

Rethinking Academic Traditions for Twenty-First-Century Faculty*

By Judith M. Gappa and Ann E. Austin

The American Association of University Professors' 1940 statement, *Principles of Academic Freedom and Tenure*, defined the essential features of the academic profession in the early twentieth century: academic freedom, shared governance, and job security. Now, seventy years later, the number of faculty members in the United States has grown from approximately 147,000 in 1940 to approximately 1,140,000 today, and colleges and universities now number 4,168—more than double the 1,708 in the 1940s (Gappa, Austin, and Trice, 2007, p.60.) While important traditions of the academic profession have been retained, faculty members themselves, their work, and their institutions have changed dramatically. Today's faculty members are diverse; they occupy different types of appointments; and their expectations about their work environments include new concerns, such as sufficient flexibility to manage both their work and life responsibilities. Their colleges and universities also face difficult challenges. They must create environments that attract highly diverse students, find new sources of revenue as traditional sources decline, maintain and enhance their technological infrastructures

within budgetary constraints, and respond to numerous demands for accountability imposed by the public.

Despite all these changes and the enormous growth in the higher education establishment, the well-being of today's faculty is as critically important as it has ever been—and perhaps more so. As in the 1940s, when faculty employment principles were developed by the AAUP and accepted generally by the higher education community, faculty today still value academic freedom, shared governance, and job security as important components of the academic profession. But now they have new priorities. To recruit and retain today's prospective faculty, colleges and universities must ensure that their employment policies address current faculty members' important priorities for work and life.

This article discusses what faculty members seek in their working environments and offers suggestions for how these new concerns can be met while retaining the important academic traditions of academic freedom, shared governance, and sufficient job security to make the profession attractive. We begin by discussing briefly the extensive changes since the 1940s in faculty demographics, academic appointments, societal expectations for work, and the nature of faculty work. We examine what today's faculty seek in their workplaces. We define elements of faculty work that are essential to attract and retain prospective and current faculty members, and offer examples of how individual colleges and universities can incorporate these elements.

Why should colleges and universities place a high priority on rethinking faculty employment and maintaining important academic traditions when they are facing so many other pressures? Faculty members are an institution's intellectual capital. The work of the university or college—including teaching, research, creative endeavors, community involvement, professional service, and academic decision-making—is carried out each day by committed faculty members. This intellectual capital is an institution's primary and only appreciable asset. Other assets—buildings, libraries, classrooms, technology infrastructure—begin to depreciate the day they are acquired; but the competence and commitment of faculty

can increase steadily over time to meet each institution's changing circumstances and goals (Gappa, Austin, and Trice, 2007, p. 4-5). Thus, ensuring that faculty members are satisfied and motivated by their work and work environment is critically important to every institution's quality and well-being.

Changes in Faculty Members, Academic Appointments, and Faculty Work

Changes in American colleges and universities, in faculty members themselves and their appointments, and in the nature of faculty work all mandate a reconsideration of today's faculty,, their working conditions, and what they seek in their employment. In this section, we describe current faculty demographics, patterns of academic appointments, societal expectations about work and work-life issues, and the nature of faculty work.

Changes in Faculty Demographics

Today's faculty members are diverse in gender, ethnicity and race, family status, and age. Since 1969, when 20 percent of new faculty members were women, the presence of women has more than doubled. Forty-four percent of faculty members in their first six years are now women, and the percentage of women who are senior faculty members has increased from 15 to 34 percent (Finkelstein and Schuster 2001; U.S. Department of Education, 2004). This rise in the percentage of women faculty members is typical of all disciplines, and is likely to continue because women now receive more than half of all doctoral degrees awarded to U. S. citizens (Hoffer et. al., 2005).

Similarly, the percentage of people of color receiving doctorates has grown substantially in the past twenty years. Individuals of color now constitute 20 percent of U.S. citizens who earn doctoral degrees. In 2003, they represented 17 percent of tenured faculty, 26 percent of tenure-track faculty, and 16 percent of non-tenure-track faculty. Similarly, increases in the number of international students who earned doctoral degrees in the United States (33 percent of all doctorates awarded in 2003) also increases the diversity of the pool of potential faculty (Hoffer et al., 2005).

