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Young Faculty in the Twenty-First Century: International Perspectives (SUNY series in Global Issues in Higher Education) Paperback – Illustrated, January 2, 2016. by Maria Yudkevich (Editor), Philip G. Altbach (Editor), Laura E. Rumbley (Editor) & 0 more. See all formats and editions.

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objectives of an anticipated Research Announcement (RA) for the Young Faculty Award Program 2021 (YFA 2021) program. The Proposers Day will be held via prerecorded webcast on September 25, 2020 from 1:00 PM to 3:00 PM. Advance registration is required for viewing the webcast. Note, all times listed in this announcement and on the registration ...

Demonstrates how the success of universities depends on the working conditions of the younger academic generation. Young faculty are the future of academia, yet without attractive career paths for young academics, the future of the university is bleak. Featuring case studies from Brazil, China, France, Germany, India, Norway, Portugal, Russia, South Africa, and the United States, Young Faculty in the Twenty-First Century is the first book to analyze issues facing early-career higher education faculty in an international context. The contributors discuss how young academics are affected by contracts, salaries, the structure of careers, and institutional conditions. The analyses cover the full spectrum of the academic profession, including part-time jobs and short-term contracts, both in public and private institutions. The book also addresses what universities must do in order to attract young, qualified candidates.

The institution of tenure—once a cornerstone of American colleges and universities—is rapidly eroding. Today, the majority of faculty positions are part-time or limited-term appointments, a radical change that has resulted more from circumstance than from thoughtful planning. As colleges and universities evolve to meet the changing demands of society, how might their leaders design viable alternative faculty models for the future? Envisioning the Faculty for the Twenty-First Century weighs the concerns of university administrators, professors, adjuncts, and students in order to critically assess emerging faculty models and offer informed policy recommendations. Cognizant of the financial pressures that have led many universities to favor short-term faculty contracts, higher education experts Adrianna Kezar and Daniel Maxey assemble a top-notch roster of contributors to investigate whether there are ways to modify the existing system or

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promote new faculty models. They suggest how colleges and universities might rethink their procedures for faculty development, hiring, scheduling, and evaluation in order to maintain a campus environment that still fosters faculty service and student-centered learning. Even as it asks urgent questions about how to retain the best elements of American higher education, *Envisioning the Faculty for the Twenty-First Century* also examines the opportunities that systemic changes might create. Ultimately, it provides some starting points for how colleges and universities might best respond to the rapidly evolving needs of an increasingly global society.

Over the past 70 years, the American university has become the global gold standard of excellence in research and graduate education. The unprecedented surge of federal research support of the postWorld War II American university paralleled the steady strengthening of the American academic profession itself, which managed to attract the best and brightest educators from around the world while expanding the influence of the "faculty factor" throughout the academic realm. But in the past two decades, escalating costs and intensifying demands for efficiency have resulted in a wholesale reshaping of the academic workforce, one marked by skyrocketing numbers of contingent faculty members. Extending Jack H. Schuster and Martin J. Finkelstein's richly detailed classic *The American Faculty: The Restructuring of Academic Work and Careers*, this important book documents the transformation of the American faculty—historically the leading global source of Nobel laureates and innovation—into a diversified and internally stratified professional workforce. Drawing on heretofore unpublished data, the book provides the most comprehensive contemporary depiction of the changing nature of academic work and what it means to be a college or university faculty member in the second decade of the twenty-first century. The rare higher education study to incorporate multinational perspectives by comparing the status and prospects of American faculty to teachers in the major developing economies of Europe and East Asia, *The Faculty Factor* also explores the redistribution of academic work and the ever-more diverse pathways for entering into, maneuvering through, and exiting from academic careers. Using the tools of sociology, anthropology, and demography, the book charts the impact of waves of technological change, mass globalization, and the severe financial constraints of the last decade to show the impact on the lives and careers of those who teach in higher education. The authors propose strategic policy recommendations to extend the strengths of American higher education to retain leadership in the global economy. Written for professors, adjuncts, graduate students, and academic, political, business, and not-for-profit leaders, this data-rich study offers a balanced assessment of the risks and opportunities posed for the American faculty by economic, market-driven forces beyond their control.

In an interconnected and globally competitive environment, faculty mobility across countries has become widespread, yet is little understood. Grounded in qualitative methodology, this volume offers a cutting-edge examination of internationally mobile academics today and explores the approaches and strategies that institutions pursue to recruit and integrate international teachers and scholars into local universities. Providing a range of research-based insights from case studies in key countries, this resource offers higher education scholars and administrators a comparative perspective, helping to explain the impact that international faculty have on the local university, as well as issues of retention, promotion, salaries, and the challenges faced by these internationally mobile academics.

Successfully launching an academic career in the challenging environment of higher education today is apt to require more explicit preparation than the informal socialization typically afforded in graduate school. As a faculty novice soon discovers, job success requires balancing multiple demands on one's time and energy. *New Faculty* offers a useful compendium of 'survival' advice for the faculty newcomer, ranging from practical tips on classroom teaching and student performance evaluation to detailed advice on grant-writing, student advising, professional service, and publishing. Beginning faculty members - and possibly their more experienced colleagues as well - will find this lively guidebook both informative and thought-provoking.

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Look no further if you are new to a teaching career in higher education regardless whether you are doing it full or part time. Regardless of your college role it is important to remember that the vitality and credibility of the institution is defined by the excellence of the professors that they employed.

Colleges and universities across the US have created special initiatives to promote faculty development, but to date there has been little research to determine whether such programs have an impact on students' learning. Faculty Development and Student Learning reports the results of a multi-year study undertaken by faculty at Carleton College and Washington State University to assess how students' learning is affected by faculty members' efforts to become better teachers. Extending recent research in the Scholarship of Teaching and Learning (SoTL) to assessment of faculty development and its effectiveness, the authors show that faculty participation in professional development activities positively affects classroom pedagogy, student learning, and the overall culture of teaching and learning in a college or university.

A revealing portrait of one of the most important scientists of the last century reveals David Baltimore's groundbreaking work in molecular biology and, most recently, his search for an AIDS vaccine, as well as his involvement in the anti-war movement and his Nobel Prize.

Study of academic preparation mobility pattern, utilization and total earnings of technical faculty, chiefly in tabular form.

"I began this book to articulate my sense of disappointment and alienation from the status I had fought so hard to achieve." A remarkable admission from an alumnus of Harvard Law School who has held tenured professorships in the law schools of Yale and Stanford and has taught in the law schools of Harvard and Chicago. In this personal reflection on the status of higher education, Julius Getman probes the tensions between status and meaning, elitism and egalitarianism, that challenge the academy and academics today. He shows how higher education creates a shared intellectual community among people of varied races and classes while simultaneously dividing people on the basis of education and status. In the course of his explorations, Getman touches on many of the most current issues in higher education today, including the conflict between teaching and research, challenges to academic freedom, the struggle over multiculturalism, and the impact of minority and feminist activism. Getman presents these issues through relevant, often humorous anecdotes, using his own and others' experiences in coping with the constantly changing academic landscape. Written from a liberal perspective, the book offers another side of the story told in such works as Allan Bloom's *The Closing of the American Mind* and Roger Kimball's *Tenured Radicals*.

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