

**A SURVIVAL GUIDE FOR
NEW FACULTY MEMBERS**

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Outlining the Keys to Success for
Promotion and Tenure

By

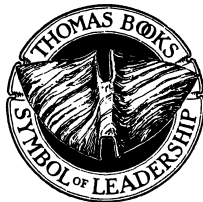
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We would like to dedicate this book to our families who have offered us unconditional support throughout the writing process and to all the newly appointed faculty members embarking on the challenges and rewards of higher education.

FOREWORD

At last! *A Survival Guide for New Faculty Members: Outlining the Keys to Success for Promotion and Tenure* fills one of those “I wish someone would write . . .” niches for new faculty members. It’s the book that we all wish we had available when we first entered the job market. And, it’s the book that we all thought about writing at one time or another but never got around to.

In nearly thirty years in higher education, I have worked directly or indirectly with hundreds of faculty members fresh from their graduate school experiences and anxious to begin their careers. All of them knew how to do research in their disciplines, albeit often more or less under the direction of others. Some of them had taught before, but rarely did they have any formal training in teaching or classroom administration. A few had taken on service roles, usually as a sponsor for a student organization or as the token grad student on a committee. Very few had any idea of how to navigate the political and administrative shoals on the way to tenure and promotion. Most naively and idealistically believed those systems were straightforward, logical, and apolitical.

Most have ultimately been successful, after a fashion. Most have acquired the knowledge found in this compact volume, but often only through experience, trial and error, the always-dangerous practice of listening to “hall talk,” and a modicum of good luck. Some were fortunate enough to have an experienced and beneficent chair or senior faculty mentor. Most learned some of the complex vocabulary of higher education, but only in context of specific issues. Most navigated the convoluted committee structures without a clue as to the underlying politics or the real import of committee decisions or letters, often written in a code unique and traditional to that institution. It is not easy, but most new faculty do make it.

But too many new and promising faculty members crash and burn. Far too many new faculty members are nonreappointed prior to tenure, or even worse, are denied tenure. Often new faculty fail to appreciate the importance of determining the institution’s relative emphases on teaching, research, or service, both within the official guidelines and unofficially. Far too many fail to read carefully the tenure and promotion rules and guidelines of their de-

partments, schools, and colleges and ask questions when they do not understand those (often) turgid and dense rules. A few lucky souls make mid-course corrections, often after early intervention by senior faculty or chairs. But still some very good young faculty fall through the cracks, ultimately to resurface at other institutions, bruised, weary, and (with luck) wiser.

A Survival Guide for New Faculty Members: Outlining the Keys to Success for Promotion and Tenure provides new faculty members with practical, down-to-earth wisdom and suggestions for successfully working through to tenure and promotion. The authors—both successful and experienced administrators and experts in higher education—have provided an extremely well-organized and useful guide for new faculty members.

Of particular utility is Part II, “The Nuts and Bolts of Success.” Too often—it is sometimes difficult to believe—new faculty do not truly comprehend the three facets of faculty life of teaching, research, and service. This volume clearly sets out, compares, and separates those three components with clarity and provides very useful advice for putting the three together. Taken together with Chapters 7 and 8, “Documenting Your Progress” and “Promotion and Tenure,” new faculty are provided with a solid, practical introduction to building a foundation for success in higher education.

The last chapter, “Creating a Harmony for Being Successful,” introduces the critical concept of *balance*. An academic career is not a 100 meter dash—it is a marathon, often lasting several decades and often well past traditional retirement age. It is a calling, not just a career or a job. As such, academic careers often overwhelm every other aspect of “personhood.” Our families, our health, our other interests, and sometimes our very beings are subordinated to the wrenching demands of discipline, research, and students.

As the authors contend, “[i]t is important for you to find harmony in your life and concentrate on your outside interests. The goal of promotion and tenure can easily consume you as an individual. Wanting to always be better, improve, publish, do service, and so on can be very stressful. At what price, however, is it worth?” Balance between an academic career and the rest of one’s life is not often easy to maintain. The price of NOT finding that balance is too high. It is a measure of time, focus, and attention. Finding the balance is a constant and conscious choice, and often a difficult one.

I join with the authors in welcoming you to the demanding, joyous, and maddening world of higher education. Few other lifetimes are as fulfilling or as important as that of the life of the mind and its practical applications in teaching, research, creative expression, and public service. This volume will provide you with many of the important practical hints and directions for mastering the work ahead of you. Best wishes.

