

TENURE - TRACK - PROCESS



Tenure Track

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Tenure Track:

Success on the Tenure Track Cathy Ann Trower, 2012-08-15 Satisfaction ratings from tenure track faculty at 200 institutions across the country reveal best practices and the key elements of workplace success Landing a tenure track position is no easy task Achieving tenure is even more difficult Under what policies and practices do faculty find greater clarity about tenure and experience higher levels of job satisfaction And what makes an institution a great place to work In 2005 2006 the Collaborative on Academic Careers in Higher Education COACHE at the Harvard Graduate School of Education surveyed more than 15 000 tenure track faculty at 200 participating institutions to assess their job satisfaction The survey was designed around five key themes for faculty satisfaction tenure clarity work life balance support for research collegiality and leadership Success on the Tenure Track positions the survey data in the context of actual colleges and universities and real faculty and administrators who talk about what works and why Best practices at the highest rated institutions in the survey Auburn Ohio State North Carolina State Illinois at Urbana Champaign Iowa Kansas and North Carolina at Pembroke give administrators practical proven advice on how to increase their employee satisfaction Additional chapters discuss faculty demographics trends in employment practices what leaders can do to create and sustain a great workplace for faculty and what the future might hold for tenure An actively engaged faculty is crucial for American higher education to retain its global competitiveness Cathy Ann Trower's analysis provides colleges and universities a considerable inside advantage to get on the right track toward a happy productive workforce *The Questions of Tenure* Richard P. Chait, Richard Chait, 2002 Children from low income backgrounds often experience fourth year slump despite the fact that their cognitive abilities may be consistent with the norm This book examines the causes of this disparity and outlines an active role for the schools in remedying weaknesses in literacy development **Off the Tenure Track** Judith M. Gappa, 1996 *Teaching Without Tenure* Roger G. Baldwin, Jay L. Chronister, 2001-01-25 Most chairs and deans need support and guidance for orienting supporting and evaluating non tenure track faculty Campuses could start by sharing this book Connection *Embracing Non-Tenure Track Faculty* Adrianna Kezar, 2012-05-04 The nature of the higher education faculty workforce is radically and fundamentally changing from primarily full time tenured faculty to non tenure track faculty This new faculty majority faces common challenges including short term contracts limited support on campus and lack of a professional career track Embracing Non Tenure Track Faculty documents real changes occurring on campuses to support this faculty group unveiling the challenges and opportunities that occur when implementing new policies and practices Non tenure faculty contributors across a diverse range of universities and colleges explore the change process on their campuses to improve the work environment and increase the quality of learning Kezar supplements these case studies by distilling trends and patterns from a national study of campuses that have successfully implemented policies to improve conditions for non tenure track faculty This invaluable research based resource illustrates that there are multiple pathways to successfully

implementing policy for non tenure track faculty Embracing Non Tenure Track Faculty provides the tools to create a lasting culture change that will shape the work lives of all faculty and ultimately improve student learning Outlining detailed strategies and approaches for providing equitable policies and practices for non tenure track faculty on college campuses this book is essential reading for both contingent faculty and higher education administrators *Part-Time on the Tenure Track* Joan M. Herbers, 2014-10-28 The case for a flexible work schedule for faculty has been repeatedly made with one policy recommendation being part time positions for tenure track tenured faculty PTTT Despite some of the benefits of this approach for both faculty and institutions the PTTT concept is the least implemented policy for faculty flexibility and is poorly understood This report offers the first comprehensive treatment of PTTT suggesting that this mode of flexibility enhances recruitment retention and engagement of faculty while offering value added productivity planning potential and faculty loyalty for the institution Herbers provides data that explore how a PTTT policy can lead to faculty success and satisfaction across the lifespan of a career and likewise offers analogies and examples of well established practices that administrators across institution types can adapt to create their own policies Administrators and faculty will find the author's policy recommendations best practices and solutions to common challenges to be a roadmap for stimulating change in their institutions This is the 5th issue of the 40th volume of the Jossey Bass series ASHE Higher Education Report Each monograph is the definitive analysis of a tough higher education issue based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication Getting Tenure Marcia Lynn Whicker, Jennie J. Kronenfeld, Ruth Ann Strickland, 1993-09-02 This practical guide clarifies the tenure process and gives concrete advice for graduate students and junior faculty members on the strategy required to maximize the chance of achieving tenure The authors explain the agenda of tenure decisions emphasizing the need to think politically and focus attention on the priorities of the decision makers **Off-Track Profs** Edie N. Goldenberg, John G. Cross, 2011-01-21 An investigation of non tenure track faculty at ten elite research universities and the implications for undergraduate education institutional governance and American preeminence in higher education Much attention has been paid to the increasing proportion of non tenure track faculty adjuncts lecturers and others in American higher education Critics charge that universities exploit contingent faculty and graduate students engaging in a type of bait and switch to attract applicants advertising institutional standing based on distinguished faculty who seldom teach undergraduates and as a result provide undergraduates with an inadequate educational experience This book by two experienced academic administrators investigates the expanding role of part time and non tenure track instructors in ten elite research universities and the consequences of this trend for the quality of the educational experience the functioning of the university and the excellence of the academic environment The authors discover to their surprise that the existing data on the workforce in higher

