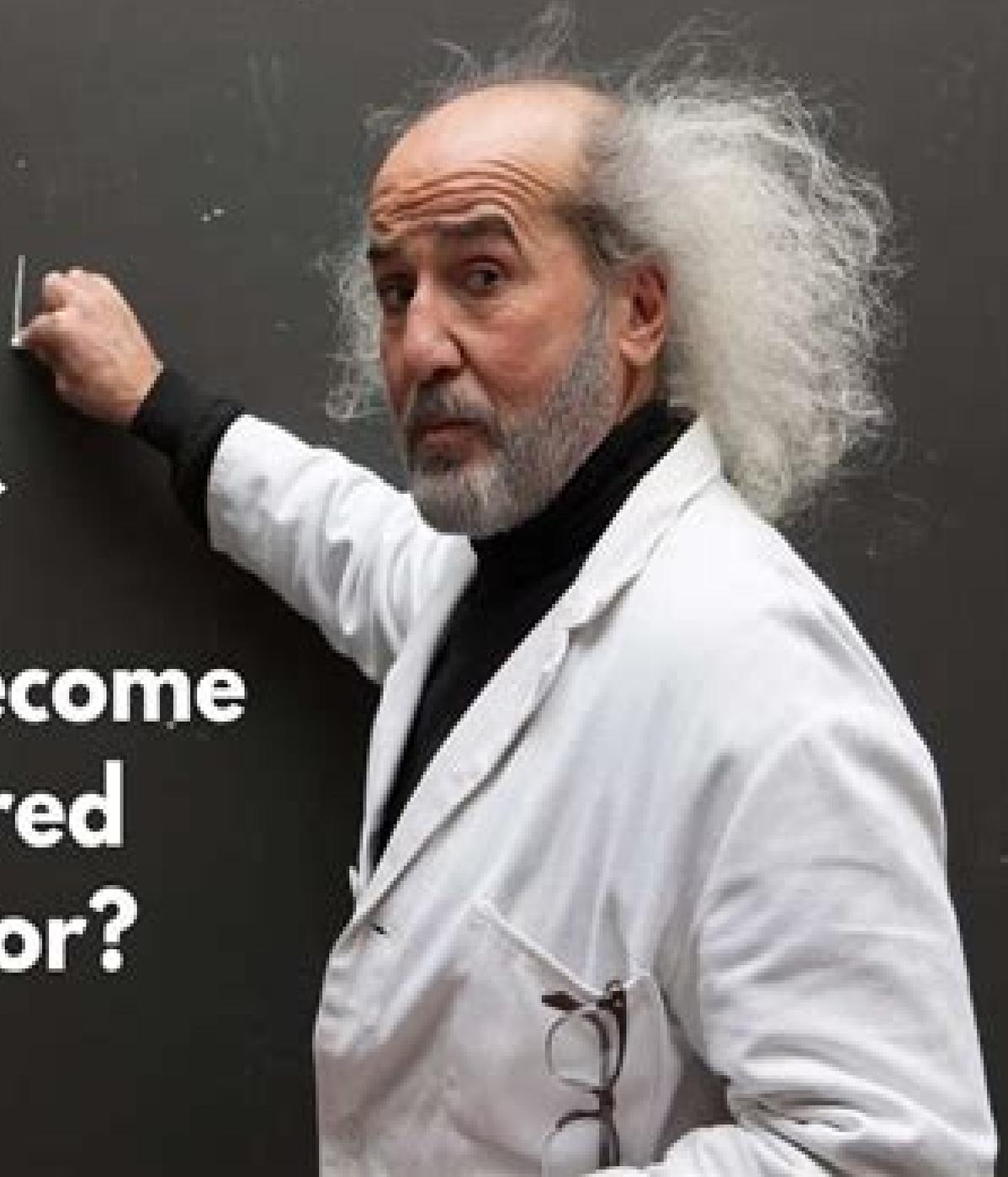




How to Become a Tenured Professor?



Tenured Professor

Victor M. Corman



Tenured Professor:

The Questions of Tenure Richard P. Chait, Richard Chait, 2002 Children from low income backgrounds often experience fourth year slump despite the fact that their cognitive abilities may be consistent with the norm This book examines the causes of this disparity and outlines an active role for the schools in remedying weaknesses in literacy development

Tenure for Socrates Jon Huer, 1991 In this provocative criticism of the contemporary American professoriate Jon Huer argues that tenure has created a kind of academic stupor in which those who have it no longer live up to the ideals of their profession In Huer s view the institution of tenure has created an economic sinecure rendering the tenured professor irrelevant to the society that sustains him or her The typical tenured career Huer asserts often degenerates into intellectual boredom the routine publication of a series of narrowly specialized research papers a pervasive dissatisfaction and a search for monetary and other rewards outside the university Huer proposes that the time has come to reexamine the issues surrounding tenure in an attempt to determine the best ways to reinvigorate the professoriate and reestablish a fruitful connection between academic and nonacademic society Divided into four sections Huer s work is written throughout in a refreshingly nonacademic style He begins by examining the institution of academic tenure and its relevance given current market realities Subsequent sections explore the impact of tenure on issues of academic freedom on the relationship between the professor and the larger society and on the professor and his or her career Huer demonstrates that in general those who have tenure do not need it and those who need it do not have it In pursuit of tenure professors are forced to produce meaningless scholarship relevant only to their specialized colleagues and immediate career goals Tenured professors on the other hand far from using their academic freedom in service of truth and society help perpetuate the academic insulation and irrelevance Certain to spark controversy and debate *Tenure for Socrates* serves as a much needed reevaluation of both the role of the American professoriate and the impact of tenure on that role

