professors in utilizing course development resources, gaining new instructional and technological skills, and participating in disciplinary workshops focusing on teaching. Some associate professors may need help in using innovative and up-to-date instructional strategies and technological tools to prevent stagnation in the classroom (McKeachie and Svinicki 2006). Colleagues could share their successful instructional strategies, discuss innovative initiatives that have enhanced student learning, and facilitate networking with colleagues in other disciplines.

Romano, Hoelsing, O'Donovan, and Weinsheimer (2004), based on their review of the effectiveness of the Mid-Career Teaching Program at the University of Minnesota, concluded that (1) participants' teaching knowledge, behaviors, and satisfaction increased; (2) they adapted their teaching styles to meet the demands and expectations of today's students; and (3) these changes positively impacted their lives outside the academy. These authors suggested

that this professional development program could easily be implemented at other institutions to help mid-career faculty renew their interest in teaching.

Professors

Having achieved the top academic rank, some professors may go into a maintenance mode regarding teaching. They may fail to commit to lifelong learning as it relates to staying current in their disciplines or incorporating enhancements in their teaching. For professors, years may pass without their making substantive changes or advancements in their courses. Colleagues can help move colleagues out of a seeming rut by challenging and supporting them to be innovative, facilitating changes and enhancements in their instructional styles and approaches through co-teaching or sharing ideas and materials, and helping them incorporate various instructional technologies into their teaching.

Learning about and beginning to access resources, such as those offered by a campus teaching center, professional organizations, and online, (see Table 1) and through sabbatical leaves focused on instructional revitalization, may provide the needed impetus for rekindling a love for and commitment to teaching and learning. Many institutions provide professional development opportunities in which colleagues share successful instructional approaches and offer assistance in incorporating new strategies for engaging their students in learning. Some faculty might benefit from reading books on how to improve their teaching effectiveness. For example, Bain (2004, 83) in *What the Best College Teachers Do* concluded,

Simply put, the best teachers believe that learning involves both personal and intellectual development and that neither the ability to think nor the

qualities of being a mature human are immutable. People can change, and those changes—not just the accumulation of information—represent true learning. More than anything else this central set of beliefs distinguishes the most effective teachers from many of their colleagues.

*** insert Table 1 ***

As institutions of higher education adapt to changing students and technologies, more senior faculty may find it challenging to keep pace. Sorcinelli (1999) reported on TEACHnology, a faculty development program at the University of Massachusetts designed for mid-career and senior faculty to use the capacities of new technologies in their teaching. Congruent with the premise that faculty development is a career-long investment, Sorcinelli (1999, 65) stressed:

What we know about senior faculty suggests that institutions need to create environments that encourage their interest in teaching and new ways of teaching; provide resources for taking on new roles in and outside of the classroom; and foster a climate that encourages ongoing collegial feedback for improvement.

Some professors, who, as retirement nears, are simply going through the motions of teaching and experiencing less satisfaction from it, may be characterized by the caricature of

the faculty member who dropped his lecture notes in class one day, and they broke because of age and brittleness. These professors also might benefit from developmental opportunities to reconnect with their students in ways that energize them and thus allow students to benefit from their professors' knowledge and disciplinary expertise.

Research

Assistant Professors

Unless the assistant professor effectively prioritizes research and holds time for this pursuit sacred, she or he may not produce scholarly publications at the level commensurate with institutional expectations. A mentor can help a protégé learn how to manage his or her schedule to ensure sufficient time to initiate research projects, collect data, prepare manuscripts, and submit grant proposals. A mentor can suggest various approaches to enhance scholarly productivity, such as setting aside blocks of time, working in alternative locations, and finding personally optimal times for greatest productivity.

The institutional mission defines the scope of scholarly expectations. At institutions requiring research and publications, questions frequently asked by new faculty, such as those that follow, could provide a framework for discussions with and assistance provided by multiple mentors (Sorcinelli and Yun 2007)..

- How many refereed publications are required to earn tenure? Even though Borisoff (1998) and others have suggested that institutions establish specific requirements for publications, seldom will colleagues give definitive answers to this question; instead, they usually state that quantity and quality are important. The best advice to an assistant professor could be

to get started with research endeavors immediately and make steady progress in publishing.