As new faculty members become more diverse in their backgrounds and lifestyles, they bring with them to the academy complex individual priorities and circumstances that require a renewed institutional focus on work–life balance, mentoring, a sense of scholarly community, and employment equity.

Changes in Academic Appointments

The majority of faculty members today do not occupy tenured or tenurable positions. Only 54 percent of all faculty members are in full-time positions. In 1980, full-timers who were either tenured or tenure-track made up 55 percent of all faculty members, but by 2003 they had declined to 41 percent (Mason, 2009). A full 56 percent of new full-time faculty hires today are not on the tenure track, further perpetuating the trend away from tenure as the prototype of faculty positions. Part-time faculty members are now 44 percent of all faculty, and 96 percent of part-timers are in non-tenure-eligible appointments (U.S. Department of Education, 2004). This shift in appointment type away from tenure toward new forms of academic appointments requires rethinking how to maintain such important academic traditions as academic freedom, shared governance, and a collegial community of scholars for all faculty members.

Changes in Societal and Faculty Expectations of Work and Work–Life Issues

Accompanying the diversity of today’s workers generally, including the enormous expansion of women as employees, has been an erosion of the “ideal worker” concept that characterized the early twentieth century. In the ideal worker concept, one household member (usually male) worked full-time outside the home and the other managed the household and cared for children (Bailyn, 1993). By and large, today’s employees work outside the home and share household responsibilities. They seek flexibility in their workplaces so they can balance their complex lives, and many employers are developing programs and policies in response to their concerns.

Faculty members mirror these workplace trends. A recent survey of doctoral students' career goals in the University of California system found that the academic fast track, or tenure track, at research-oriented universities is developing a bad reputation. Of those sampled, 51 percent of women and 45 percent of men were married or partnered, and 14 percent of women and 12 percent of men were parents. When asked about future career plans, 84 percent of women and 74 percent of men were concerned about the family-friendliness of their employers. Less than 46 percent of men and 29 percent of women respondents thought jobs in these research-oriented institutions would be family-friendly (Mason, Goulden, and Frasch, 2009). Doctoral student years typically fall during prime family formation and childbearing years, as do the postdoctoral, pre-tenure years. But postponing pregnancy and childbirth until after the tenure decision is not a realistic option for most women, for whom the average age to receive the Ph.D. is 34 (Mason, 2009). Similarly, the COACHE surveys at Harvard University have shown that the new generation of faculty members has a different approach to work. They are willing to do the work required to achieve tenure, but they want to do it at their own pace while they maintain a manageable balance between their work and home lives (Gallagher and Trower, 2009).

In sum, colleges and universities are faced with accommodating the new realities encountered by faculty members, who are simultaneously managing their academic careers and their domestic responsibilities as dual-career couples or single-parent families. Balance and flexibility in their careers are critical to them.

Changes in the Nature of Faculty Work

Meanwhile, faculty work is changing. Students are increasingly diverse in their backgrounds and preparation for college, and expect their education to be relevant to their career goals and convenient for their hectic schedules. Thus, faculty members must have a wide array of skills to support the breadth of their students' learning needs. Knowledge continues to expand

exponentially, challenging faculty members to stay current in their own areas of expertise. Much exciting and productive research is at the intersections and borders of disciplines, leading to more interdisciplinary research and teaching. Faculty members must develop not only the knowledge and skills to work in their own disciplines, but to work productively in interdisciplinary contexts and with colleagues from other fields. Additionally, new technologies open doors of access to databases and innovative research techniques. At the same time, however, the continuous expansion of technology also impacts faculty workloads. Faculty must take the time to learn how to use new technologies in their teaching and research, and to communicate with their students who are accustomed to the connectivity that technology allows and expect ready access to their professors at any time.

