



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT



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ISSN: 2226-6348

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To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v4-i1/1622>

DOI: 10.6007/IJARPED/v4-i1/1622

Received: 16 January 2015, Revised: 19 February 2015, Accepted: 01 March 2015

Published Online: 23 March 2015

In-Text Citation: (Bonaparte et al., 2015)

To Cite this Article: Bonaparte, I., Abbey, A., & Okoro, E. (2015). Challenges Facing beginning Faculty in the 21st Century Higher Education: Evaluating Research Productivity, Teaching Effectiveness, and Service. *International Journal of Academic Research in Progressive Education and Development*, 4(1), 147–164.

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Vol. 4(1) 2015, Pg. 147 - 164

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Challenges Facing beginning Faculty in the 21st Century Higher Education: Evaluating Research Productivity, Teaching Effectiveness, and Service

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Abstract

Much of the past and recent scholarly literature on faculty performance, productivity, and effectiveness for tenure and promotion has focused largely on the quality and quantity of research of over a specific timeframe and based on rigorous guidelines. Pre-tenured faculty in research-oriented institutions are expected or required to carry demanding teaching loads, serve on numerous committees, and continue to remain on the cutting edge of research. As a result, isolation, anxiety, and stress often rule the lives of pre-tenured faculty who strive to secure tenure at their respective institutions. This exploratory study uses anecdotal evidence to examine the challenges pre-tenure faculty face in the 21st century in the area of teaching, research and service. The term *pre-tenure faculty* in this paper refers to faculty who have been teaching for less than five years and who are not tenured. Results of the study show that, in the area of teaching, full workload and the disproportionate demand on faculty members' time and responsibilities are major issues. In the area of research, the major problem is the inability of pre-tenure faculty to balance research with their teaching load due to the absence of established mentoring programs in the programs examined. Anecdotal evidence suggests that emphasis should be placed on dealing with challenges pertaining to teaching. Pre-tenure faculty also contend that the issues confronting them can be addressed through effective mentoring, relationship with tenured and senior professors, and the establishment of separate promotion tracks for teaching and intellectual contribution to name but a few in higher education. The then

study recommends that academic institutions design and implement formal mentoring programs for pre-tenured faculty, establish dual progression paths for pre-tenured faculty, and cultivate a supportive environment that promotes faculty self-discipline for research productivity.

Keywords: Pre-tenured Faculty, Mentoring Program, Research-Oriented, Academic Institutions, Senior Professors, Research Productivity

Introduction

Cultivating an environment that promotes the scholarship of teaching, teaching, and learning in today's competitive global academic institutions requires consistent mentoring and balancing of faculty expectations and requirements. Evidently, faculty success in higher education has become a tremendous challenge, especially for beginning faculty members, who have deal with publications in refereed journals, teaching excellence, and administrative assignments. Recent studies (Trotman & Brown, 2005; Trowern, 2005) attribute the inability of some beginning faculty members to the overwhelming requirements of teaching and research within a limited timeframe and to absence of effective mentoring programs at my universities and colleges. It was noted that a beginning, pre-tenured faculty members at many research-oriented institutions are expected to carry a full teaching load of fifteen or more credit hours, serve on numerous committees, attend conferences and present papers at regional and national conferences, and remain on the cutting edge of research. As explained in scholarly studies conducted in recent years (Schrodt et al., 2003; Schuster & Finkelstein, 2006), success of faculty members require a careful, thoughtful, and realistic reconciling and balancing of competing demands among research, teaching, and service activities in order to encourage their efforts and ambition. In this study, the challenges of the pre-tenured faculty at some institutions are examined and evaluated based on research, teaching, and service. Essentially, the scope of the study is predominantly black institutions in the State of Maryland.