- What types of publications count? Assistant professors need to understand how an institution counts single authorship, first authorship, and collaborative work. Are only empirical and research-based manuscripts valued, or do theoretical or opinion articles also count? A mentor can help a protégé evaluate the relative weight of publishing a book versus articles in refereed journals.
- Is having a focused research agenda or specialized line of research essential? Most institutions expect the assistant professor to select specific interest areas with realistic feasibility for publications.
- To which journals should I submit? Colleagues can provide guidance about which journals are acceptable for initial submissions, which journals would not be considered sufficiently prestigious, and what the acceptance rates of various journals are.
- Is external funding required, and, if so, how much? In institutions and disciplines where external grants are highly regarded, the relative weight placed on the submission of grants, receipt of grants, role served in grants (e.g., principal investigator, co-principal investigator, or evaluator), and whether these projects result in scholarly publications need to be clearly articulated by senior faculty. It is important for a mentor to help a protégé understand the relative weight of publications versus external funding, since time is limited and achieving balance in research endeavors is critical.

In addition to collaborating on research projects, reviewing drafts of manuscripts, and encouraging scholarly pursuits, mentors can guide their protégés in the preparation of the

research section of their dossiers for promotion and tenure. A mentor could provide a sample dossier as a model, make recommendations on organizational features, identify potential types of evidence that might be included, and serve as an advisor to help reduce the anxiety of an inherently stressful process.

Associate Professors

In some disciplines, books are required for promotion to full professor. A mentor can help an associate professor maneuver through the complicated process of conceptualizing and developing a prospectus, negotiating a contract, outlining a writing schedule, preparing draft chapters, responding to reviewers' critiques in editing chapters, and finalizing the manuscript.

Colleagues could help expand an associate professor's skill in writing proposals for grants. These activities could include identifying and locating potential funding sources, acquainting a colleague with an institution's guidelines for submitting grant proposals, identifying seed grant opportunities that might lead to more substantive external funding, and providing opportunities for collaborative work on existing grants.

Getting associate professors to engage, if institutional requirements have changed, or re-engage in scholarly activities may be quite challenging because for years some of these individuals may have chosen not to commit to the level of scholarly productivity now required for promotion. Associate professors may claim that they refuse to play the game, perceive the requirements for promotion to be beyond their abilities to achieve them, or state that their priorities in how they spend their time have changed. Post-tenure review may be perceived as especially threatening if the scholarly output of these colleagues is lacking. Those who aspire to

produce greater scholarship (or are forced to by post-tenure review or changing institutional requirements) may need scholarly retooling. For example, experienced colleagues can encourage and provide assistance with more empirical or theoretical scholarly work, as appropriate to the field.

Faculty members who have conducted limited or no research in recent years may find that journal reviewers have higher expectations relative to the theoretical construct, research design, and statistical analysis for publishable manuscripts than when tenure was received. Those accomplished in research could engage in collaborative research projects, which could help hone the research skills of associate professors.

Professors

Some professors have grown tired of the pressures of conducting and publishing their research and stopped to reassess their professional futures. They may be seeking a change, such as a move into administration, to use their expertise in a role outside of higher education, or to redirect their energies into consulting or a variety of entrepreneurial activities. Colleagues could serve a valuable role by listening, asking questions, and offering alternatives to consider. For other faculty, providing funding, release time, and facilities could generate new enthusiasm for research. Another possibility could be to enact flexible leave policies to allow for the exploration of evolving research options.

With retirement in sight, a senior faculty member may feel marginalized, disengaged, or left out as the discipline and colleagues have moved beyond them. Again, colleagues could

listen, reaffirm, and celebrate past achievements and help redirect the expertise of these senior colleagues into mentoring, teaching, or service.

Service

Assistant Professors

Documenting the scope and significance of service is essential in providing those in evaluative roles with the information they need to assess colleagues' departmental and campus citizenship. A mentor should caution a protégé, however, about volunteering for time-consuming committees and activities. For example, the pre-tenure years are not the time to serve as a chair of a time-intensive committee or volunteer for a plethora of service work. Because there are fewer females and ethnic minorities among faculty, they often are asked to serve on committees to ensure diversity. A mentor should caution these colleagues not to accept too many service roles lest they become overwhelmed and have too little time for teaching and research.