CHARLES R. MCGUIRE
Associate Vice President for Academic Administration
Illinois State University

PREFACE

The need for a reference guide for doctoral students and new faculty working at institutions of higher education is apparent and critical for their success after graduation. While completing school and after graduation new faculty need to immediately start thinking and preparing themselves for promotion and tenure. Achieving promotion and tenure is a process that needs to be planned and new faculty should be aware of the many requirements involved in this process. *A Survival Guide for New Faculty Members: Outlining the Keys to Success for Promotion and Tenure* focuses on all aspects of becoming a new faculty member including the various expectations in completing a successful journey toward promotion and tenure. We believe it is essential for new faculty to understand the specific requirements involved in the promotion and tenure process. Understanding this process and being proactive will help faculty members achieve success in the tenure and promotion process.

A Survival Guide for New Faculty Members: Outlining the Keys to Success for Promotion and Tenure discusses critical promotion and tenure topics for this day and age. This book is comprised of three sections which include “The Basic Fundamentals” (Chapters 1–3); “The Nuts and Bolts of Success” (Chapters 4–6); and “The Final Steps” (Chapters 7–9). In this book, Chapter 1 discusses “Choosing the Right Institution”; Chapter 2 focuses on “What to Do Prior to Arriving at Your New Institution”; Chapter 3 addresses “Learning About Your New Institution Once You Are There”; Chapter 4 explains “Teaching”; Chapter 5 provides information on “Research and Scholarly Activity”; Chapter 6 explores “Service”; Chapter 7 discusses “Documenting Your Progress”; Chapter 8 focuses on “Promotion and Tenure”; and Chapter 9 addresses “Creating a Harmony for Being Successful.” Each chapter describes a part of the process new faculty need to consider, as well as offers suggestions for effective planning and additional resources that can be useful when working toward promotion and tenure.

Upon completion of a comprehensive literature search, we found very limited resources available to assist new faculty in the tenure and promotion process. This book is an innovative way to provide thought-provoking content to doctoral students and new faculty to prepare them for promotion and

tenure. It covers all of the essential components that need to be considered and it is unique in that it not only is very informative, but provides new faculty feedback and tips within each chapter.

The text is written in a style that readers can comprehend and understand and is supported with many examples. In addition, the information can be easily applied to new faculty at various types of institutions of higher education. In preparing this book, we wanted to explain and provide a detailed and comprehensive analysis of all the different components a new faculty member must consider when preparing for promotion and tenure. On the whole, this book will be an added resource to doctoral students and new faculty as they travel on their journey toward promotion and tenure. We are confident that readers will find it helpful and useful regarding all the aspects associated with promotion and tenure. We have found that this book is an excellent required or supplementary text for doctoral-level programs as well as a resource for new faculty as they enter higher education.

This book would not be possible without the support of family, friends, and colleagues. We thank Dr. Charles R. McGuire of Illinois State University for writing the Foreword of this book, and our many colleagues for allowing us to share your experiences with the tenure and promotion process.

J. P. B.
C. G. S.

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Part I

THE BASIC FUNDAMENTALS

Chapter 1

CHOOSING THE RIGHT INSTITUTION

In most cases, you have probably spent three to five years or more completing your doctorate. You have probably worked harder than you ever have before to reach this point in your life and career. You have been taking classes, teaching classes, and conducting research, in your program of study. In addition, you may have had personal events and possibly family issues to deal with along the way. However, if you have selected this book, we assume that you made it through and you will begin to embark on your next venture. The first step in this stage of your career is to start searching for a faculty position that meets your qualifications and expectations. In the field of higher education, the job market is very tight (especially in times of economic instability) and it is possible that the number of graduates exceeds the number of jobs available to you.

What is a current or future graduate to do? How will this person market himself/herself to the best of his/her ability? What is the best way to get onto a faculty that will support and develop your skills? The answers to these questions and many more can be found in this chapter.

I think the scariest part of graduating for me was not defending my dissertation, but facing the reality that once I graduated I might not be able to find a job. I knew I had to start looking quickly but didn't even know where to begin my search!

Searching the Chronicle of Higher Education

The first place to begin looking for a possible faculty position is in the *Chronicle of Higher Education*. The *Chronicle* is a weekly publication and a great resource for information on current topics affecting students, faculty, admin-