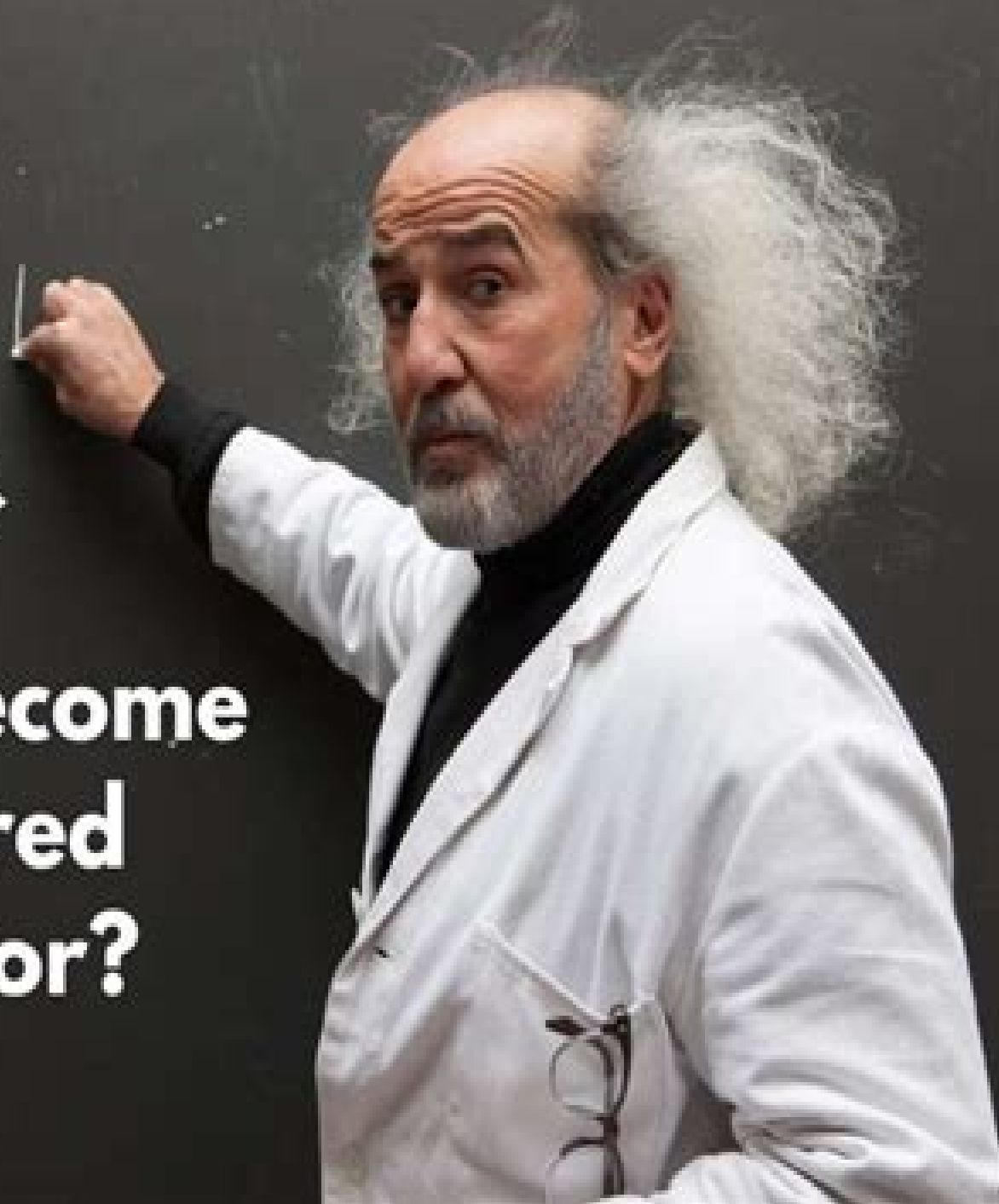




How to Become a Tenured Professor?