education is ambiguous different institutions use different terms for non tenure track instructors some even omit them from faculty data reports making comparisons suspect Many academic administrators are unaware of the tenured nontenured breakdown of their own faculties and the hiring practices of their own universities The authors look closely at the teaching workforce at Berkeley Illinois Michigan Virginia Washington Cornell Duke MIT Northwestern and Washington University believing that these outstanding universities provide a strong test case of resistance to pressures on the traditional tenure system They describe hiring trends and what drives them explain why they matter if we want to improve undergraduate education support collegiality on campus trust in academic governance prevent the erosion of tenure and preserve America's global leadership in higher education

Are Tenure Track Professors Better Teachers? David N. Figlio, Morton O. Schapiro, Kevin B. Soter, National Bureau of Economic Research, 2013 This study makes use of detailed student level data from eight cohorts of first year students at Northwestern University to investigate the relative effects of tenure track tenured versus non tenure line faculty on student learning We focus on classes taken during a student's first term at Northwestern and employ a unique identification strategy in which we control for both student level fixed effects and next class taken fixed effects to measure the degree to which non tenure line faculty contribute more or less to lasting student learning than do other faculty We find consistent evidence that students learn relatively more from non tenure line professors in their introductory courses These differences are present across a wide variety of subject areas and are particularly pronounced for Northwestern's average students and less qualified students

How to Get Tenure Michael S. Harris, 2018-06-22 Helping assistant professors and pre tenure faculty balance competing obligations in teaching research and service this comprehensive book explores the challenging path toward tenure Drawing from research literature on faculty development pedagogy and psychology *How to Get Tenure* covers topics such as productivity research agendas publication service and preparing a dossier Whether read from beginning to end or used as a reference this book provides clear concrete and accessible advice on the most effective and efficient strategies for navigating the inherent ambiguity of the tenure process tackling the challenges and complexity of the tenure track and building a strong case for tenure

Understanding Faculty Productivity Michael F. Middaugh, 2001-05-08 An invaluable resource for any college and university striving to meet the National Cost Commission's call to make what colleges do and what it costs more transparent to the public Jacqueline E King director federal policy analysis American Council on Education Defining and measuring faculty productivity are among the most central issues for quality and accountability in higher education Known for assembling some of the most authoritative research on faculty productivity and for analyzing its impact on academic and institutional accountability Michael F Middaugh presents this comprehensive volume to help campus professionals build greater accountability for students parents foundations governmental organizations and other concerned constituents Middaugh first draws from a research study funded by TIAA CREF's Cooperative Research Grant Program and the Fund for Postsecondary Education within the U S Department

of Education He then provides a new framework for analyzing faculty efficiency and emphasizes how the results of faculty work can become the best indicators of productivity He also applies the joint study findings to the task of developing benchmarks for faculty productivity Practitioners from any type of campus will find a rich array of data valuable recommendations and relevant examples *The American Faculty* Jack H. Schuster, Martin J. Finkelstein, 2008-12-15 Higher education is becoming destabilized in the face of extraordinarily rapid change The composition of the academy's most valuable asset the faculty and the essential nature of faculty work are being transformed Jack H Schuster and Martin J Finkelstein describe the transformation of the American faculty in the most extensive and ambitious analysis of the American academic profession undertaken in a generation A century ago the American research university emerged as a new organizational form animated by the professionalized discipline based scholar The research university model persisted through two world wars and greatly varying economic conditions In recent years however a new order has surfaced organized around a globalized knowledge based economy powerful privatization and market forces and stunning new information technologies These developments have transformed the higher education enterprise in ways barely imaginable in generations past At the heart of that transformation but largely invisible has been a restructuring of academic appointments academic work and academic careers a reconfiguring widely decried but heretofore inadequately described This volume depicts the scope and depth of the transformation combining empirical data drawn from three decades of national higher education surveys The authors portrait at once startling and disturbing provides the context for interpreting these developments as part of a larger structural evolution of the national higher education system They outline the stakes for the nation and the challenging work to be done **NIH Handbook for Postdoctoral Fellows** National Institutes of Health (U.S.), 1997 **Policy Documents and Reports** AAUP, 2015-01-29 The essential guide to the AAUP's best practices and policies for higher education now in its centennial edition For the past century the American Association of University Professors AAUP has developed standards for sound academic practice while working for the acceptance of these standards by the higher education community The Association has long been viewed as the authoritative voice of the academic profession in this regard The AAUP's Policy Documents and Reports widely known as the Redbook because of the color of its cover presents in convenient format a wide range of policies in some instances formulated in cooperation with other educational organizations The current edition the eleventh includes basic statements on academic freedom tenure and due process academic governance professional ethics research and teaching online and distance education intellectual property discrimination collective bargaining accreditation and students rights and freedoms The new edition has been thoroughly updated and reorganized thematically Brief historical introductions have been added to each section along with an introductory essay on incorporating AAUP principles into faculty handbooks Among the eighteen new reports included in this edition are statements on academic freedom and outside speakers campus sexual assault the inclusion of faculty on

