Surviving and thriving in academia: a selective bibliography for new faculty members

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Abstract

The transition from graduate student to new faculty member can be an exciting and challenging period in an academic career. New faculty members must successfully balance service obligations, research demands, and teaching responsibilities. Numerous guides have been developed to assist new faculty members in developing their careers. This selective bibliography identifies sources that can assist both graduate students and new faculty members as they develop their academic career.

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Introduction

The new assistant professor on campus faces a number of challenges. In addition to acclimatising to a new location, many new faculty members must also face new challenges both in the classroom and in their research initiatives. While graduate education provides the basic "tool box" of the discipline, there are many social and institutional aspects of a career in academia with which new faculty must become familiar if they are to excel in their new career. There are a number of resources and guides that have been developed to assist faculty in the sometimes difficult transition from graduate student to faculty member.

Academic libraries frequently attempt to assist new faculty members acclimatise to their new environment. Increasingly, outreach or liaison activities have focused on introducing new faculty members to the research resources available in the library. Academic libraries can also build collections specifically designed to assist new faculty members in the acclimatisation process. Typically, new faculty members have teaching, research, and service responsibilities. This bibliography is a guide to developing a collection designed to assist both new faculty members and graduate students contemplating a career in academia. While any number of materials exist in the broadly-defined area of faculty development, this selective bibliography focuses on recently published materials specifically designed to assist new faculty members make the transition from graduate student to tenured faculty. Emphasis has been placed on practical advice over more theoretical works on pedagogy or educational organization, although many of the resources included contain both. Selected journal articles and Internet resources have been included, but the emphasis is on the growing monographic literature specifically targeted toward new faculty.

Finding an academic job

The academic job market is significantly different from other types of employment and requires a different approach. An application packet may include: curriculum vitae, a

research agenda, writing samples, and a statement of teaching philosophy. These guides have been developed to assist graduate students and faculty develop application materials and successfully prepare for the academic job search.

Formo, D.C. and Reed, C. (1999), *Job Search in Academe: Strategic Rhetorics for Faculty Job Candidates*, Stylus, Sterling, MA, 230 pp., ISBN 157922010X.

Written by two English professors, this work draws on the comments and experiences of students attending a job search workshop. The primary audience is graduate students in the humanities, although much of the advice is applicable to all academic disciplines. Formo and Reed cover the basics of putting together a job application, writing a curriculum vitae and the interview process. Included are many anecdotes from the workshop participants that allow the reader to identify with the common problems and challenges facing applicants in the academic labor market.

Heiberger, M.M. and Vick, J.M. (2001), *The Academic Job Search Handbook* (3rd ed.), University of Pennsylvania Press, Philadelphia, PA, 227 pp., ISBN 0812217780.

Now in its third edition, this classic work on the academic job search provides excellent coverage of all aspects of the academic job search process. Changes to the third edition include expanded coverage of scientific and technical fields, advice for those applying for adjunct positions, and information for those considering work in the community college environment. Heiberger and Vick provide in-depth information on the development of the application packet. Advice on developing the curriculum vitae is included, along with a good selection of sample vitae from a number of different academic disciplines. Other aspects of the application process are also covered, including information on preparing for the on-campus interview. Given the realities of the labor market in some academic disciplines, the authors have added a chapter on pursuing a career outside academia. Also included is information for graduate students, new faculty, and those already in academia who are considering a job change. While some

description of how to "hit the ground running" and preparing for tenure is included, this is not the focus of the work.

Kronenfeld, J.J. and Whicker, M.L. (1997), *Getting an Academic Job*, Sage Publications, Thousand Oaks, CA, 113 pp., ISBN 0803970145.