Statements of the Problem and Objectives of Study

A review of the literature and interviews over the spring and summer of 2014 highlighted a deep-rooted and disturbing concern of pre-tenured faculty spanning many decades about teaching and research requirements. Additionally, the sentiments expressed by pre-tenured faculty in a research conducted by Verrier (1993) were noted, which significantly guided and underscored the significance of this study. For example, it was stated in Verrier (1993) that a 40-year old third-year male pre-tenured faculty in a pure science department indicates the following: "my own sense is that you're on very unstable ground as an assistant professor...". Similarly, a 35-year old male in applied technology in his fourth-year lamented that "the whole tenure and promotion process is in the front of every assistant professor's mind, bar none." Additionally, a 47-year old female in an applied social science, fifth-year revealed that "... here tenure review doesn't involve teaching that much – you could be a lousy teacher and a good researcher, and be tenured" (p. 95). The fundamental problem and objective of this study is to re-examine and re-assess the deep-rooted and disconcerting concerns of pre-tenured faculty members in academic institutions in recent decades, in the hope of raising awareness for the intellectual community, accrediting institutions, institutional regulators, universities and colleges to review and reconsider their tenure criteria and process, especially for beginning faculty

Literature Review

A thorough review of curricula in many higher education doctoral programs covered topics relevant to faculty work within universities and colleges, and also indicates rigorous expectations and requirements for faculty competitiveness in research and teaching. It may, therefore, be assumed that pre-tenure faculty coming out of doctoral programs would know what to expect when they become new faculty members (Eddy & Gaston-Gayles, 2008). Research on challenges facing pre-tenured faculty also indicates an expectation that they will “hit the ground running” (Whitt, 1991, p. 177) after being adequately prepared to be active researchers, effective teachers, and diligent in service to the professional and outreach community. However, the literature over the past decades on pre-tenure faculty members’ concerns (Austin, 2003; Boice, 1992, 2002; Menges, 1999; Rice et al., 2000; Sorcinelli, 2000, 2002) identifies a number of major stresses facing pre-tenure faculty, including but not limited to: not having enough time for research, teaching, and service; lack of recognition; unrealistic expectations about what can be accomplished in the time given; lack of collegiality; and difficulty in balancing work and life outside of work. In addition, women and minority faculty, in particular, face additional issues with respect to their adjustment to life in the academy as compared to their white colleagues (Aquirre, 2000; Turner & Myers, 2000). Therefore, if beginning faculty members are expected to succeed, compete effectively, and achieve goals in higher education, academic institutions provide an encouraging and supportive environment for these new faculty members. The rules and expectations are clear, but in order for the beginning faculty members to excel in their respective institutions, there is a need to reduce their work load and expectations to allow them to focus on research and teaching excellence. It appears counter-productive to establish standards for excellence and effectiveness in research and teaching without the necessary human and academic assistance.

Methodology: Data Collection and Analysis

Sample

Anecdotal evidence was collected from twenty pre-tenure assistant professors from the schools of business, engineering, and communication at predominantly black institutions in the state of Maryland. The sample consisted of white, black, and Caucasians. The typical teaching load per semester in these institutions is 12-15 credit hours (2-3 courses per semester). The subjects included both single and married pre-tenure faculty members.

Data Collection Procedure

Data for this study was obtained using a questionnaire (See Appendix A). The questionnaire was designed to ascertain the challenges of pre-tenured faculty in the areas of teaching, research, and service. Based on our survey, these are the three specific variables (teaching, research, and service) which many universities use in determining whether or not a beginning faculty member will be retained, promoted, or granted tenure.

The teaching dimension focuses on the teaching load of pre-tenured faculty based on the number of subjects taught and the number of hours spent teaching each week. This dimension also ascertained whether pre-tenure faculty face challenges in the form of interference from superiors particularly from deans, assistant deans, and chairpersons when dealing with students.

The difficulties that pre-tenured faculty members face in gaining respect from students and in dealing with diversity (students from different racial and ethnic backgrounds) were also examined. The research dimension ascertained the difficulties that pre-tenure faculty face conducting research while carrying demanding teaching loads and serving on committees. Specifically, the questionnaire sought to determine whether researchers have specific resource limitations (time, financial support, library, and on-line data etc.) that hinder them from conducting academic research. In addition, this dimension sought to identify whether pre-tenured faculty members have challenges or problems forming strategic relationships with tenured/senior faculty members and in exercising personal discipline and discretion in their research. The service dimension was aimed at determining the challenges pre-tenured faculty members face serving on committees. The aim was to determine whether pre-tenured faculty members have issues balancing their teaching and research workload given the demands of the committees on which they serve, and whether they are able to deal with conflicts that arise while serving on committees. General questions were also posed to ascertain the departmental politics these pre-tenured faculty face and how these departmental dynamics impact their ability to develop healthy and trusting relationships with their peers and superiors.