Associate Professors

Service activities may be minimized in the early phases of a faculty member's career in order to commit more time and energy to teaching and scholarly productivity, but service expectations become more extensive once tenure has been achieved. Associate professors should be encouraged to take leadership roles at local, state, regional, and national levels in professional organizations as well as with committees on campus. Outstanding service in some institutions may substitute for strong teaching or major research contributions to earn promotion to full professor. At other institutions, associate professors should be cautioned by

their colleagues to ensure that service contributions are balanced with a strong record of effective teaching and refereed publications to advance in rank.

Professors

Achieving the highest academic rank moves a faculty member to a level in which significant service is expected. Senior faculty are expected to lead faculty governance, promotion, and tenure review committees; planning efforts; search committees; and special task forces, such as for re-accreditation. These professors can open doors by making introductions and helping with networking for colleagues who are interested in particular service endeavors and aspire to contribute meaningfully on campus and with professional organizations.

Opportunities to provide significant service and leadership within a department or on campus may be the spark that rejuvenates a faculty member who feels stuck in doing the same thing year after year. For example, these faculty members might be asked to assume leadership with accreditation or strategic planning processes on campus. Given the intangible benefits that most mentors express receiving from mentoring (Luna and Cullen 1995), inviting faculty to work with or mentor new colleagues could stimulate greater levels of commitment and enthusiasm. Lincoln (Stanley and Lincoln 2005, 48) stressed:

Mentoring has always seemed to me to be an integral part of what senior scholars owe across the generations to their junior colleagues....My own belief is that it is a part of the institutional citizenship responsibilities of every senior faculty member, not a form of "overload."

In their last years on campus, professors may need to be encouraged to give back to their institutions. Administrators and colleagues should encourage these professors to share their historical perspectives and sage advice, as through shared governance, curriculum enhancements, recruitment initiatives, and fund-raising. Helping senior faculty gain satisfaction about a career well spent is important and possibly can be best achieved by getting them engaged in service activities.

Summary of Teaching, Research, and Service

It is important to recognize that each faculty member passes through transitional stages during his or her career. Institutions and their faculties should mentor new faculty and continue to address the developmental needs of their most important resource. "Everybody needs somebody," and this is no less true for faculty. Providing support to faculty whenever needed could help faculty gain, maintain, and renew their competence and confidence. When some faculty members become less productive, colleagues could help them rekindle their enthusiasm for and dedication to being effective teachers, productive scholars, and willing servants. One way that colleagues can help each other is through understanding the challenge of integrating personal and professional lives, which is briefly discussed in the next section.

Balancing Personal and Professional Roles

During each of the transitional and developmental stages of their professional careers, faculty members are also concerned with balancing family or personal issues with work demands. Of course, this is not a problem unique to higher education. However, in a profession

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not defined in a time-limited way (e.g., 8 am to 5 pm), an academic career can become all consuming. Examples abound of faculty who work seemingly endless hours preparing for their classes, grading papers, conducting research projects, writing manuscripts for publication, and providing service on campus, for professional organizations, or through outreach activities. This often results in neglecting to spend time with family members and friends, leaving undone routine tasks of life, and not getting enough sleep and relaxation. This section describes a few key personal issues that concern faculty, along with possible strategies for ways in which colleagues can help one another deal with these issues.

Family

Concerns about family may begin as early as the job search because increasingly two-career partnerships are seeking institutions in which both professionals can secure positions (Wolf-Wendel, Twombly, and Rice 2003). Some administrators and faculty are highly successful in recruiting faculty pairs as they collaboratively post advertisements and work with colleagues across campus to make offers to both job seekers. In many situations, however, because of the timing of vacancies and differences in the abilities and potential of candidates, one person may get appointed to a tenure-track faculty position, while the partner has to take a staff position at the same institution, settle for an appointment at another—and often less prestigious—institution nearby, or remain in a current position resulting in a commuter relationship. Faculty partners may face the challenge of one individual getting tenure, while the other does not, or only one having the opportunity to pursue a significant advancement opportunity at an institution in another location. Colleagues could help deal with these less-than-ideal

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circumstances by introducing the new faculty member to individuals in similar situations who could provide support and understanding, help with travel and living arrangements, or simply listen and be available when feelings of isolation occur.

The issues of children and time often are commingled (i.e., when to have children and how to make sure that their needs are met). For females, the question of when to have children relative to the tenure clock can be especially stressful (Colbeck and Drago 2005). Colleagues can help new faculty understand how to make arrangements with their institutions for stopping the tenure clock (although not every institution permits this) for the birth and immediate care of a child as well as how parents can take advantage of maternity rights. A colleague could help provide information about childcare facilities on- and off-campus. Colleagues could share how they juggled the inevitability of childhood sicknesses and other child care needs with teaching classes, attending meetings, and finding time to conduct research and write (Ward and Wolf-Wendel 2004).