Tenured Professor

L Towne



Tenured Professor:

Professing to Learn Anna Neumann, 2009-06 Research teaching service and public outreach all are aspects of being a tenured professor But this list of responsibilities is missing a central component actual scholarly learning disciplinary knowledge that faculty teach explore in research and share with the academic community How do professors pursue such learning when they must give their attention as well to administrative and other obligations *Professing to Learn* explores university professors scholarly growth and learning in the years immediately following the award of tenure a crucial period that has a lasting impact on the academic career Some launch from this point to multiple accomplishments and accolades while others falter their academic pursuits stalled What contributes to these different outcomes Drawing on interviews with seventy eight professors in diverse disciplines and fields at five major American research universities Anna Neumann describes how tenured faculty shape and disseminate their own disciplinary knowledge while attending committee meetings grading exams holding office hours administering programs and departments and negotiating with colleagues By exploring the intellectual activities pursued by these faculty and their ongoing efforts to develop and define their academic interests *Professing to Learn* directs the attention of higher education professionals and policy makers to the core aim of higher education the creation of academic knowledge through research teaching and service 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 *Tenure for Socrates* Jon Huer, 1991 In this provocative criticism of the contemporary American professoriate Jon Huer argues that tenure has created a kind of academic stupor in which those who have it no longer live up to the ideals of their profession In Huer s view the institution of tenure has created an economic sinecure rendering the tenured professor irrelevant to the society that sustains him or her The typical tenured career Huer asserts often degenerates into intellectual boredom the routine publication of a series of narrowly specialized research papers a pervasive dissatisfaction and a search for monetary and other rewards outside the university Huer proposes that the time has come to reexamine the issues surrounding tenure in an attempt to determine the best ways to reinvigorate the professoriate and reestablish a fruitful connection between academic and nonacademic society Divided into four sections Huer s work is written throughout in a refreshingly nonacademic style He begins by examining the institution of academic tenure and its relevance given current market realities Subsequent sections explore the impact of tenure on issues of academic freedom on the relationship between the professor and the larger society and on the professor and his or her career Huer demonstrates that in general those who have tenure do not need it and those who need it do not have it In pursuit of tenure professors are forced to produce meaningless scholarship relevant only to their specialized colleagues and immediate career goals Tenured professors on the other hand far from using their academic freedom in

service of truth and society help perpetuate the academic insulation and irrelevance Certain to spark controversy and debate Tenure for Socrates serves as a much needed reevaluation of both the role of the American professoriate and the impact of tenure on that role

The Law of Higher Education, 2 Volumes William A. Kaplin, Barbara A. Lee, 2006-08-18 This fourth edition of the indispensable guide to the laws that bear on the conduct of higher education provides a revised and up to date reference research source and guide for administrators attorneys and researchers The book is also widely used as a text for graduate courses on higher education law in programs preparing higher education administrators for leadership roles This new edition includes new and expanded sections on laws related to religious issues alternative dispute resolution the college and its employees collective bargaining at religious and private colleges whistleblower and other employee protections personal liability of employees nondiscrimination and affirmative action in employment campus technology and computer networks disabilities student academic freedom freedom of speech and hate speech student organizations rights responsibilities and activities fees athletes rights USA patriot act and immigration status public institutions and zoning regulations regulation of research coverage of retaliatory and extraterritorial acts federal civil rights statutes

Tenure Tracks in European Universities Elias Pekkola, Taru Siekkinen, 2024-08-06 This is an open access title available under the terms of a CC BY NC ND 4.0 License It is free to read download and share on Elgaronline.com This book analyses the current trends developments and challenges involved in the implementation of new academic career models across European higher education providing a multifaceted reflection on the future trajectory of universities

The Law of Higher Education William A. Kaplin, Barbara A. Lee, 2011-03-08 Based on the fourth edition of The Law of Higher Education the indispensable guide to law that bears on the provision of higher education this Student Edition provides an up to date reference and guide for coursework in higher education law It also provides a guide for programs that help prepare higher education administrators for leadership roles This important reference is organized into five main parts Perspectives and Foundations The College and Its Governing Board and Staff The College and Its Faculty The College and Its Students and The College and the Outside World Each part includes the sections of the full fourth edition that most relate to student interests and are most suitable for classroom instruction for example The evolution and reach of higher education law The governance of higher education Legal planning and dispute resolution The interrelationships between law and policy The college and its employees Faculty employment and tenure Academic freedom Campus issues student safety racial and sexual harassment affirmative action computer networks services for international students Student misconduct Freedom of speech hate speech Student rights responsibilities and activities fees Athletics and Title IX Copyright