These changes in faculty demographics, appointment types, and work responsibilities taken together have had several major effects on current and aspiring faculty members:

Concerns about Workload: Today's faculty members work longer hours than their predecessors. The proportion of faculty members reporting that they work more than fifty-five hours a week has grown from 13 percent in 1972 to 44 percent in 2003, with no differences between women and men (Schuster and Finkelstein, 2006). Faculty members see their expanding workloads as a major source of stress and dissatisfaction in the academic career (Gappa et al., 2007). This stress from heavy workloads is exacerbated by the parallel desire of many faculty members (as well as graduate students considering faculty work) for more flexibility and balance in their careers and lives.

Challenges to Community: The expansion of knowledge into ever-increasing new fields further splinters established disciplines and makes it more difficult to maintain a sense of academic community. While interdisciplinary work certainly brings scholars together across fields, the simultaneous specialization common today in academe means that many faculty members are working in narrowly defined areas and know little about the work of colleagues in other fields.

Need for Ongoing Learning: The proliferation of knowledge and new technologies perpetuates the need of all faculty members for continuous professional development throughout their careers. Faculty members must keep up with their own learning and handle the barrage of information and knowledge facing them, even as they teach their students.

In sum, faculty members choose an academic career because it offers autonomy, intellectual challenge, and freedom to pursue their interests. But they express dissatisfaction with their salaries, and cite as sources of stress their workloads, tenure and promotion review processes, and ability to manage their households and work (U. S. Dept. of Education, National Center for Education Statistics, 2004; Rice et al, 2000). And while the need for continuous learning can be an opportunity that brings meaning to faculty life, it is also a necessity as knowledge expands and new responsibilities emerge.

The “Essential Elements” of Faculty Work and Workplaces

Faculty members’ concerns about their work and workplaces have evolved in new ways since the early twentieth century when academic freedom, shared governance, and job security were of greatest importance. While these issues continue to be important, they also have been transformed. Faculty members place a high value on employment security, but this security may take a range of forms, including both traditional tenure and alternatives such as rolling contracts. Academic freedom continues to be a core value of the academy, and certainly faculty involvement in shared governance is vitally important to the independence and respect accorded members of the professoriate. Yet today’s faculty members also have concerns beyond academic freedom, shared governance, and job security. Three additional themes stand out: equity, collegiality, and professional growth (Gappa et al., 2007, p. 117).

The higher education enterprise in the United States has become too large and complex for only one definition of “professor” and one approach to the construction of viable and respected academic appointments. Today’s challenge is to provide an environment where, regardless of

appointment type or demographics, *all* faculty members are treated fairly, have opportunities to grow professionally, and are respected members of their academic communities. When any member of the academic community is not respected or valued, or when his or her talents are not fully utilized, the faculty member's opportunity to work at the highest level of his or her talent is diminished.

Informed by recognition of the diversity of appointment types as well as by the body of research on the careers, attitudes, and expectations of faculty members and the literature on worker satisfaction, we identified and described a set of "Essential Elements" of faculty work (Gappa et al., 2007). These essential elements incorporate the findings of worker satisfaction theorists, such as Herzberg (1966), Maslow (1970), and McClelland (1975). They also recognize traditional academic values, such as academic freedom and autonomy, and collegiality. And, of particular importance, these essential elements pertain to faculty members in *all* types of academic appointments.

The essential elements include the following.

- Respect
- Employment equity
- Academic freedom and autonomy
- Flexibility
- Professional growth
- Collegiality

All of these elements must be present in each faculty member's working environment in order to ensure that every faculty member can contribute his or her best work. Yet, how these essential elements apply to individual faculty members will vary according to their appointment type and particular situations.

Ensuring that these essential elements are in place in the work experience of all faculty members, regardless of appointment type and time base (i.e., part-time or full-time), contributes

to the strength and quality of a university or college, the satisfaction of individual faculty members, and, thus, to the ability of an institution to achieve its mission and goals. When the essential elements are part of an academic workplace, the ability of an institution to recruit and retain faculty members is enhanced. However, there cannot be one uniform way of ensuring the essential elements in every institution. Within and among individual colleges and universities, how these essential elements apply to individual faculty members at their unique institutions will vary according to their appointment types and particular situations; but all the essential elements must be present in each faculty member's working environment in order to recruit and support each and every faculty member in doing excellent work. For example, professional development opportunities would be available to every faculty member, but various programs and services would be aimed at the needs of faculty at different times in their careers or in particular assignments.