Published as part of Sage's series "Survival Skills for Scholars", this short work covers the basic elements of an academic job search. As with other titles in this series, this work presents a concise overview of the topic and is written in a general manner appropriate for any discipline. The discussion of the job interview itself is a particularly strong area of the book. An on-campus interview may last several days and include situations that are not typically covered in more traditional interviewing guides. Kronenfeld and Whicker provide advice on handling the on-campus interview including strategies for preparing for interview questions, a listing of typical interview questions, and advice for developing a research presentation. Also included are strategies for handling the social situations that are frequently a part of an on-campus interview. Additional topics covered, albeit somewhat briefly, include job challenges for dual couples, job hunting in the non-academic job market, and changing jobs after tenure. The last section, which includes a concise listing of dos and don'ts for the academic job hunter, is particularly useful.

Sowers-Hoag, K. and Harrison, D.F. (1998), *Finding an Academic Job*, Sage Publications, Thousand Oaks, CA, 124 pp., ISBN 076190400X.

Published as part of Sage's "Graduate Survival Skills" series, this work is aimed primarily at graduate students planning a career within academia. While both authors have a background in social work, the information presented is applicable to any graduate student considering an academic career. Emphasis is placed on preparing for the job search (and an academic career) early in the graduate program. Graduate students who create an early track record of publications and presentations will enhance their prospects in the job market. The authors present a number of considerations to keep in mind when entering into the academic

job market and advice for evaluating job announcements. While information is presented on the search process itself and how to develop an application portfolio, the strength of this work lies in its direct emphasis on graduate students. As with many other works in this field, this one includes advice for dual couples and a final epilogue for those who, despite their best efforts, do not find employment within academia.

General advice

A number of general guides have been developed to assist faculty members as they move from graduate student to newly employed faculty member. These guides typically include sections on finding an academic job, handling the first couple of years and then surviving the tenure review. Many universities are recognizing the need for assistance for new faculty members through the use of new faculty orientation services or faculty development programs. Many of the works below have been developed from this type of workshop. Some address the unique needs of specific groups within higher education, such as women or minorities.

Ali, L. and Graham, B. (2000), *Moving on in Your Career: A Guide for Academic Researchers and Postgraduates*, Routledge, London, 188 pp., ISBN 041517869X.

Ali and Graham focus on the individual and their career plans. While less detailed than other guides in this section, the authors focus on how to identify potential career paths, options for careers both within and outside academia, and strategies for finding a job. Less helpful for the new faculty member, this work is most useful for an undergraduate or graduate student who is contemplating a career in academia and is looking for a guide to explore their own career goals. Each chapter includes exercises for self-exploration, prompting the reader to apply the issues discussed in the chapter to their own career goals.

Bensimon, E.M., Ward, K. and Sanders, K. (2000), *The Department Chair's Role in Developing New Faculty into Teachers and*

Scholars, Anker Publishing Company, Bolton, MA, 205 pp., ISBN 1882982339.

This work provides advice to department heads on developing new faculty. The advice is a sound mix of theory and practical strategies for creating an environment where new faculty may succeed. The work is based in part on data collected by William G. Tierney and Estela Mara Bensimon for a project on new faculty funded by the Lilly Endowment and TIAA-CREF. Most areas or stages of new faculty development are covered, including the recruitment and hiring process, faculty development within the first year and meaningful performance evaluations. While the primary audience is department administrators, new faculty will also find the work of use.

Boice, R. (2000), *Advice for New Faculty Members: Nihil Nimis*, Allyn and Bacon, Boston, MA, 319 pp., ISBN 0205281591.

Written by one of the leading scholars in this area, this work serves as an introduction to faculty life. Boice's goal is to provide "survival strategies" for new faculty members and he succeeds admirably. The material presented is based on a research synthesis of existing literature and the author's work from his new faculty workshops. The work is divided into three parts: "Moderate work at teaching", "Write in mindful ways", and "Socialize and serve with compassion". The work focuses on the concept of *nihil nimis*, which means nothing in excess. The author returns to this concept repeatedly as he discusses strategies to developing a balanced, successful approach for new faculty members. Strategies for dealing with each principal area (teaching, research, and service) are discussed, as is the importance of developing each area with tenure as the ultimate goal.