Ending Mandatory Retirement for Tenured Faculty National Research Council, Division of Behavioral and Social Sciences and Education, Commission on Behavioral and Social Sciences and Education, Committee on Mandatory Retirement in Higher Education, 1991-02-01 The proportion of older faculty is increasing nationwide This book offers guidance not only for dealing with the elimination of mandatory retirement

in higher education but also for current retirement related issues facing all colleges and universities Ending Mandatory Retirement addresses such questions as Do the special circumstances of higher education warrant the continuation of mandatory retirement How would an increase in the number of older faculty affect individual colleges and universities and their faculty members Where there are undesirable effects what could be done to minimize them The book contains analyses of early retirement programs faculty performance evaluation practices pension and benefit policies tenure policies and faculty ages and retirement patterns

[The Last Professors](#) Frank Donoghue, 2018-04-03 What makes the modern university different from any other corporation asked Columbia's Andrew Delbanco recently in the New York Times There is more and more reason to think less and less he answered In this provocative book Frank Donoghue shows how this growing corporate culture of higher education threatens its most fundamental values by erasing one of its defining features the tenured professor Taking a clear eyed look at American higher education over the last twenty years Donoghue outlines a web of forces social political and institutional dismantling the professoriate Today fewer than 30 percent of college and university teachers are tenured or on tenure tracks and signs point to a future where professors will disappear Why What will universities look like without professors Who will teach Why should it matter The fate of the professor Donoghue shows has always been tied to that of the liberal arts with the humanities at its core The rise to prominence of the American university has been defined by the strength of the humanities and by the central role of the autonomous tenured professor who can be both scholar and teacher Yet in today's market driven rank and ratings obsessed world of higher education corporate logic prevails faculties are to be managed for optimal efficiency productivity and competitive advantage casual armies of adjuncts and graduate students now fill the demand for teachers Bypassing the distractions of the culture wars and other crises Donoghue sheds light on the structural changes in higher education the rise of community colleges and for profit universities the frenzied pursuit of prestige everywhere the brutally competitive realities facing new Ph D's that threaten the survival of professors as we've known them There are no quick fixes in *The Last Professors* rather Donoghue offers his fellow teachers and scholars an essential field guide to making their way in a world that no longer has room for their dreams First published in 2008 *The Last Professors* have largely had its arguments borne out in the interim as the percentage of courses taught by tenured professors continues to dwindle This new edition includes a substantial Preface that elaborates on recent developments and offers tough but productive analysis that will be crucial for today's academics to heed

Handbook of STEM Faculty Development Sandra M. Linder, Cindy M. Lee, Shannon K Stefl, Karen A. High, 2022-12-01 Faculty in the science technology engineering and mathematics STEM disciplines face intensifying pressures in the 21st century including multiple roles as educator researcher and entrepreneur In addition to continuously increasing teaching and service expectations faculty are engaged in substantive research that requires securing external funding mentoring other faculty and graduate students and disseminating this work in a broad range of scholarly outlets Societal needs of their expertise include

discovery innovation and workforce development It is critical to provide STEM faculty with the professional development to support their complex roles and to base this development on evidence derived from research This edited handbook provides STEM stakeholders with an opportunity to share studies and or experiences that explore STEM faculty development FD in higher education settings More specifically we include work that examines faculty development planning techniques models experiences and outcomes focused on supporting the teaching research service and leadership responsibilities of STEM faculty The Handbook is suited for researchers and practitioners in STEM STEM Education Mathematics Science Technology and Engineering disciplines It is also suited towards faculty developers higher education administrators funding agencies industry leaders and the STEM community at large This handbook is organized around three constructs INPUTS MECHANISMS and OUTPUTS The STEM faculty development inputs construct focuses on topics related to the characteristics of faculty members and institutions that serve as barriers or supports to the adoption and implementation of holistic STEM faculty development programs Questions addressed in the handbook around this topic include What barriers supports exist for STEM faculty How are these barriers supports being addressed through STEM FD How do contexts e g economic political historical influence faculty administrative needs related to STEM FD How do demographics e g gender ethnicity age family background influence faculty administrative needs related to STEM FD The STEM faculty development mechanisms construct focuses on topics related to the actual implementation of STEM faculty development and we consider the potential models or structures of STEM faculty development that are currently in place or conceptualized in theory Questions addressed in the handbook around this topic include What are the processes for developing models of STEM FD What are effective models of STEM FD How is effectiveness determined What roles do stakeholders e g faculty administration consultants play within STEM FD mechanisms The STEM faculty development outputs construct focuses on how to best understand the influence of STEM faculty development on outcomes such as productivity teacher quality and identity in relation to faculty development Questions addressed in the handbook around this topic include How has STEM FD influenced higher education practices and settings What are appropriate output measures and how are they used in practice What collaborations emerge from STEM FD How does STEM FD affect other STEM stakeholders e g students administration business community The aim for this handbook was to examine the multifaceted demands of faculty roles and together with members of the STEM education community envision pathways through which universities and individuals may support STEM colleagues regardless of their experience or rank to enjoy long and satisfying careers Our hope is for these chapters to aid readers in deep reflection on challenges faculty face to contemplate adaptations of models presented and to draw inspiration for creating or engaging in new professional development programs Chapters across this handbook highlight a variety of institutional contexts from 2 year technical colleges to teaching focused institutions in addition to research centric settings Some chapters focus primarily on teaching and learning practices and offer models for improving STEM instruction