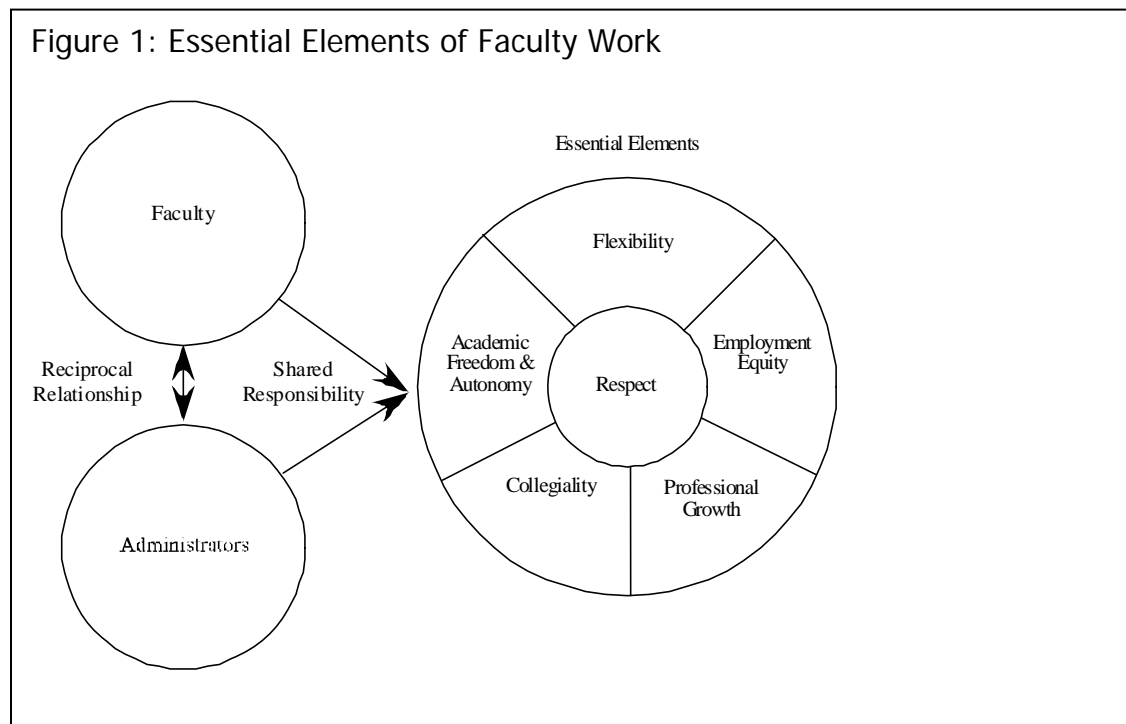


Figure 1 (Gappa et al., 2007, p.137f) provides a visual representation of the essential elements. Respect, defined as the valuing of each faculty member as a human being, is placed in the center of the big circle to indicate that it is a core value on which all others rest (Campbell and Koblenz, 1997). Only when there is an environment of respect for every faculty member, across all appointment types, can institutions and their faculty members fully develop the five elements that surround the core of respect.

The Reciprocal Relationship

The top circle on the left represents the characteristics of the faculty as a whole in any individual college or university. Each institution will vary in the demographic characteristics (age, gender, citizenship, ethnicity, etc.) of its faculty and the patterns of appointment types for faculty: tenured and tenure-track, contract-renewable, or fixed-term. Contract-renewable appointments are those that do not include eligibility for tenure but do retain the possibility of long-term employment by the institution. Fixed-term appointments are those that are guaranteed only for the period of time of the appointment, usually a semester or a year.

The bottom circle on the left highlights the unique characteristics of each institution in terms of mission, culture and norms, resources, governance and administrative structure, leadership, and rewards structure. Given the particular characteristics of each university or college, institutions need to develop policies, programs, and support for the essential elements of faculty work in ways that are appropriate for the institution's culture and circumstances.