Professing to Learn Anna Neumann, 2009-06-01 Research teaching service and public outreach all are aspects of being a tenured professor But this list of responsibilities is missing a central component actual scholarly learning disciplinary knowledge that faculty teach explore in research and share with the academic community How do professors pursue such learning when they must give their attention as well to administrative and other obligations *Professing to Learn* explores university professors scholarly growth and learning in the years immediately following the award of tenure a crucial period that has a lasting impact on the academic career Some launch from this point to multiple accomplishments and accolades while others falter their academic pursuits stalled What contributes to these different outcomes Drawing on interviews with seventy eight professors in diverse disciplines and fields at five major American research universities Anna Neumann describes how tenured faculty shape and disseminate their own disciplinary knowledge while attending committee meetings grading exams holding office hours administering programs and departments and negotiating with colleagues By exploring the intellectual activities pursued by these faculty and their

ongoing efforts to develop and define their academic interests Professing to Learn directs the attention of higher education professionals and policy makers to the core aim of higher education the creation of academic knowledge through research teaching and service *Rising to Full Professor* Caroline Sotello Viernes Turner,Christine A. Stanley,2023-07-03 Academe has made little progress in hiring and advancing faculty of color Through the narratives of full professors of color this book aims to make visible their journeys beset with lack of criteria transparency marginalization discouragement and discrimination on the way to success to provide insights for junior and mid level scholars as they negotiate their pathways to full professorship This book offers readers a unique micro and macroscopic window into the lived experiences of individuals who represent a multitude of social ethnic and cultural identities disciplinary domains academic and professional credentials and socialization experiences They share their doubts and fears as they began their applications the contradictory advice they received who they consulted for guidance some of the indelible costs of the experience and when they encountered it how they dealt with initial rejection In describing their persistence and success the contributors reflect on the rewards of the position and the opportunities it offers to play influential decision making roles and become agents of change shifting institutional culture values and practices Beyond filling a gap in the literature and research on and promotion to this position this book uniquely addresses the experiences of women and men faculty of color raising broad implications for how higher education recruits evaluates and rewards faculty work as well as the broader context of racial and social institutional goals and outcomes This book is intended for several audiences First for faculty of color who aspire to the rank of full professor Second for faculty in general including allies who work tirelessly for social justice to dismantle white supremacy racism sexism and the range of discriminatory practices Third for administrators in senior leadership positions to make them aware of the inequitable path to full professorship and the gross underrepresentation of faculty of color at that rank whose experiences and expertise are now more than ever needed as student demographics are changing *Newcomers and Global Migration in Contemporary South Korea* Joong-Hwan Oh,Sung-Choon Park,2020-09-29 *Newcomers and Global Migration in Contemporary South Korea* Across National Boundaries examines the intersections of race class gender and inequalities in global migration in contemporary South Korea The contributors explore South Korean migration policies and study diverse migrants living and working in South Korea as low wage undocumented workers refugees Korean returnees migrant women married to Korean men and white professionals The chapters in this collection make visible the differentiation and divergence of migration experiences due to race class gender and place of origin which are all also mediated by local inequalities in South Korea *Navigating Choppy Waters* Kent Kauffman,2025-01-13 Reader friendly jargon free guide to legal issues all college faculty need to know so that they can make teaching decisions within the bounds of the law

CENTRAL MICHIGAN UNIVERSITY FACULTY ASSOCIATION V CENTRAL MICHIGAN UNIVERSITY, 404 MICH 268 (1978) ,1978 59753 Faculty Tenure & Activity in Virginia State Council of Higher Education for Virginia,1977

California. Court of Appeal (1st Appellate District). Records and Briefs California (State)., *California. Court of Appeal (2nd Appellate District). Records and Briefs* California (State)., **West Point** Theodore J. Crackel,2002 Authored by Theodore Crackel West Point A Bicentennial History celebrates one of America s most prominent establishments A revision and refinement of the author s earlier Illustrated History of West Point published more than ten years ago it provides the most accurate and comprehensive history yet available on the Academy It features new research and new perspectives in every chapter adds a decade of coverage and has garnered the West Point Bicentennial Committee s official seal of approval Jacket *Bryson V. Chicago State University* ,1996 **Supreme Court** , *The Application of William M. Anerson, Individually and as a Member of the Board of Education of Union Free School District Number 1 of the Towns of Oyster Bay and North Hempstead, Nassau County and State of New York, Petitioner- Appellant, For an Order to Review the Determination of James E. Allen, Jr., Acting Commissioner of Education, Respondent- Respondent, Pursuant to Article 78 of the Cical Practice Act of the State of New York* , California. Court of Appeal (6th Appellate District). Records and Briefs California (State)., **Namenwirth V. Board of Regents of the University of Wisconsin System** ,1984 Rubenstein V. University of Wisconsin Board of Regents ,1980 **New York Court of Appeals. Records and Briefs.** New York (State)., **Proceedings of the Social Statistics Section** American Statistical Association. Social Statistics Section,1978

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