Others focus on barriers that emerge for STEM faculty when trying to engage in development experiences There are chapters that examine tenure structures in relation to faculty development and how STEM FD efforts could support research endeavors Mentorship and leadership models are also addressed along with a focus on equity issues that permeate higher education and impact STEM FD It is our sincere hope that this Handbook sparks increased discourse and continued explorations related to STEM FD and in particular the intentional focus of faculty development initiatives to extend to the many facets of academic life

Higher Education Law Klinton W. Alexander, Kern Alexander, 2010-12-14 Written for graduate students studying the law pertaining to the governance of colleges and universities American College and University Law comprehensively covers the law arising from actual conflicts on United States campuses

The Law of Higher Education, 2 Volume Set William A. Kaplin, Barbara A. Lee, 2013-07-25 Make sure you have a copy on your bookshelf The Law of Higher Education Fifth Edition is the most up to date and comprehensive reference research source and practical legal guide for college and university administrators campus attorneys legal counsel and institutional researchers addressing all the major legal issues and regulatory developments in higher education In the increasingly litigious environment of higher education William A Kaplin and Barbara A Lee s clear cogent and contextualized legal guide proves more and more indispensable every year Over 3 000 new cases related to higher education have been decided since the publication of the previous edition and scores of changes to higher education law are made each year Every section of the fifth edition contains new material including those related to Hate speech and free speech rights of faculty in public universities Sharing of research with international colleagues Intellectual property and peer to peer file sharing Student suicide Campus safety Police and administrators right to search students residence hall rooms Governmental support for religious institutions and religious autonomy rights of individual public institutions Collective bargaining and antidiscrimination laws Nondiscrimination and affirmative action in employment admissions and financial aid Family and Medical Leave Act and workers compensation FERPA Family Educational Rights and Privacy Act

Policy Documents and Reports

AAUP, American Association of University Professors, 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

Princeton Alumni Weekly, 1973 Embracing Non-tenure Track Faculty Adrianna J. Kezar, 2012 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

Hearings, Reports and Prints of the House Committee on Education and Labor United States. Congress. House. Committee on Education and Labor, 1974 *Federal Higher Education Programs: Accreditation, hearings held in Washington, D.C., July 18, 19 and 25, 1974* United States. Congress. House. Committee on Education and Labor. Special Subcommittee on Education, 1974 *Federal Higher Education Programs Institutional Eligibility* United States. Congress. House. Committee on Education and Labor. Special Subcommittee on Education, 1975 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

Tenure, Discrimination, and the Courts Terry L. Leap, 1995 Revised and updated the new edition of Tenure Discrimination and the Courts provides a lucid overview of the case law involving charges of discrimination made by faculty

members against institutions of higher learning For those whose academic jobs may be at risk and for those who may be asked to decide the professional fate of their colleagues this book is an essential resource **Neoliberalizing the**

University: Implications for American Democracy Sanford Schram, 2017-10-02 This collection brings together essays to address the crisis of Higher Education today focusing on its neoliberalization Higher Education has been under assault for several decades as neoliberalism's preference for market based reforms sweeps across the US political economy The recent push for neoliberalizing the academy comes at a time when it is ripe for change especially as it continues to confront growing financial pressure particularly in the public sector The resulting cutbacks in public funding especially to state universities led to a variety of debilitating changes increases in tuition growing student debt more students combining working and schooling declining graduation rates for minorities and low income students increased reliance on adjuncts and temporary faculty and most recently growing interest in mass processing of students via online instruction While many serious questions arise once we begin to examine what is happening in higher education today one particularly critical question concerns the implications of these changes on the relationship of education to as yet still unrealized democratic ideals The 12 essays collected in this volume create important resources for students faculty citizens and policymakers who want to find ways to address contemporary threats to the higher education democracy connection This book was originally published as a special issue of New Political Science

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