To develop the survey questions, a literature review was first conducted to identify primary issues confronting pre-tenured professors in higher education. This process was followed by interviews with five pre-tenure professors to further identify issues confronting them to help enhance the quality of the anecdotal study. The survey-based questionnaire was developed using the 5-point likert scale and distributed to five tenured and untenured professors for content analysis. The scale was based on similar studies in the area of transportation conducted by (Agrawal et al, 2010) to examine the perceptions of road users in areas pertaining to congestion, safety, and pollution. Measures to address the challenges were also proposed for respondents' feedback.

Findings

Challenges Related to Teaching

Faculty members at both teaching and research-oriented academic institutions are expected to be effective instructors. The level of instructor effectiveness is determined using teaching evaluation forms completed by students.

As shown in Table 1 below, a heavy workload was identified as the main problem of pre-tenure faculty in the area of teaching (mean score 3.33 and median of 3.00).

Table 1

Challenges pertaining to Teaching

<i>Teaching Measures</i>	<i>Mean</i>	<i>Median</i>
Difficulty gaining respect from students	1.78	1.0
Difficulty dealing with students from different racial/ethnic groups	1.33	1.0
Full Workload	3.33	3.0
Interference from Deans/ Chairpersons	1.33	1.0

Some comments pertaining to teaching captured during the interviews were: "you cannot complain because those who assign you the job are the same people who might have to vote on you to secure tenure," and "you have to be careful when dealing with students because you don't

want poor evaluation scores.” Furthermore, pre-tenured faculty members expressed concern about the fact that they are given schedules that tenured professors find non-conductive. A pre-tenured faculty member noted that “being a pre-tenure faculty is worse than being in an abusive relationship.” Faculty members also made comments to the effect that “there is a feeling of loneliness and the job is very stressful.” However, the pre-tenure faculty polled in this pilot study did not appear to have problems or issues with gaining respect from students, deans, and chairpersons.

Challenges Related to Research

Beginning pre-tenured faculty members are expected to excel in the area of research to be considered for promotion. Tenure-track faculty members are thus expected to have at least three published articles in reputable journals and some conference proceedings by the end of the fifth year.

In the area of research, as shown in Table 2 below, balancing research with teaching load was the most perceived problem (mean of 3.56 and median score of 3.0). This was closely followed by the lack of support for conferences and professional development criterion. Pre-tenured faculty members seemed to be comfortable with the library and on-line resources provided by institutions for research and other scholarly activities. Exercising self-discipline was considered a moderate challenge (mean of 2.56 and median of 3.0) and so was the forming of alliances/relationships with tenured faculty (mean of 2.33 and median of 3.0). The study also revealed that beginning faculty members do not have difficulty developing academic papers from their dissertation papers (mean of 2.11 and median of 2.0). A female pre-tenure faculty who believes she will have to leave her university for failing to meet the required number of published articles remarked during the interview that: “Self-discipline, heavy or demanding workload, and finding time to conduct research are the main challenges why I have not been able to publish many articles. I know between now and next year I will not be able to have the requisite number of articles I need to be considered for tenure, but there is nothing I can do about it.”

Table 2

Challenges pertaining to Research

<i>Research Measures</i>	<i>Mean</i>	<i>Median</i>
Difficulty balancing research with moderate teaching load	3.56	3.0
Difficulty forming alliances with other professors	2.33	2.0
Difficulty exercising self-discipline to make time for research	2.56	3.0
Difficulty developing academic papers from dissertation papers	2.11	2.0
Limited access to library, and (other) online data for support	2.67	2.0
Lack of support for conferences and professional development	3.0	3.0