Another family issue is that of parent care. As people live longer, many mid-career faculty members find that one or both of their parents are in need of short- or long-term care. Referring colleagues to local placements or services that they may not know about is appreciated. When parents live in a distant location, these faculty members may dedicate weekends, breaks in the academic calendar, and summers to caring for the physical and emotional needs of their parents. The time and stress associated with parent care may adversely affect scholarly productivity, instructional preparations, or willingness to get involved with service activities.

Time Demands

Related directly to balancing personal and family matters with an academic career is the challenge of managing seemingly incessant time demands and the associated stress. Boice (1992) offered this advice to new faculty on how to use their professional time most productively:

- Keep daily, verifiable records of how workdays are spent;
- Limit class preparation time to a maximum of two hours per classroom hour;
- Spend at least two hours during the week on social networking related to teaching and scholarly productivity;
- Find at least 30–60 minutes each day for scholarly writing; and
- Integrate scholarly and research interests into lectures whenever appropriate.

If work time is organized and thus more productive in these or other ways, a faculty member may feel more comfortable leaving work at the office so that family time becomes more enjoyable.

Managing Stress

Stress is the feeling experienced when a person perceives that demands exceed his or her personal and social resources to respond. Like with time management, stress management is about making choices. More experienced colleagues can remind those less experienced to be aware of what is stressful, assess his or her emotional and physiological reactions to stress, and develop positive approaches for dealing with it. A person's attitude toward stress and how threatening a situation is perceived to be are keys to the stress response. Affirmations, imagery,

visualization, and deep breathing are effective, easy, and inexpensive approaches to managing stress. Other successful stress management strategies include

- Having a sense of humor;
- Eating well-balanced, nutritious meals and maintaining optimal weight;
- Avoiding (reducing) use of nicotine, alcohol, and caffeine;
- Participating regularly in physical activity and maintaining cardiorespiratory fitness;
- Engaging regularly in relaxing and enjoyable activities; and
- Getting enough sleep and rest.

By using effective stress reduction approaches to moderate reactions to stress, emotional and physical reserves can be built and sustained.

Summary for Gaining Balance in Life

The challenge of integrating and balancing personal and professional lives continues throughout faculty members' careers. Achieving the high standards of the academy and personal expectations threatens to steal time away from partners, children, and parents during different life stages. Juggling the time and stress demands of teaching, research, and service, family responsibilities, and the desire for well-balanced lives are difficult, yet desired by those choosing faculty careers. Because accountability for career-long productivity increasingly is being expected, the next section emphasizes the importance of addressing the developmental needs of faculty as they demonstrate through the post-tenure review process that throughout their careers they continue to meet and exceed expectations.

Post-Tenure Review

A specific look at post-tenure review and the issues surrounding it follows because of its direct connection with faculty development. Some claim that guaranteed employment, especially when this seldom occurs outside of education, makes it easy for faculty to lapse into maintenance of the status quo, rather than demonstrating a continuing commitment to teaching excellence, scholarly contributions, and noteworthy service. Many governing boards and state legislators, often in response to criticisms from external stakeholders, have imposed post-tenure faculty review (defined as the periodic review of a colleague by faculty peers to assess whether she or he is continuing to make positive contributions) to ensure that tenure is not abused (Neal 2008).

In a review of the proliferation of state-level policies mandating post-tenure review in public colleges and universities, Miller (1999) reported that many external stakeholders view tenure as an entrenched system that places too much value on research and not enough on teaching and learning. These critics claim that higher education has been failing to be accountable for the performance of its faculty; rather, it protects those who do only the minimum. Miller (1999) and Neal (2008) affirm that if post-tenure review is to deflect such criticism, it cannot be a *pro forma* exercise, but it must be viewed as a process for making more explicit what is expected of faculty who are tenured, with an emphasis on their career-long development and productivity.

Licata and Morreale (1999) described post-tenure review as a systematic peer review process that focuses on assessing performance, nurturing professional growth and development for improvement, and imposing sanctions in the absence of acceptable

performance. Consistent with the premise of lifelong career development, they stated that post-tenure review should include the provision of formative feedback upon which a career growth plan, if needed, can be developed.

