# Seeking Balance between Challenge and Success in an Age of Accountability: A First-Year Faculty Growth Model (FFGM)

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Committing to a tenure-track role by novice university faculty has been described as a difficult marriage, and higher educational organizations referred to as greedy, pointing to the need for research on the transition experiences of faculty themselves. The first year for faculty on the tenure-track is critical for academic faculty success in a competitive and global society. A significant issue prevalent in higher education which does not receive adequate attention is the critical first year following the hiring of new faculty who are required to communicate nationally and internationally with students and peers, research and teach globally using online modalities, manage multiple responsibilities, tasks, and roles, often with inadequate institutional support. The purpose of this study was to examine the perspectives of first-year faculty to understand how they experienced the tenure-track role. The conceptual framework of seeking balance in a professional environment of increasing demands was comprised from bodies of literature on: (1) faculty transition into university tenure-track roles and work responsibilities; (2) expectations and productivity; (3) challenges, balance and stress in faculty roles; and (4) mentoring, supervision, and supports. Qualitative inquiry with data primarily from in-depth interviews with eight faculty representing multiple disciplines in a public research university in the United States, with a conceptual framework of seeking balance was used for sensitivity in examining and analyzing the data. Faculty identified areas of challenge and success to achieve desired balance in their professional lives. A First-Year Faculty Growth Model (FFGM) for supporting tenure-track transition was conceptualized, recommending critical areas sought by faculty. The model is proposed for consideration by administrators to optimize faculty success with increased expectations in an age of internationalization and accountability.

*Keywords:* first-year faculty growth model; tenure system; United States; faculty initiative; differentiated supervision; integrated systems of support; research university

In universities worldwide the tenure system is intended to promote academic independence of professors for scientific and scholarly excellence. The tenure system has been instituted, reformed, and questioned by individuals, universities, and governments, and in the case of Iran, abolished in 2007. Jacobs (2010), speaking for democratic societies, is strongly supportive of the tenure system to assist with scientific goals and academic freedom, while noting the path toward obtaining tenure, even in democratic societies, can also represent difficult situations for faculty themselves. Faculty may experience interference with academic freedom when they are steered into mundane spheres of scholarship capable of being funded and/or published, or they can be pushed into sycophantic relationships with

senior mentors (p. 407). The university tenure system is a critical issue for educational organizations seeking equity and excellence in an age of increased accountability and internationalization. University leaders are faced with the task of welcoming, orienting, and supporting first-year faculty into the tenure-track role, therefore the experiences of first-year faculty themselves are needed to inform emergent scholars, their leaders, and organizations.

## Problem Statement

Newly hired tenure-track faculty in the USA are those individuals expected to perform at a level of excellence with calibrated performances indicated by percentages of work role. A significant issue prevalent in higher education which does not receive adequate attention is the critical first year following the hiring of new faculty who are required to communicate nationally and internationally with students and peers, research and teach globally using online modalities, manage multiple responsibilities, tasks, and roles, often with inadequate institutional support. Specific guidelines are given regarding numbers of publications in peer-reviewed journals, and the quality of teaching, service, and outreach expected. In addition to critical thinking and teaching abilities, faculty work commands a skill set of managerial, interpersonal, and technical requirements (Burnham, Hooper & Wright, 2010; Ortlieb, Biddix & Doepker, 2010; Wright et al., 2004). Beginning tenure-track professors are often expected to teach without formal preparation, and eventually will assume a full range of responsibilities anchored in: (1) teaching and advising; (2) scholarship and creative activities; (3) outreach and extension; (4) university service and leadership. Faculty may not initially be aware of the magnitude of the expectations placed upon them in all areas, particularly in the areas of research and writing for publication. University administrators and higher education faculty themselves are working within an increasingly internationalized educational environment (Koehn, Deardorff & Bolognese, 2011). Competing demands can lead to irreconcilable differences and become a

"marriage made in hell" as described by Vanderlaan (2010). Are university leaders and administrators providing a professional context for success that takes into account faculty perceptions of their workplace demands?

A diminished first year of faculty teaching and research productivity can be costly for the university, and potentially career damaging for the individual. The research problem is newcomers to the university who are in the tenure-track role may not be ultimately successful following the approximately six years spent in the pre-tenure role because of their inability to achieve the desired performances. Institutions are seeking new ways to adequately prepare faculty for contemporary contexts. Research indicates "the trajectory toward tenure is complex and arduous, and it requires one to balance attention among many diverse and competing demands" (Hooper, Wright & Burnham, 2012, p. 42). Faculty who are not on the tenure track, such as clinical faculty, are referred in the literature as contingent faculty with their own different workload demands and responsibilities (Kezar & Sam, 2013). This study focuses on the experiences of first-year tenure-track faculty in a variety of disciplines in a research university.

## Purpose of the Study

Novice faculty can be left to 'sink or swim' with only procedural guidelines and processes instituted by deans and department chairs in individual colleges. The purpose of this study was to investigate the first-year professional environment of new university faculty as they transitioned from previous work roles or positions as doctoral student into a faculty position in higher education. Transition is defined as emerging understandings of their work as faculty by beginning professors as they navigated the first year of socialization into the profession in a university and the supports provided. Professional growth refers to faculty developing competencies and dispositions necessary to success in the contemporary research university.