Caplan, P. J. (1993), *Lifting a Ton of Feathers: A Woman's Guide to Surviving in the Academic World*, University of Toronto Press, Toronto, 273 pp., ISBN 0802074111.

Developed as a project of the Council of Ontario Universities Committee on the Status of Women, this work addresses some of the challenges women continue to face as graduate students and faculty members within academia.

The author discusses the "maleness" of the academic environment and the resulting frustrations and challenges this presents for women. Strategies are provided for handling everything from exclusionary tactics to sexual harassment. Caplan stresses the need to understand the unwritten rules of higher education, especially with regard to tenure and promotion. Also provided is a unique check-list for evaluating the "woman-positive" aspects of an institution or department.

Edworthy, A. (2000), *Managing Stress*, Open University Press, Buckingham, 102 pp., ISBN 0335204066.

This work provides a guide to stress management written specifically for higher education. Like most stress management guides, the author covers the basics of stress: how stress is defined, its physiological impact on the body, and the psychological effects of stress. What is unique about Edworthy's work is the emphasis on a higher education environment. While British in its orientation, this work is of value to anyone who would like to manage the stress of working in higher education more effectively. The emphasis is on the individual and his or her behavior. The author offers a number of diagnostic activities to gauge the level and type of stress being experienced and provides strategies for coping with work-related stress. These strategies include developing healthy, balanced lifestyles, adequate exercise, and a healthy diet.

Gibson, G. W. (1992), *Good Start: A Guidebook for New Faculty in Liberal Arts Colleges*, Anker Publishing Company, Bolton, MA, 247 pp., ISBN 0962704237.

Provides practical advice on most areas of concern for new faculty: handling the job interview process, settling into the first job, handling research and teaching obligations, and the tenure process. Given that the focus of the work is the liberal arts college setting, a significant portion of the advice stresses the importance of teaching, with several strategies offered to assist the new faculty in developing successful teaching methods. Also provided is a distinctive section on the liberal arts tradition and its role in higher education.

Goldsmith, J. A., Komlos, J. and Gold, P.S. (2001), *The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School through Tenure*, University of Chicago Press, Chicago, IL, 310 pp., ISBN 0226301508.

Designed to be a user guide for those considering a career in academia or for those just beginning an academic career. The book is structured around a series of questions, related to the topic of the chapter. The three writers each address the question from their perspective. Goldsmith is a professor of linguistics at the University of Chicago, Komlos was a graduate student at Chicago in both economics and history, and Gold was an undergraduate at Chicago and is now a professor of history at a small liberal arts college. The work is divided into two general parts. The first part focuses on the decision to enter graduate school, finding and succeeding in a graduate program, and general advice for successfully maneuvering the dissertation process. The second part focuses on issues of interest to new faculty members, including strategies for mastering new teaching responsibilities, the role of research in higher education, and laying the groundwork for the tenure application. Overall, the book is written as an ongoing conversation between three seasoned faculty members. The advice is broad enough to be of interest to those interested in an academic career, regardless of the discipline. Its conversational approach augments more specialized resources on an academic career.

Hagedorn, L. S. (Ed.) (2000), *What Contributes to Job Satisfaction among Faculty and Staff*, Jossey-Bass Publishers, San Francisco, CA, 117 pp., ISBN 0787954381.

Hagedorn explores the determinants of job satisfaction among faculty. High morale and a satisfied faculty lead to positive outcomes for both the department and the institution. The authors explore job satisfaction from both a theoretical and an applied perspective. Strategies for enhancing job satisfaction are discussed in terms of a number of special groups within the university setting: women, minorities, new faculty, classified staff, and non-tenure track employees. Methods for

improving job satisfaction at both the individual and the institutional level are presented. New faculty will find the work raises numerous issues to keep in mind as they evaluate job offers and structure their first year of employment.