Challenges Related to Service

Pre-tenured faculty members are expected to render service to their university, profession, and community. Additionally, pre-tenured faculty members are expected to participate fully in departmental and school-wide activities. Similarly, they are expected to contribute to their profession by attending conferences, reviewing papers, and serve on conference and other

professional committees. Most times, they are required or expected to contribute to the welfare of their community by organizing workshops, speak to high school students, and so on. In the area of service, as shown in Table 3, the study revealed that the major problem facing pre-tenured faculty members is striking a balance between research and teaching/service. It was noted that pre-tenured members of faculty do not think that negotiating committee relationships and dynamics as well as their inability to choose committees to serve on are major challenges. They, however, expressed concern that service does not really count significantly in tenure decisions. A female member of faculty pointed out that “it is very worrying that we are asked to do services yet when it comes to tenure decisions, such services do not count.”

Table 3
Challenges pertaining to Services

<i>Services Measures</i>	<i>Mean</i>	<i>Median</i>
Difficulty dealing with conflicts on committees	2.38	2.0
Striking a balance between research, teaching, and service	3.00	3.5
Inability to choose which committees to serve on	1.88	1.5
Difficulty in negotiating committee relationships and dynamics	2.13	2.0
Difficulty in finding an appropriate committee fit	2.25	2.0

Other Academic Challenges

As shown in Table 4, the most important issue facing beginning faculty members in this category is the disproportionate demand on their time and responsibilities (mean of 2.89 and median of 3.0).

Table 4
Other Pertinent Challenges

<i>Other Measures</i>	<i>Mean</i>	<i>Median</i>
Existence of departmental politics	2.33	2.0
Difficulty building relationships with tenured professors	1.78	2.0
Disproportionate demand on time and responsibilities	2.89	3.0
Difficulty gaining respect from Chairpersons/Deans	1.22	1.0
Dealing with the lack of respect based on gender difference	1.67	1.0

Under this category, a pre-tenured member of faculty expressed the concern that “We have no say in terms of scheduling because our senior professors will be voting to determine whether we obtain tenure or not.” Additionally, pre-tenured faculty members do not perceive departmental politics to be an issue. Rather, building healthy and dependable relationships with tenured/senior faculty members, dealing with lack of respect from other members of faculty because of gender differences, tenure status, and gaining respect from deans and chairpersons’ are not major issues or challenges.

Prioritization of Challenges

Table 5 prioritizes the challenges faced by pre-tenured faculty members. Pre-tenured faculty members were asked to prioritize the challenges that they face. From the table, it was

determined that there was a marginal preference for teaching over research. The mean score for teaching was 3.89 and the median 3.0 while the mean for research was 3.67 and the median 5.0. This finding suggests that pre-tenured faculty members attribute their inability to publish articles or conduct research to their full and demanding teaching/service workload. Reducing the teaching load will, therefore, pave the way for pre-tenure faculty to enhance their research productivity and to make it relatively easy for them to become to compete for tenure. Based on interviews with pre-tenured faculty members, there is the perception that all the categories are important in retention and tenure considerations; but in actuality, only research is considered critically significant. Evidently, the contracts of good teaching members of faculty were terminated because of poor publication record at some historically black colleges and universities. These faculty members were not prolific and productive in research.

Table 5
Ranking of Challenges

<i>Measures</i>	<i>Mean</i>	<i>Median</i>
Teaching	3.89	3.0
Research	3.67	5.0
Service	1.89	1.0

Preparation from PhD awarding institutions

As shown in Table 6, respondents were emphatic about their desire to stay on in the teaching profession in the face of the challenges they were experiencing (mean score of 4.78 and median 5.0). The study revealed that the challenges are not restricted to certain or specific disciplines. Indeed, they are common to all programs and institutions (mean of 4.11 and median 4.0). Overall, the beginning professors noted that their institutions moderately prepared them for the challenges they are facing (mean of 3.2 and median of 3.0). Nevertheless, none of the beginning faculty members expressed regret at joining the teaching profession despite the challenges, stress, and frustration that they reported.

