

SELECTED RESOURCES ON FACULTY WORK AND WORKPLACE ISSUES AN ANNOTATED LIST

The items below were suggested by participants in the Carnegie Foundation's invitational symposium on Professional Development in and for a Changing Academy, March 16-17, 2006. Readers are also encouraged to see the special, Sloan Foundation-supported issue of Change magazine on this topic, November/December, 2005.

American Council on Education. *An Agenda for Excellence: Creating Flexibility and Tenure-Track Faculty Careers*. Washington, DC: American Council on Education, 2005.
http://www.acenet.edu/bookstore/pdf/2005_tenure_flex_summary.pdf

In this report, ACE and a panel of presidents and chancellors from across the United States outline an ambitious agenda to reform and enhance the academic career path for tenured and tenure-track faculty. It lays out the argument for reconceptualizing tenure-track faculty career path and includes a list of promising institutional practices.

Arreola, Raoul A., Theall, Michael, and Aleamoni, Lawrence M. "*Beyond Scholarship: Recognizing the Multiple Roles of the Professoriate*," paper presented at the 2003 AERA Convention, Chicago, and available on-line at
http://www.cednet.com/meta/Beyond_Scholarship.pdf.

A specialist in faculty evaluation, Arreola argues in this and other works that faculty are meta-professionals, the complexity of whose tasks need to be recognized, evaluated, and rewarded.

Baer, Michael, Van Ummersen, Claire, and Thomas, Gloria D. *An Agenda for Excellence: Creating Flexibility in Tenure-Track Faculty Careers*. D.C.: American Council on Education, 2005

This statement, available on the ACE Website, covers some of the Sloan Foundation-funded work on flexible faculty careers and focuses especially on critical junctures in the career pathway.

The Center for Work and Family at Boston College website: www.bc.edu/centers/cwf

This site covers some of the Sloan Foundation-funded work on flexible faculty careers but also includes Sloan work in settings beyond higher education.

Drago, Robert, Colbeck, Carol L., Stauffer, Kari Dawn, Pirretti, Amy, Burkum, Kurt, Fazioli, Jennifer, Lazzaro, Gabriela, Habasevich, Tara. "The Avoidance of Bias Against Caregiving: The Case of Academic Faculty." *American Behavioral Scientist*, 49(9), pp. 1222-1247, May.

The authors analyze bias avoidance behaviors, whereby employees respond to biases against caregiving in the workplace by strategically minimizing or hiding

family commitments. They divide bias avoidance behaviors into productive types that improve work performance and unproductive types that are inefficient. Original survey data from 4,188 chemistry and English faculty in 507 U.S. colleges and universities suggest both types of bias avoidance are relatively common and women more often report both types of behavior. Regression analyses show few disciplinary differences, find supportive supervisors associated with reductions in reports of bias avoidance, suggest low levels of bias avoidance for women are linked to institutional gender equity, and support the possibility that there are subjective components to bias avoidance behaviors.

Gappa, Judith M., Austin, Ann E., and Trice, Andrea G. *Rethinking faculty work: Higher education's strategic imperative*. San Francisco: Jossey-Bass, 2006.

Recent changes in faculty demographics and appointment types require institutional leaders to rethink how faculty members are supported in their work. After describing these changes, this book presents a conceptual framework and concrete recommendations that will help institutions more effectively recruit and retain excellent faculty.

Huber, Mary Taylor. *Balancing Acts: The Scholarship of Teaching and Learning in Academic Careers*.

Washington, D.C.: American Association for Higher Education and The Carnegie Foundation for the Advancement of Teaching, 2004.

How can faculty integrate the scholarship of teaching and learning into their academic careers? *Balancing Acts* addresses this question through the experience of four research university scholars who have been innovators in their own classrooms, leaders of education initiatives in their institutions and disciplines, and pioneers in the scholarship of teaching and learning. Drawing on interviews with these scholars and colleagues within and outside of their institutions and fields, the book looks at the routes these pathfinders have traveled through the scholarship of teaching and learning and at the consequences that this unusual work has had for the advancement of their careers, especially tenure and promotion.

Huber, Mary Taylor, and Hutchings, Pat. *The Advancement of Learning: Building the Teaching Commons*. San Francisco: Jossey-Bass, 2005.

Drawing on the Carnegie Foundation's long-standing work on the scholarship of teaching and learning, the authors explore how faculty become involved in such scholarship and the impact of their engagement on individual careers, classroom practices, and campus policy.

Jenkins, Alan, and Healey, Mick. *Institutional Strategies to Link Teaching and Research*. York, England: The Higher Education Academy, 2005.

One aspect of professional development that can help junior faculty juggle their multiplicity of roles is to facilitate their blending of research and teaching. This succinct, practical guide provides suggestions for how universities can do just that. An online version is available at www.heacademy.ac.uk/resources.asp.

Leslie, David W. "Resolving the Dispute: Teaching is Academe's Core Value." *Journal of Higher Education*, 2002, 73 (1), 49 - 73, January-February.

Analyzes national survey data to establish the primacy of teaching (vs. research) as the core value of college and university faculty. Although research university faculty show roughly equal preferences for teaching and research, the vast majority of faculty place their primary emphasis on teaching. Points out that faculty work, careers, and rewards may need to be realigned with this set of values

Leslie, David W. (ed.). "The Growing Use of Part-Time Faculty: Understanding Causes and Effects." *New Directions for Higher Education*, 104, Winter 1998. San Francisco: Jossey-Bass Inc., Publishers.

The increasing use of part-time faculty is changing both the nature of faculty work and the careers of individuals. An array of perspectives is brought to bear by administrators, researchers, and faculty members.