Lieberman, D. (Ed.) (2001), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (Volume 19), Anker Publishing Company, Bolton, MA, 386 pp., ISBN 1882982436.

Published as volume 19 of the annual serial, *To Improve the Academy*, this volume focuses on issues related to faculty development. The authors address topics such as the relationship of scholarship and teaching in a community college setting, developing new faculty support programs, enhancing collegiality within the academic department and using teaching portfolios as a teaching development tool. As with most collections of essays, the chapters cover a broad range of topics. This volume (and the serial) will be of interest both to new faculty members and to those seeking to develop or strengthen faculty development programs.

Lucas, C. and Murray, J.W. (2002), *New Faculty: A Practical Guide for Academic Beginners*, Palgrave, New York, NY, 273 pp., ISBN 0312295065.

The authors argue that successful orientation programs for new faculty seldom exist, and when such programs are offered they too often focus solely on institution-specific information. Lucas and Murray advocate a different type of orientation, one that focuses on assisting the new faculty member actually to learn how to be a faculty member. This work covers many of the topics the authors feel would be ideally covered in a faculty-centered orientation program: developing creative and effective teaching styles, meeting research expectations, and balancing service obligations. One unique contribution of this work is the consistent emphasis and explicit discussion of the ethical considerations in each area of responsibility. Also included is a useful chapter on grantsmanship, an increasingly necessary component of academic life.

Menges, R.J. (1999), *Faculty in New Jobs: A Guide to Settling in, Becoming Established, and Building Institutional Support*, Jossey-Bass Publishers, San Francisco, CA, 338 pp., ISBN 0784938785.

This work is based on the New Faculty Project, a study conducted by researchers at the National Center on Post-secondary Teaching, Learning, and Assessment. Menges describes the situations experienced by new and junior faculty members in the study and offers strategies for easing the transition process from graduate student to faculty member. The study followed new faculty hires in 1991 and 1992 for three years at five colleges. A variety of institutions were included in the study and the chapters are based on the results of the study, often using quotes drawn from the participants. The study finds high stress levels among new hires and a common set of problems: difficulties in learning appropriate time management techniques, ambiguity concerning job expectations, and the apprehension concerning long term research productivity. This work provides a solid theoretical context for the study of new faculty members and documents some of the challenges well. It augments the applied guides included in this bibliography by providing a more theoretical treatment of the experiences of new faculty members.

Schoenfeld, A.C. and Magnan, R. (1994), *Mentor in a Manual: Climbing the Academic Ladder to Tenure*, 2nd ed., Magna Publications Inc., Madison, WI, 498 pp., ISBN 0912150343.

Ideally, new faculty members either have or will establish one or more mentoring relationships to assist in the development of their academic career. However, this opportunity is not always available and this work is designed to fill that void. The authors attempt to assist new assistant professors in the process of acclimatising to their new job. Schoenfeld and Magnan stress the importance of developing a "professional state of mind" that will guide the new professor in his or her teaching, research, and service activities. The authors stress the importance of learning both the explicit and implicit expectations for promotion. Extensive attention is devoted to meeting the "teaching" challenge. Effective teaching strategies are necessary both for meeting the expectations of

teaching responsibilities and for preventing excess time devoted to inefficient teaching activities (and robbing time away from necessary research activities). While the work is interspersed with research drawn from higher education, it is written as a practical guide for the new faculty member. The frequent bibliographical citations assist the reader in finding additional information.

Toth, E. (1997), *Ms Mentor's Impeccable Advice for Women in Academia*, University of Pennsylvania Press, Philadelphia, PA, 222 pp., ISBN 0812215664.

Written by Emily Toth, Professor of English at Louisiana State University, this work is based on Toth's "Ms Mentor" column from the *Chronicle of Higher Education*. While marketed toward women, most of Toth's advice is equally valid for men. Toth draws on the comments and queries received from her column. The work is developed as a series of questions and answers, grouped by topic into chapters. The topics cover many of the common questions graduate students and new faculty members have about life in academia. The chapter topics cover the full range of academic life, including graduate school, the job search, dealing with the first year on the job, preparing for tenure, and life as a tenured professor. While not a "how-to" guide, her practical advice will greatly augment any higher education collection.