contingent appointments in academic governance and salary setting practices that unfairly disadvantage women faculty

The Future of Management Education Stéphanie Dameron, Thomas Durand, 2017-01-25 This book discusses the new challenges facing Business Schools around the world with potential scenarios that may be envisioned for 2030 and strategies for stakeholders Based on documented descriptions of competitive dynamics in the business of business schools in a variety of countries the authors highlight the fact that the industry of management education is going through major changes such as new governance and business models mergers and acquisitions internationalization of faculty and students coexisting with entrenchment in local markets ever more needs for financial resources development of distant and blended learning and increasing pressure for research output to boost rankings With concerns surrounding the sustainability of current trends in faculty salary inflation social acceptability of higher fees cost of distance learning and the risk of an academic industry divide around knowledge produced by management research The Future of Management Education develops an analysis of business models and institution regulation The two volumes cover the context of Business Schools in ten countries and grapples with the challenges they currently face They specifically discuss foresight scenarios and strategic implications for stakeholders Deans faculty students prospective students alumni local businesses corporations government accreditation bodies

Crossing Boundaries and Weaving Intercultural Work, Life, and Scholarship in Globalizing Universities Adam Komisarof, Zhu Hua, 2015-10-23 This book generates a fresh complex view of the process of globalization by examining how work scholarship and life inform each other among intercultural scholars as they navigate their interpersonal relationships and cross boundaries physically and metaphorically Divided into three parts the book examines 1 the socio psychological process of crossing boundaries constructed around nations and work organizations 2 the negotiation of multiple aspects of identities and 3 the role of language in intercultural encounters in particular adjustment taking place at linguistic and interactional levels The authors reflect upon and give meaning and structure to their own intercultural experiences through theoretical frameworks and concepts many of which they themselves have proposed and developed in their own research They also provide invaluable advice for transnational scholars and those who aspire to work and live abroad to improve organizational participation and mutual intercultural engagement when working in a globalizing workplace Researchers and practitioners of applied linguistics communication studies and higher education in many regions of the world will find this book an insightful resource

The Faculty Factor Martin J. Finkelstein, Valerie Martin Conley, Jack H. Schuster, 2016-11 In an academy squeezed hard by formidable pressures what is the future of the faculty 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

Science and Engineering Indicators (2 Vol.)
 John R. Gawalt, 2008-10 Provides a broad base of quantitative info about U S science engin and technology Because of the spread of scientific and tech capabilities around the world this report presents a significant amount of material about these internat capabilities and analyzes the U S position in this broader context Contains quantitative analyses of key aspects of the scope quality and vitality of the Nation s science and engineering S the S U S internat R and public attitudes and understanding of S E Also info on state level S E indicators Presents the key themes emerging from these analyses Illus

Science & Engineering Indicators ,1998 **Diversity, Equity, and Inclusivity in Contemporary Higher Education**

Jeffries, Rhonda, 2018-10-05 One of the most important issues academic organizations face is how the administration and faculty handle cultural and varied differences in higher education High racial tensions as well as the ever increasing need for equality suggest that changes at the highest level are essential to move forward Diversity Equity and Inclusivity in Contemporary Higher Education is an essential reference source that discusses the need for academic organizations to establish policy that is current alive and fluid by design thereby supporting an ongoing examination of best practices with an overt commitment to continued improvement as well as an influence for future leaders who will emerge from the ranks Featuring research on topics such as campus climate university administration and academic policy this book is ideally designed for educators department chairs guidance professionals career counselors administrators and policymakers who

are seeking coverage on designing curricula that impact college and university admissions readiness and success

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