Nixon, Helms, and Williams (2001) provided examples of how continual improvement can be documented through post-tenure review. These could include development of an updated philosophy of teaching, work with student organizations, participation in faculty discussions about teaching, and changes made in teaching based on feedback received from students. Thus, Licata and Morreale (1999), Miller (1999), (Neal (2008), and Nixon, Helms, and Williams (2001) in their discussions about post-tenure review supported the thesis of this paper, which is the importance of providing support and development throughout the careers of faculty.

O'Meara (2004), based on an examination of the beliefs of faculty and administrators about the first year of implementation of post-tenure review, suggested that this process validates the academic values of autonomy and collegiality. Post-tenure review also can enhance the performance of faculty through systematic feedback and opportunities for professional growth. O'Meara supported the view that collegiality among a community of scholars provides support and opportunities for social and professional interaction.

The post-tenure review process can lead faculty to reflect on future career directions, reengage in departmental governance, and appreciate more the work of their colleagues. Miller (1999), O'Meara (2004), and others have advocated that post-tenure review incorporates an

understanding of the stages of academic careers and the importance of lifelong professional development.

Concluding Remarks

Faculty in the 21st century will be surrounded by challenges different from those experienced by colleagues in previous decades. In order to effectively prepare current and future faculty for these changes, higher education cannot assume an attitude of business as usual. Rather, the challenges facing higher education may mean that meeting the developmental needs of faculty during transitional stages in their careers becomes even more critical. Table 2 provides this author's projections of these challenges and possible ways for institutions and their faculties to address each. An important aspect of dealing with these inevitable changes is to develop and maintain the abilities of each faculty member to navigate successfully the rocky shoals of the academy to thrive professionally.

*** *insert table 2* ***

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Table 1. Selected Resources for Faculty Development
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| <ul style="list-style-type: none">• The Carnegie Foundation for the Advancement of Teaching (www.carnegiefoundation.org/) is an independent policy and research center that encourages, upholds, and dignifies the profession of the teacher in higher education.• EDUCAUSE (www.educause.edu) is a nonprofit association dedicated to advancing higher education by promoting the use of information technology.• The Higher Education Research Institute (www.gseis.ucla.edu/heri/index.php) is an interdisciplinary center for research, evaluation, information, policy studies, and research training in higher education at the University of California, Los Angeles.• The Institute of Higher Education at the University of Georgia (www.uga.edu/ihe) takes a multidisciplinary approach to teaching, research, faculty and instructional development, and public service.• Multimedia Educational Resources for Learning and Online Teaching (MERLOT) (www.merlot.org/merlot/index.htm) shares peer-reviewed, online teaching and learning materials among higher education colleagues.• The Professional and Organizational Development Network in Higher Education (www.podnetwork.org) promote human development in higher education through faculty, instructional, and organizational development. |
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Table 2. Challenges Facing Higher Education in the 21st Century and Suggested Ways of Addressing Them

Greater Accountability from all Stakeholders

- Constrain tuition costs while expanding other sources of funding.
- Restrain curricular expansion to help facilitate timely degree completion.
- Provide evidence and data of the value added through a college education.

Emphasis on Student Learning, rather than Faculty Teaching

- Develop and implement authentic assessments of learning.
- Change metrics from seat-time and credit hours to demonstrated learning.
- Require global learning experiences.

Technologically Based, Anytime, Anywhere Education

- Develop and maintain the instructional technology skills and abilities of faculty.
- Deliver instructional materials and learning opportunities through a multiplicity of media.
- Revise degree completion requirements to accommodate self-paced education.

Entrepreneurship and Teamwork

- Facilitate the innovative abilities of faculty to meet real societal and disciplinary needs.
- Nurture collaborative and group efforts that address current and anticipated problems and issues.
- Reward the results of entrepreneurial and team activities.

Diversity of Students

Increase access to all qualified applicants.

Mentor students of all ages, races, ethnicities, cultures, and experiences in achieving their potential.

Enrich learning by engaging students in cross-cultural learning experiences.

Changes in the Faculty

Encourage differentiation in the roles and responsibilities of faculty.

Value and reward appropriately part-time and full-time faculty members who contribute their expertise in specific roles in teaching, research, or service.

Expect and require that faculty serve as role models for ethical conduct.