Vesilind, P.A. (2000), *So You Want to Be a Professor? A Handbook for Graduate Students*, Sage Publications, Thousand Oaks, CA, 197 pp., ISBN 0761918965.

Written by P. Aarne Vesilind, a professor of civil and environmental engineering at Duke University, this work is written primarily for graduate students contemplating an academic career. However, its strong coverage of course development will be especially helpful to those new faculty members without extensive prior teaching experience. Vesilind offers a solid coverage of teaching responsibilities, including strategies for organizing a course, lecture options, handling the first day of class, and fulfilling the mentor/advisor role with students. Another excellent topic includes a chapter on time management in higher education, with practical advice on how to handle the many

disparate tasks required of a new assistant professor.

Wunsch, M.A. (1994), *Mentoring Revisited: Making an Impact on Individuals and Institutions*, Jossey-Bass Publishers, San Francisco, CA, 134 pp., ISBN 0787999733.

Mentoring is one of the strategies new faculty can use to establish their academic careers. Wunsch explores the theoretical significance of mentoring programs in all facets of academic life. In addition to the mentoring process for new faculty, Wunsch also explores mentoring as it relates to students, freshmen and non-traditional students, minorities, and mid-career faculty members. Along with a strong coverage of the theoretical literature on mentoring, this work provides several case studies, documenting actual mentoring programs (for both students and faculty) at a variety of universities. The work is of use to new faculty both as they contemplate their career and select a mentor, and as they contemplate their role as mentors to undergraduate and graduate students.

Teaching

While graduate school activities frequently ground the new faculty member in the research methods of their discipline, teaching activities may or may not have been covered. Many new faculty members have had limited experience teaching a course or developing a completely new course during their graduate preparation. While a number of theoretical works exist that cover the pedagogical aspects of learning theory, the following guides are specifically designed to assist the new faculty member in meeting their teaching responsibilities.

Carbone, L. (1998), *Teaching Large Classes: Tools and Strategies*, Sage Publications, Thousand Oaks, CA, 97 pp., ISBN 0761909745.

Published as part of Sage's "Survival Skills for Scholars" series, this short guide provides strategies and approaches for handling a large class. New faculty members may have little experience handling the large auditorium classes frequently found in a university setting;

Carbone offers a short, succinct guide designed to cover every aspect of classroom preparation. From developing the syllabus, holding the first class, through the final exam, Carbone provides strategies for dealing with the unique aspects of a large auditorium class. In addition to the ubiquitous multiple-choice exam, Carbone offers suggestions for incorporating active student learning techniques within the large classroom setting. New faculty members will find the chapter on managing student behavior and working with teaching assistants extremely helpful.

Hakim, M.A. (2002), "Navigating the Web of discourse on the scholarship of teaching and learning", *College and Research Libraries News*, Vol. 63 No. 7, pp. 502-5.

This article includes an annotated listing of Web resources devoted to the aims of the CASTL (Carnegie Academy for the Scholarship of Teaching and Learning) project. CASTL is a multi-year project funded by the Carnegie Foundation and the Pew Charitable Trusts and attempts to sponsor development in the scholarship of teaching and learning in academe. The annotated "Webliography" covers Internet resources including organizations and associations, programs, electronic journals, guidelines and reports, and tutorials.

McKeachie, W.J. (1999), *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (10th ed.), Houghton Mifflin Co., Boston, MA, 379 pp., ISBN 0395903459.