Table 6
Preparation by Institutions

<i>Measures</i>	<i>Mean</i>	<i>Median</i>
Commonality of challenges	4.11	4.0
Preparation by institution	3.22	3.0
Limitation of challenges to specific disciplines	1.67	1.0
Desire to stay in teaching profession	4.78	5.0
Regret being in teaching profession	1.00	1.00

Proposed Measures to Mitigate Challenges

As shown in Table 7 below, pre-tenure members of faculty agreed strongly that having mentors, finding time to conduct research, and exercising self-discipline with regards to balancing teaching, research, and service activities are crucial in mitigating the challenges they face. Reaching out and establishing a supportive relationship with tenured/senior faculty and having

separate tracks for teaching, research, and services are critically important factors in finding lasting solutions to the challenges of pre-tenure faculty. In addition, providing additional supports and incentives as well as having an ombudsman to resolve pertinent issues that beginning members of faculty face could significantly reduce the level of stress and anxiety faced by pre-tenured faculty members.

Table 7
Proposed Measures to mitigate Challenges

<i>Item</i>	<i>Mean</i>	<i>Median</i>
Mentors for beginning professors	4.25	5.0
Reaching out to tenured professors	3.75	4.0
Finding time to get research done	4.25	5.0
Building relationships with tenured professors	4.0	4.0
Having an Ombudsman in the school	3.25	4.0
Self-discipline to balance teaching, research, and services	4.25	5.0
Separate tracks for teaching, research, and services	3.75	4.0
Provision of additional incentives/support	4.13	4.5

It could be inferred from the results above that some academic institutions do not have well-established mentoring programs to assist new faculty members to adapt to the university environment. It is, therefore, not surprising that pre-tenure faculty face difficulties balancing research with teaching load, building relationships with tenured faculty members, and finding time to conduct research for tenure. It must be emphasized that formal mentoring systems that assign beginning pre-tenured faculty to tenured/senior faculty members to guide and encourage them, especially in their initial stages in higher education environment, are critical elements in the success of junior faculty members. Furthermore, it will be exceedingly effective and more acceptable if academic institutions design reward systems that recognize and reward the efforts of the tenured/senior faculty mentors.

Discussions, Conclusion, and Recommendation

This anecdotal study revealed very interesting results about the teaching and research experiences of beginning faculty in the higher education environment in many Historical Black Colleges and Universities in the State of Maryland. None of the beginning professors expressed regrets at joining the teaching profession, despite the challenges, stress, and frustration that they experienced. They may also latently accept and agree to the fact that they are not the first batch of pre-tenure faculty to be confronted with such challenges. Consequently, they might silently be saying to themselves “our senior and tenured colleagues experienced the same predicament, why then do we complain?” Therefore, they have been compelled to resign themselves to their fate. Second, these junior faculty members do acknowledge that once they are able to wait patiently and secure tenure, they will join the club of “untouchables” in their chosen professions. They will then have a very secure and stable job with little chance of being fired or removed. This finding is supported by Verrier (1993) in his study on the perceptions of life on the tenure track. The author disclosed that a 35-year old female remarked that “it’s like we (the tenured faculty)

have this exclusive club, and if you can pass our initiation, you can get in. But, if you don't pass it, and sometimes all the rules aren't clear, then you can't get in" (p. 95).

Third, most faculty members noted during the interviews that there is a great deal of flexibility in the teaching field. Generally, teaching is not conducted throughout the week and faculty members do have long vacations, especially during summer season. This gives faculty members the opportunity to make additional income as well as have time for their family vacation and other personal activities. Finally, pre-tenured faculty members may not be sure of what to expect should they leave the teaching profession.

Further, this study revealed that pre-tenured faculty members do not have difficulty gaining respect from students. The probable explanation was that the study was conducted in predominantly a African-American institution. It was noted that African-Americans typically come from closely knit families and have a great deal of respect for authority figures (Dixon et al., 2008). In addition, studies spanning over two decades () have shown that students accord teachers the desired respect when there is mutual respect between them. Pre-tenured faculty members striving to achieve tenure attach a great deal of attention to student evaluations and are, therefore, very careful when dealing with students. Similarly, pre-tenured faculty members do not also have difficulties dealing with students from different racial and ethnic backgrounds because they share common cultural emphasis on reciprocity of respect. Indeed, students from diverse backgrounds have been found to respect authority and oftentimes do not even ask questions in class because of their cultural backgrounds (Dixon et al., 2008, Svinicki and McKeachie, 2006) that place much emphasis on seniority and authority figures. One pre-tenured faculty member, realizing the implications of cultural issues, remarked during his interview that "there is the need to instill in students who come from subservient backgrounds that it is okay to challenge the views of the instructor."