The two-way arrows on the left connecting the faculty and institutional characteristics highlight this reciprocal relationship between an institution and its faculty members. In this relationship, both the institution and the faculty member should benefit during the period of a faculty member's appointment.

Shared Responsibility

Administrators and faculty members have joint or shared responsibility to ensure that these essential elements are present in the work environments of all faculty members, regardless of their appointment types. They must work together to assess the extent to which faculty members experience the essential elements, to identify and prioritize specific ways to enhance both the workplace and faculty members' contributions to the institution, and to develop plans and take responsibility for making changes to enhance the quality of the institution as a workplace. Thus, the arrows from the two smaller circles to the wheel of essential elements symbolize the continuation of the important academic tradition of shared governance (Gappa et al., 2007, p. 136).

In the 1966 *Statement on Governance of Colleges and Universities*, the American Council of Education, the Association of Governing Boards, and the American Association of University Professors jointly endorsed shared responsibility for decision-making between the faculty and administration in higher education institutions (AAUP, 2001). The role of the faculty in governance was defined to include "such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process" (p. 221). This statement makes it clear that faculty must participate in decisions that affect their specific interests.

As faculty characteristics and appointment types become more diverse, a commitment to shared governance becomes even more important in today's colleges and universities. One way to strengthen this mutual relationship is to ensure that faculty representatives appointed to important campus committees or boards are chosen for their expertise and interest in these areas. Faculty members with their teaching expertise and scholarly work can offer important perspectives in institutional decision-making. But it is important that, as an integral part of their overall responsibilities, faculty accomplishments with regard to shared governance activities are recognized and valued in the faculty rewards system. To appropriately recognize these

contributions, standards for the quality and significance of governance accomplishments need to be among the criteria for contract renewal, tenure, or promotion (Gappa et al., 2007, p.162).

Another aspect of shared responsibility involves faculty monitoring the professional conduct of their peers. Faculty responsibility for ensuring professional conduct was first recognized by the AAUP in its 1966 *Statement on Professional Ethics*, revised in 1987 (AAUP, 2001). In keeping with the principle of shared governance, faculty members, individually and collectively, have the responsibility to hold every colleague to appropriate standards of conduct with regard to students, staff, and colleagues, and in all academic settings, including classrooms and laboratories (Gappa et al., 2007, p. 164). All faculty, and senior faculty especially, have a responsibility to ensure that the behavior of individual faculty members is not detrimental to the well-being of the institution, the academic profession, or the respect with which the faculty is viewed (Gappa et al., 2007, p. 165f). Therefore, faculty members should monitor their colleagues' behavior and should ensure that institutional policy statements regarding faculty responsibility and standards of conduct are regularly reviewed, updated, and made available to all faculty members. Utah State University is an example of an institution that takes seriously the importance of professional conduct. USU's policy on Faculty Standards of Conduct is readily available to all faculty on its web site. The complete policy has standards for academic freedom, professional obligations and responsibilities, responsibilities to students, and responsibilities to the institution ([www.usu.edu/policies/ Faculty-Standards](http://www.usu.edu/policies/Faculty-Standards), accessed August 6, 2009). These standards are sufficiently detailed to make clear to all faculty members exactly what is expected of them.

Using the Essential Elements to Retain Important Academic Traditions and Meet the Needs of Today's Faculty Members

How can important academic traditions for the academic profession be preserved and fostered in ways that meet the needs and expectations of all faculty members? We turn now to the

essential elements and offer some examples of how colleges and universities can incorporate these elements into all types of faculty appointments, in order to enhance faculty and institutional well-being and productivity.

Equity and Flexibility

Equitable treatment of faculty members who hold different kinds of academic appointments presumes certain conditions. First, employment policies and practices should be developed, approved, and monitored centrally at an institution to ensure all faculty members receive fair and consistent treatment. Second, all faculty members must have the tools they need to do their jobs: office space to advise students, access to clerical and other services, budget support for such routine expenses as computers and copying, and access to library or laboratory resources. All faculty members also should be fully accepted and valued as members of their academic communities regardless of differences in academic appointments, time bases, and responsibilities.