A classic text for teaching theory and practice in higher education, *McKeachie's* includes both an overview of the relevant pedagogical theory and a solid introduction to the basics of classroom management. Topics covered include the full range of classroom activities, from planning the course to the final exam. Strategies for developing learning activities to meet a diverse student body challenge the teacher to diversify his or her teaching methods. Additional topics include developing a grading system, effective lecture techniques, active learning activities, and preventing cheating in the classroom. Also included is a good overview of alternative teaching strategies and exercises such as journal

writing, experimental teaching approaches, and incorporating fieldwork into the classroom experience. *McKeachie's* offers an excellent guide for anyone starting to teach or interested in improving his or her teaching techniques.

Ory, J.C. and Ryan, K.E. (1993), *Tips for Improving Testing and Grading*, Sage Publications, Newbury Park, CA, 141 pp., ISBN 0803949731.

New faculty members without extensive teaching (and grading) experience will find Ory and Ryan's work of use. Published as part of Sage's "Survival Skills for Scholars", this short guide provides practical advice for developing effective and appropriate assessment tools. Topics covered include basic pedagogical issues such as the purpose of the test and how it supports the overall educational goals of the class. Strategies for developing effective objective tests as well as other testing options are included. Ory and Ryan also provide advice on the process of grading and assigning grades and provide suggestions on dealing with students who challenge the grading process. An appendix provides information on dealing (and preventing) cheating in the classroom. Overall, a very useful guide for the new teacher or teaching assistant.

Research and publishing

Research is a substantive element of many new faculty positions. While many of the research-related skills required by a scholar in his or her field are acquired in graduate school, the following guides provide general advice on the research and publication process.

Becker, H.S. (1986), *Writing for Social Scientists: How to Start and Finish Your Thesis, Book or Article*, University of Chicago Press, Chicago, IL, 180 pp., ISBN 0226041077.

Becker, a sociologist at the University of Chicago, developed this work from a graduate writing class. Becker acknowledges that academic writing is challenging and difficult. Graduate students are often only exposed to the end product and never see the numerous (and often painful) intermediary steps that every writer experiences. Becker attempts to

de-mystify the academic writing process and offers advice and strategies for moving past the draft to the finished product. While many of the examples are drawn from the field of sociology, Becker provides a practical guide to academic writing that will assist writers in every academic discipline. This work assumes the writer has mastered the tools of research and focuses on assisting the writer with the process of academic writing.

Choi, K. (2002), *How to Publish in Top Journals*, available at: www.ag.iastate.edu/journals/rie/how.htm.

Written by Kwan Choi, former editor of the *Review of International Economics*, this online guide provides extensive advice on the scholarly publication process. In addition to the basics of manuscript preparation and submission, Choi provides advice on developing a research agenda to ensure adequate research productivity. Each section is available as either an html or a pdf document. The section entitled "General publication strategies" advises new faculty members concerning the amount of research needed to ensure a successful tenure bid. While written from the perspective of the economics field, the advice is broadly applicable to a large number of science or social science disciplines. Choi also provides advice on handling the revision (and rejection) process and includes strategies for service as a manuscript reviewer.

Thyer, B.A. (1994), *Successful Publishing in Scholarly Journals*, Sage Publications, Thousand Oaks, CA, 127 pp., ISBN 0803948360.

Thyer, past editor of *Research on Social Work Practice*, provides a good overview on the practical aspects of the publishing process. Published in Sage's "Survival Skills for Scholars" series, this work is not a book on how to conduct research. Rather, it provides a guide for researchers and graduate students on how to approach the publishing process – once the research phase has been completed. Topics covered include the role of publishing and research, the process of manuscript preparation and submission, suggestions for managing the editor relationship, and strategies for developing a productive publishing and research agenda.

Tenure

After completion of the dissertation and obtaining a tenure track position in academia, the next major goal for most new faculty members is obtaining tenure. Consistently, the guides below stress the importance of planning for the tenure process early in the academic career. The following resources describe the tenure process and provide strategies for preparing for tenure, in both the short and long run.

Diamond, R.M. (1995), *Preparing for Promotion and Tenure Review: A Faculty Guide*, Anker Publishing Co., Bolton, MA, 68 pp., ISBN 188298207X.