The study demonstrated that well-established mentoring programs would have to be designed to guide the efforts of beginning pre-tenured faculty members in higher education environments. In addition, it is critical that beginning faculty be given teaching orientation to enhance their teaching skills, classroom management competence, learn more about diversity in university campuses, and be able to establish strong and lasting interpersonal relationships.

Another important finding of the study was that pre-tenured faculty members would want more emphasis given to teaching rather than research in order to allow more time to develop research skills and the sophistication to navigate the scientific communities. Consequently, increased emphasis in the area of teaching will best serve the interests of pre-tenured faculty in their initial and developmental stage in higher education.

A thorough analysis of the results of measures to mitigate or address the research challenges facing beginning faculty members show that effective mentoring would be most appreciated as it provides the needed opportunity to building relationships. A pre-tenured faculty member interviewed was apprehensive about her chances of success because she did not have both primary and secondary mentors to guide her new career. According to Eddy & Gatson-Gayles (2008) "one new faculty participant noted that she felt well prepared as she started her faculty career. She attributed this to her graduate mentor with whom she had conversations on how to intentionally prepare for the demands on faculty time." (p. 105)

Furthermore, the study noted an increased emphasis on establishing a separate teaching and research tracks for beginning faculty members. This is not a surprising finding given the fact that at some research-oriented institutions, journals. It was pointed out some academic institutions, including Harvard University, are making efforts to address the need for separate tracks.

Based on the findings of the study, it is critically important that measures be taken to find practical and realistic solution to the challenges facing pre-tenured faculty members in order to increase the chances of retaining beginning faculty interested in the teaching career as well as expand the scope of the profession. Institutions will have to institute effective mentoring programs and mentors will need to be adequately compensated for their services.

Institutional Implications

The fundamental questions that guided this study were grounded in the belief that understanding the challenges facing pre-tenured or beginning faculty members is relevant to efforts to make the teaching profession attractive for existing and prospective faculty, hence the need to create an enabling environment for faculty retention and growth. The findings further suggest that higher institutions should play an active role in helping alleviate the anxiety and stress that pre-tenure faculty encounter in the early years of their teaching career. The morale of pre-tenure faculty is dampened when they are unable to have the required publications to guarantee promotion because of heavy workload, disproportionate demands on their time and responsibilities, inability to balance teaching with research, as well as provide the required services in their various departments. Research demand certainly has far-reaching implications on the rate of attrition and the quality of teaching.

Future Research Directions

This is an anecdotal study and it is important that its findings be subjected to thorough testing through expanded survey using a large sample size in order to adequately generalize its result. This is a timely and critical study; and if the findings are generalized, it will provide valuable feedback to academic institutions regarding the urgency with which policy makers need to tackle the challenges facing beginning faculty members.

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Appendix A

Section A

Challenges

The following set of questions deals with your current challenge as a beginning professor. For each question, **please circle the number** that best indicates the extent to which you agree to the statement on a scale from 1 to 5 (see below).

Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
1	2	3	4	5

1. TEACHING	Strongly Disagree			Strongly Agree	
a) It is difficult to gain respect from students as a beginning professor	1	2	3	4	5
b) It is difficult to deal with students from different racial/ethnic backgrounds	1	2	3	4	5
c) The workload is heavy	1	2	3	4	5
d) Using projects for teaching makes student learning ineffective and it is difficult for me to accept to use it	1	2	3	4	5
e) There is much interference from Deans and Chairpersons	1	2	3	4	5
<hr/>					
2. RESEARCH					
a) Balancing research with moderate teaching load is difficult	1	2	3	4	5
b) Forming alliances with other professors is difficult	1	2	3	4	5
c) Exercising self-discipline to make time for research is difficult	1	2	3	4	5

d) It is difficult developing academic papers from my dissertation paper	1	2	3	4	5
e) Lack of library, online data support etc.	1	2	3	4	5
f) Lack of support for conferences and professional development	1	2	3	4	5