Equity is not the same as uniformity; rather, equitable treatment requires that each faculty member be treated fairly while also taking into account differences among faculty members. Thus, institutions need to develop employment policies and practices for each appointment type: tenured and tenure-track, contract-renewable, and fixed-term (no guarantee of reappointment). These employment policies should address the same general employment conditions (notification of contract renewal or termination, equitable compensation including benefits, systems of academic rank, explicit evaluation criteria and processes, and grievance procedures) and be adhered to in every academic unit. Equity also requires that departmental resources or whims of senior faculty will not be impediments to the consistent enforcement of university or college employment policies (Gappa et al., 2007, p. 195f.)

Equitable tenure policy requires that faculty members have flexibility in the probationary period. Thus, we recommend that colleges and universities adopt policies that allow variable

time bases with appropriate adjustment of the probationary period for faculty who need them for specific, defined reasons. Redefining the length of the probationary period to a maximum number of years of full-time service or its equivalent would allow faculty to work toward tenure at varying time bases and/or with occasional leaves of absence over an extended period of calendar time (for example, nine to twelve years). This change would provide flexibility in the probationary period while preserving the concept of a certain maximum period of time to demonstrate sufficient scholarly proficiency for a tenure decision. A college or university could keep the traditional maximum seven years of full-time service for the probationary period, but extend the available time across a larger number of actual calendar years by allowing varied time bases and occasional leaves of absence thus giving early career faculty the flexibility they need to handle both personal and professional responsibilities. . However, such flexibility is not intended to be available to everyone as a mechanism for extension of the probationary period. Thus, colleges and universities would need to specify reasons for extension: personal health, health of a family member, birth or adoption, elder care, unusual professional opportunities requiring a leave of absence, or unexpected disasters involving significant loss of professional time are all bona fide reasons for granting an exception. To encourage faculty members to use policies for flexibility, they will need to be assured that their use of these policies will not jeopardize their careers. For all these reasons, flexibility during probationary periods requires an institution-wide policy rather than a departmental decision, and permission to alter the probationary period must be very carefully documented to protect the faculty member and the institution. Finally, the salary savings resulting from a leave should be retained in the faculty member's academic department so that he or she can be replaced during the leave of absence (Gappa et al., p. 197ff.).

Academic Freedom

Academic freedom is the lifeblood of faculty work. The right to freedom of intellectual expression and inquiry must be extended to all faculty members, regardless of their appointment types. Originally envisioned to be protected through tenure and peer review, today academic freedom for all faculty members must be protected in formal policy statements, appointment letters, faculty manuals, and grievance procedures. Institutional policy must clearly state: that academic freedom applies to all faculty members, that violations of academic freedom can be remedied through open and impartial grievance procedures, and that the institution will not violate a faculty member's academic freedom through such punitive actions as discipline, dismissal, or nonrenewal of contracts (Gappa et al., 2007).

An important component of academic freedom is education about what it is and is not. Educating faculty about academic freedom should be part of all new faculty orientations and continuously reinforced by speakers, web postings, convocations, professional development programs, and other means. Continuous campuswide education and discussion of academic freedom would foster better understanding for both faculty and students. Senior faculty and/or retirees could serve as informal advisors and educators, available to discuss incidents and answer individual questions or concerns in confidence as needed.

As Bryne (1997, 2001) has pointed out, non-tenure-track faculty contracts present a persistent risk of violations of academic freedom. Policy statements must clearly state that they apply to all faculty members, that abuses of academic freedom can be remedied through grievance procedures, and that no faculty member's academic freedom will be violated through discipline, dismissal, or nonrenewal of contract. Thus, if the promise is violated, breach of contract can be claimed (Bryne 1997, 2001).

Any procedures developed for the protection of academic freedom for non-tenure-track faculty should include the following principles (Bryne, 1997; *Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments*, AAUP, 1989, 2001):

- Any faculty member has the right to receive an official explanation for any adverse personnel action.