Diamond's short guide provides a concise overview of the tenure process. The focus is on the steps necessary when preparing a tenure dossier. Diamond focuses on the different types of information needed for the tenure process and discusses how different disciplines view this documentation. Included are suggestions for documenting both academic work and the impact of a researcher's contributions to the field. A useful faculty promotion and tenure check-list is included.

French, B.A. (1998), *The Ticking Tenure Clock: An Academic Novel*, State University of New York Press, Albany, NY, 256 pp., ISBN 0791439356.

While not technically a tenure guide, this fictionalized account of the tenure struggles of a professor illustrates many of the issues discussed in other tenure guides. The work covers the "tenure year" of an untenured professor in an academic department. The work includes themes related to stress in higher education, research productivity, and the politics of tenure. At times funny and poignant, French provides a fictional prism to examine the key issues related to a career in higher education.

Patterson, D. (1994), *How to Have a Bad Career in Research/Academia*, available at: www.cs.utah.edu/~lepreau/osdi94/keynote/abstract.html

This Web site provides access to the keynote address from the 1st Symposium on Operating Systems Design and Implementation (OSDI

'94). Developed by David Patterson from the Computer Sciences Division at the University of California, Berkeley as the keynote address, the author provides access to both his slides and an audio recording of the presentation. Written from the perspective of a computer scientist, the author provides examples of how to have a bad academic career and then contrasts this with steps to a successful career. Researchers are advised to select "real" problems in an existing area of research and to select research projects that will generate enough research to fulfill the tenure requirements at their institution. While the quantity of research is important, Patterson stresses the importance of developing a research agenda that has an impact in the field.

Tobin, S.L. (1998), "Earning tenure: ten recommendations" (online), *Women in Cell Biology*, American Society for Cell Biology, available at: www.ascb.org/news/vol21no6/tobintxt.htm

Tobin provides ten suggestions to assist new faculty members, especially women, in preparing for a successful tenure review. Tobin recommends developing a strong research record early and offers advice on how to build a successful academic career.

Whicker, M.L., Kronenfeld, J.J. and Strickland, R.A. (1993), *Getting Tenure*, Sage Publications, Newbury Park, CA, 147 pp., ISBN 080395302X.

Published as part of Sage's "Survival Skills for Scholars" series, this short guide provides an excellent overview of the tenure process. The topics covered range from tenure preparation in the first year to submitting the tenure application. The authors stress the importance of preparing for tenure early in the academic career. Each of the three main areas of university activity are covered: teaching, research, and service. The work concludes with a chapter entitled "The ten commandments of tenure success", which serves as a useful guide to faculty considering the tenure process.

Wuffle, A. (1993), *Uncle Wuffle's Advice to the Assistant Professor* (online), American Political Science Association Online, Washington, DC, available at: www.apsanet.org/PS/march93/wuffle.cfm

Words of wisdom from A. Wuffle, a pseudonym for a professor of political science at the University of California, Irvine. The column, originally published in the March 1993 issue of *PS*, offers advice to new faculty members. While written for a political science audience, the advice is discipline-neutral and offers practical tips and guidance for the new faculty member, regardless of the departmental affiliation. Topics covered include teaching versus research and hints for managing time wisely. Written from the perspective of a research university, new faculty members are advised to focus their time on building a solid research portfolio.

Organizations

Several organizations are devoted to issues related to faculty development and welfare. A listing of related organizations is provided below, with the accompanying URL for the organizational Web site. These Web sites typically provide additional information on the organization, working papers, announcements of publications and conferences, and other information of interest to the higher education community.

- American Association for Higher Education (AAHE), available at: www.aahe.org/
- American Association of University Professors (AAUP), available at: www.aaup.org
- American Educational Research Association (AERA), available at: www.aera.net/
- Carnegie Foundation for the Advancement of Teaching, available at: www.carnegiefoundation.org/