Marincovich, Michele. "The Changing Teaching/Research Relationship at Stanford and other Research Universities," in Raymond P. Perry and John Smart (Eds.), *The Scholarship of Teaching and Learning in Higher Education: An Evidence-Based Perspective*. Springer Publications, 2007.

This book will be an update of the widely respected earlier volume of Perry and Smart, *Effective Teaching in Higher Education: Research and Practice*, New York: Agathon Press, 1997. Marincovich's chapter suggests that recent changes at Stanford and elsewhere are making it easier for faculty to meld their teaching and research responsibilities. Prior to publication, this chapter is available directly from Marincovich (marin@stanford.edu) as the manuscript of a talk delivered at the University of Manitoba on April 4, 2006.

Mason, Mary Ann, and Goulden, Marc. "Do Babies Matter? The Effect of Family Formation on the Lifelong Careers of Academic Men and Women," *Academe*, 2002 88(6), 21-27. <http://www.aaup.org/publications/Academe/2002/02nd/02ndmas.htm>

Despite increases in women's participation in graduate education, they remain significantly underrepresented among ladder-rank faculty. This ground-breaking study documents the negative effects of family formation on the academic careers of men and women, and provides policy recommendations to support women in the academic pipeline.

Mason, Mary Ann, and Goulden, Marc. "Do Babies Matter (Part II)? Closing the Baby Gap," *Academe*, 2004 90(6), 3-7. <http://www.aaup.org/publications/Academe/2004/04nd/04ndmaso.htm>

This second "Do Babies Matter" article analyzes the life courses of Ph.D. recipients, including their decisions about marriage and fertility, and documents the negative effects of academic careers on family formation for women ladder-rank faculty.

Reis, Richard M. *Tomorrow's Professor. Preparing For Academic Careers in Science and Engineering*, IEEE Press, 1997.

This book, one of many in the “new faculty advice” genre, is aimed primarily at graduate students in the sciences. It provides advice on how to become a good faculty member, and is supplemented by the Tomorrow's Professor web site.

Rice, R. Eugene, and Sorcinelli, Mary Deane. “Can the Tenure Process Be Improved?” In Chait, R. P. *The Questions of Tenure*. Cambridge, MA: Harvard University Press, 2002.

According to a review by Robert M. O’Neil (*Academe* 88, 6, pp. 74-75), “Eugene Rice and Mary Deane Sorcinelli ask whether the tenure process can be improved. The question is not rhetorical, and the answer is affirmative, although their response invokes eminently reputable studies such as those led by Ernest Boyer in his last years heading the Carnegie Foundation for the Advancement of Teaching, and some common-sense, basic-fairness proposals to make tenure more humane and equitable.”

Rice, R. Eugene, Sorcinelli, Mary Deane, and Austin, Ann E. *Heeding New Voices: Academic Careers for a New Generation*. D.C.: American Association for Higher Education, 2000.

This working paper reports on structured interviews conducted with new faculty and graduate students representing the professoriate of the future. Considers what changes need to be made in the faculty career to make it more enticing, self-renewing, and resilient for the individual and to provide greater flexibility for institutions.

Schuster, Jack H., and Finkelstein, Martin J. *The American Faculty: The Restructuring of Academic Work and Careers*. Baltimore, MD: The Johns Hopkins University Press, 2006.

This book examines changes in the American professoriate over the past three to four decades, through a detailed analysis of national surveys conducted by public and private organizations since the late 1960’s. They argue that higher education—and the academic profession—are in the midst of an historic transformation, at the heart of which is a “largely invisible...restructuring of academic appointments, academic work, and academic careers.”

Sorcinelli, Mary Dean, Austin, Ann, Eddy, Pamela L., and Beach, Andrea L. *Creating the Future of Faculty Development: Learning from the Past, Understanding the Present*. Bolton: Anker Publishing, 2006.

This book surveys faculty development from its beginnings, summarizes the challenges and pressures now facing developers and higher education as a whole, and proposes an agenda for the future of faculty development. Based on a study of nearly 500 faculty developers from all institutional types, the authors offer a vision of what the field might become, addressing several key issues such as the structural variations among faculty development programs; the goals, purposes, and models that guide and influence program development; and the top challenges facing faculty members, institutions, and faculty development programs.

The University of California Faculty Family Friendly Edge website:
<http://ucfamilyedge.berkeley.edu>

The UC Family Edge website describes an initiative to develop and implement a comprehensive package of innovative work-family policies and programs for ladder-rank faculty in the UC system. Links to “Do Babies Matter” articles and PowerPoint presentations, revised family-friendly policies for academics in the UC system, and extensive press coverage are included.

Tomorrow’s Professor website.

<http://sll.stanford.edu/projects/tomprof/newtomprof/>

100 times a year, an article of interest, culled from the vast higher education literature, is sent from a listserv to all subscribers, of which there are tens of thousands around the world. The articles cover all aspects of faculty life, and all articles are archived.

Williams, Joan C. *Unbending gender: Why family and work conflict and what to do about it*. Oxford: The Oxford Press, 1999.

Williams argues that workplaces are designed around men’s bodies and life patterns in ways that discriminate against women, and that the work/family system that results is difficult for men, women and especially children. She proposes a set of practical policies and legal initiatives to reorganize the two realms of work in employment and households which would allow both men and women to lead healthier and more productive personal and work lives.

Williams, Joan C. “Are your parental-leave policies legal?” *The Chronicle of Higher Education*. Retrieved April 27, 2005, from
<http://chronicle.com/jobs/2005/02/2005020701c.htm>

This article provides a sound legal approach to creating parental-leave policies.

Wulff, Donald H., and Austin, Ann E. *Paths to the Professoriate. Strategies for Enriching the Preparation of Future Faculty*. Jossey-Bass, 2004.

Edited book reporting on research on doctoral education and action projects designed to improve the preparation of future faculty. Includes many good ideas and useful data.