- Decisions not to renew contracts of faculty members are based on written peer evaluations of performance using institutional criteria and on peer-review committee judgments affirmed by an academic supervisor.

- Every faculty member has the right to have a complaint of a violation of academic freedom in nonrenewal of contract reviewed by an impartial body.

- Grievance procedures for academic freedom make use of legal devices common to discrimination complaints such as a prima facie case and shifting burdens of proof.

Grievance procedures such as these, along with continuous campus education about academic freedom and the availability of informal advisors for alleged cases of violations of academic freedom, would enhance faculty understanding of their academic freedom rights and responsibilities and foster collegial campus environments.

Collegiality and Professional Growth

All faculty members need opportunities to expand their knowledge and skills, and to experience new challenges and experiences as they progress in their careers. While opportunities for growth have always been important factors in maintaining faculty satisfaction, such opportunities are especially important now when the nature of faculty work involves change. Today's faculty members, for example, need to expand their knowledge of student learning in order to meet the needs of a diverse student population. They need opportunities to stay abreast of new technologies that can enhance their teaching and their students' learning processes, and that may help them access new data or analyze data in new ways. If their institutions are encouraging more engagement with the community or more entrepreneurial work, faculty members may need opportunities to learn the requisite new skills.

Attention to professional development both enriches the individual faculty member and, by expanding or deepening the abilities of the faculty, contributes to the quality of the institution.

Many institutions are taking innovative approaches to faculty development. For example, some universities and colleges, in recognition of the time pressures that faculty experience, are providing professional development opportunities via the web as well as in person. This opens access to professional development opportunities for faculty in all types of appointments, both on and off campus, and allows them to participate in professional development activities that best match their interests and their circumstances.

In recent years, faculty development programs at many universities and colleges have also responded to the particular needs of faculty members at different career stages, and in various appointment types. New faculty members have concerns, questions, and needs for skills development that are different from the interests and needs of a well-established faculty member exploring a new career, such as a move to administration for example. A faculty member who is on campus to teach just one course may have different professional growth interests than a full-time, early-career colleague striving to negotiate the tenure process. To respond to the diverse interests and needs of individual faculty members, some institutions have instituted Individual Growth Plans. This process enables faculty members to identify the career trajectories they hope to pursue and the resources they will need, which opens the door for productive discussions with department or institutional leaders about the relationship between individual and institutional aspirations, commitments, and goals. Attention to mentoring is an area of special interest at a growing number of institutions, and creative approaches are emerging (i.e., group mentoring and project-based mentoring relationships) (Gappa et al., 2007).

Faculty members also benefit from participation in respectful academic communities where colleagues care about one another and value each other's unique contributions. Each faculty member—in a tenure-track, renewable appointment or fixed-term position, regardless of the

time base (full-time or part-time) of the position—is more likely to thrive in a context where respect, valuing, and caring characterize the experience. While this element of faculty work is sufficiently important to merit careful attention, it can be cultivated in simple and modest ways. Regular communication that explicitly expresses appreciation or highlights recognition of faculty members who have contributed goes a long way to encouraging collegiality and community. Some departments design specific occasions (formal and informal events that bring faculty members together) and physical spaces that encourage interaction (coffee shops, library meeting areas). Opportunities for colleagues to learn something new together, such as how technologies can be integrated into their teaching, can also promote community and collegiality as well as professional growth.

In regard to establishing professional growth opportunities and enhanced collegiality and community, institutional leaders have an important responsibility. All faculty, and their departmental leaders especially, should be proactive in encouraging faculty members to use professional development resources. They should take seriously their role in actively encouraging respectful and engaged collegiality and a sense of community in which all faculty and administrators are valued. Along with respect, equity, flexibility, and academic freedom and autonomy, professional growth and collegiality are important components of the essential elements to all faculty members, regardless of career stage and academic appointment type.