3. SERVICES	Strongly Disagree			Strongly Agree	
a) It is difficult dealing with conflicts on committees	1	2	3	4	5
b) Striking a balance between research, teaching and services is difficult	1	2	3	4	5
c) Inability to choose which committees to serve on is a problem	1	2	3	4	5
d) Negotiating Committee Relationships and dynamics is difficult	1	2	3	4	5
e) Finding an appropriate committee fit is a problem	1	2	3	4	5
4. OTHER CHALLENGES					
a) Departmental Politics is a problem for the beginning professor	1	2	3	4	5
b) Building healthy relationships with tenured professors is difficult	1	2	3	4	5
c) There is disproportionate demand on time and responsibilities	1	2	3	4	5
d) Beginning Professors are not respected by their Chairpersons/Deans	1	2	3	4	5
e) Dealing with lack of respect from other professors because of gender	1	2	3	4	5

The next question asks you to rank in order where you think the emphasis should be placed on dealing with the challenges. You are asked to rank preferences in teaching, Research, Services, or other challenges. Please mark with an 'x' your first, second, and third choices.

5. PRIORITIZING CHALLENGES	First Choice	Second Choice	Third Choice
Teaching			
Research			
Services			
Other			

Section B

The following set of questions deals with your preparedness for the challenges and how this has shaped your thinking about the teaching profession. For each question, **please circle the number** that best indicates the extent to which you agree to the statement on a scale from 1 to 7 (see below).

Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
1	2	3	4	5

	Strongly Disagree			Strongly Agree	
a) The challenges I am facing as a beginning professor are common to other universities	1	2	3	4	5
b) My institution prepared me for the challenges I am facing	1	2	3	4	5
c) The challenges I am facing pertain only to my discipline	1	2	3	4	5
d) I desire to stay in the teaching profession	1	2	3	4	5
e) I regret being in the teaching profession	1	2	3	4	5

Section C

ROOM FOR IMPROVEMENT

Now, we are interested in your view on measures that would mitigate the challenges of beginning professors.

For each of the following statements, indicate whether you consider the following measures as having high importance (1) to low importance (5).

MEASURES TO ADDRESS CHALLENGES	High Importance			Low Importance	
	1	2	3	4	5
a) Mentors for beginning professors	1	2	3	4	5
b) Reaching out to tenured professors	1	2	3	4	5
c) Finding time to get research done	1	2	3	4	5
d) Building relationships with tenured professors	1	2	3	4	5
e) Having an Ombudsman in the school	1	2	3	4	5
f) Self-discipline in balance between Teaching, Research and Services	1	2	3	4	5
g) Having separate tracks for teaching, research and service	1	2	3	4	5
h) Providing Additional support/incentive	1	2	3	4	5

Section D

Demographics

This section is aimed at obtaining demographic information for the survey respondent. These responses are confidential and will be used only for statistical purposes related to the study. You will not be identified individually in any way.

1. Age group to which you belong?
 25 - 40 years old
 41-55 years 56 and older
2. What is your gender?
 Male Female
3. What is your race/ethnicity?
 White Black, African American American Indian or Alaska Native Asian Indian Chinese
 Other, Specify
4. What is your marital status?
 Single
 Married
 Other
 Widowed
 Divorced/Separated
5. What is your annual gross income?
 \$25,000 - \$49,999
 \$50,000 - \$99,000 \$100,000 and above
6. What is your highest level of education?
 Masters Degree PHD
7. How long have you been teaching?
 Not more than 1 year > 1 year but not more than 2 years
 > 2 years but not more than 3 years > 3 years but not more than 5 years
8. Which level(s) do you teach?
 Undergraduate Graduate Postgraduate
9. What is your discipline?

10. How often do you teach?
 Tuesday & Thursday Monday, Wednesday & Fri once a week Four days a week
11. What is your employment status
 Contractual (Adjunct) Tenure Track Assistant Professor