Concluding Thoughts

Faculty demographics, faculty appointment patterns, and faculty work are changing. As a group, the faculty is more diverse, a development to be applauded as institutions seek to become more inclusive. Regardless of individuals' opinions about the place of tenure in the contemporary academy, a range of faculty appointment types exists, with the proportion of positions associated with the tenure track diminishing. In terms of the work itself, faculty

members are facing new opportunities and challenges as they encounter changes in the student body, new technologies, and new expectations and pressures.

In the context of these changes, we argue that institutions must ensure that certain essential elements characterize the experience of each of their faculty members. Faculty have valued respect, equity, academic freedom and autonomy, flexibility, collegiality, and professional growth for years. However, the changes in faculty demographics, appointment patterns, and work require that these long-cherished values be operationalized through policies, practices, and programs that specifically meet the needs and circumstances of today's diverse faculty. In particular, institutions must protect and nurture the essential elements in ways that ensure their availability to faculty members in all appointment types. Institutional excellence depends on committed, satisfied, and productive faculty members. Thus, ensuring that all faculty members, across appointment type, experience the essential elements benefits both faculty members as individuals and the institutions that employ them.

Note:

* This article is based on our presentation at the AAUP National Conference, Washington, D.C., on June 13, 2009; and our book, *Rethinking Faculty Work: Higher Education's Strategic Imperative*, 2007 (with A. G. Trice).

Citations:

American Association of University Professors (2001), *AAUP Policy Documents and Reports* (9th edition). Washington, D.C.: American Association of University Professors.

Bailyn, L. (1993). *Breaking the mold: Women, men and time in the new corporate world*. New York: The Free Press.

Bryne, J. P. (1997) "Academic Freedom Without Tenure?" *New Pathways Working Series Paper #5*. Washington, D.C.: American Association for Higher Education.

Bryne, J. P. (2001) "Academic Freedom of Part-Time Faculty," *The Journal of College and University Law*, 27 (3) 583-593.

Campbell, A. and Koblenz, M. (1997) *The Work and Life Pyramid of Needs*. Deerfield, IL: Baxter Healthcare Corporation and MK Consultants.

Finkelstein, M. J. and Schuster, J. H. (2001) "Assessing the Silent Revolution: How Changing Demographics are Reshaping the Academic Profession," *AAHE Bulletin*, 54 (2) 3-7.

Gallagher, A. and Trower, C. (2009) "The Demand for Diversity," *Chronicle of Higher Education*, February 4, 2009. Accessed August 27, 2009.

Gappa, J. M., Austin, A. E., and Trice, A. G. (2007) *Rethinking Faculty Work: Higher Education's Strategic Imperative*. San Francisco: John Wiley and Sons.

Herzberg, F. (1966) *Work and the Nature of Man*. Cleveland, OH: World.

Hoffer, T.B., Welch, V. Jr., Williams, K., Hess, M., Webber, K., Lisek, B., Lowew, D., et al. *Doctorate Recipients from United States Universities: Summary Report 2004*. Chicago: National Opinion Research Center.

Maslow, A. H. (1970) *Motivation and Personality* (2nd ed.). New York: HarperCollins.

Mason, M. A. (2009) "Balancing Act: Is Tenure a Trap for Women?" *The Chronicle of Higher Education*.
<http://chronicle.com/jobs/news/2009/04/2009042201c.htm>

Mason, M. A., Goulden, G., Frasch, K. "Why Graduate Students Reject the Fast Track," *Academe*, January–February 2009. Accessed August 27, 2009, at
<http://www.aaup.org/pubsres/academe/2009/JF/Feat/maso.htm>.

McClelland, D. C. (1975) *Power: The Inner Experience*. New York: Irvington Press.

Rice, R. E., Sorcinelli, M.D., and Austin, A. E. (2000) "Heeding New Voices: Academic Careers for a New Generation," *New Pathways Working Paper Series # 7*. Washington, D.C.: American Association for Higher Education.

Schuster, J. H. and Finkelstein, M. J. (2006) *The American Faculty: The Restructuring of Academic Work and Careers*. Baltimore: John Hopkins University Press.

U.S. Department of Education. (2004) *Digest of Educational Statistics, 2004*. NCES Publication No. 2004-331. Washington, D.C.