Research indicated the need for perspectives of first-year university faculty themselves to inform leadership and management (Ortlieb et

al., 2010; Reybold, 2005; Waite, 2010). The study rationale was exploring the experiences of novice faculty regarding successes and challenges to maintain balance would be beneficial for understanding faculty work and organizational planning in universities. The research question posed in this study was: What first-year workload issues, responsibilities or commitments were identified by new faculty during their initial year on the tenure track in a research university setting? The study provides an in-depth account of first-year faculty members from multi-disciplines in a USA public research university. Participants were asked to describe any support they may have received and how they responded to the support. The study reveals first-year tenure-track faculty accounts of seeking balance and appraising work commitments, challenges, and successes in an age of accountability. Building on the study findings, we propose a model for institutional support to enhance the professional growth of faculty in university tenure-track roles.

## Conceptual Framework: The Critical First Year

Ravitch and Riggins (2012) defined a conceptual framework as comprised of three elements: (1) relevant theoretical literature; (2) empirical findings of prior research; and (3) the researchers' personal interest and experience. In the present study, a family systems approach to the acculturation of the role of the tenure-track by Hooper et al. (2012) utilizing ecological theory from Bronfenbrenner (1979) informed our exploration of first-year faculty experiences. Their work which views the university as a family-like environment outlines expectations and strategies from the literature applied to a series of three stages: (1) early stage of entering the university; (2) middle stage of joining the system; and (3) end stage of acculturating to the system and earning tenure.

Entering the university was characterized as the 'early stage' in acculturation into the organization requiring the newcomer to establish positive interactions and impressions (Hooper et al., 2012). Through an empirical qualitative study our research extends the work by Hooper and associates. Our lens specifies additional

consideration be given to the first critical year. As a newcomer to the tenure-track role, a first-year faculty member has an outside perspective on the university and current preparation which can be useful to the existing faculty. In addition, novice faculty themselves cannot afford to acculturate to an existing family on a passive introductory level, but instead actively seek attention and resources of the university to leverage potential. As findings by Wolf attested "a new line of educational leaders are likely to combine a strong sense of common purpose along with a sense of individual purpose that is neither overstressed nor overly self-focused … collectivism and individual excellence are not mutually exclusive" (2010, p. 258). The experiences of first year faculty in their situation would reveal supports required and whether current practices are in or out of alignment with the goal of seeking balance within a demanding professional environment.

As a first-year faculty herself at the time of data collection, the first author used experiential knowledge to design the study and provide reflexivity. To strengthen credibility, the second author also provided reflexivity, collaboration, peer review and support as an individual who had been through the tenure process. In the USA first-year faculty are immersed within a department, college and university with high expectations for performance. If they are to succeed, faculty themselves are encouraged to take initiative for work responsibilities and establish balance through nurturing critical relationships for support. Faculty who do not quickly assess a path for their own success risk being denied tenure and perhaps not finding suitable alternative employment.

## Research on University Organizational Context for First-Year Tenure-Track Faculty

Concepts and ideas from four main bodies of literature informed the study: (1) faculty transition into university tenure-track roles and work responsibilities (Boice, 2000; Burnham et al., 2010; Hooper et al., 2012, Lang 2005; Vanderlaan 2010); (2) expectations and productivity (Bland, Center, Finstad, Risbey & Staples, 2006; Boyer, 1990; Elton, 2009; Forsyth, 1999; Wright et al., 2004; (3)

challenges, balance and stress in faculty roles (Gmelch, 1993; Ortlieb et al., 2010; Reybold, 2005); and (4) mentoring, supervision, and supports (Berdrow 2010; Mertz 2004; Petersen, 2007; Searby et al., 2010; Zellers, Howard, & Barcic, 2008).

## Faculty Transition into University Tenure-Track Roles and Work Responsibilities

Historically, Boyer (1990) introduced a new standard for defining scholarship activity and acknowledged the full range of responsibilities assigned to university faculty. Boyer's report called for a new approach to postsecondary teaching. The report sparked debate in the USA and generated increased expectations and changes in evaluation of faculty. Glassick, Huber, and Maeroff (1997) later expanded the scope of Boyer's work by advancing the assessment of scholarly activity. Postsecondary faculty's increased access to technology and workforce mobility were central to exploring new standards for the assessment of scholarly activities relating to the creation and dissemination of knowledge.

Universities have been criticized for establishing frequently elite roles and maintaining insatiable work expectations for faculty. "Even institutions that allow significant autonomy in the ways in which roles are performed may be greedy in the amount of time required for successful role performance" (Wright et al., 2004, p. 145). Expectations of "greedy institutions" (Coser, 1974; Waite, 2010) included an extended workweek and multidimensional responsibilities such as a high bar for excellence in teaching, quality advisement of students, research productivity, funding acquisition, outreach and service to the institution, community, and professions.

## Expectations and Productivity

Increased demands on faculty may be dependent not on faculty expertise, but on the ability to initiate professional relationships and prioritize work commitments. Boice (2000) indicated new faculty never failed for lack of expertise in their scholarship area; however, many were unsuccessful because they were not

able to find effective ways to balance work commitments and manage time effectively. Conversely, exemplary faculty were able to achieve balance. Boice noted, "Balance proves effective for newcomers who learn to spend about the same amount of time preparing for classes as in them, to prewrite as much as they prose write, to prepare for socialization as much as they immerse themselves in collegiality" (2000, p. 275).

Academic research faculty facing increased demands is not only a USA trend. In Norwegian universities, survey research by Kyvik (2013) found enhanced performance as a result of elevated expectations. In the UK, as in the present study, community engagement to support stakeholders, including business and investors, is a requirement for academic research faculty (Jongbloed, Enders & Salerno, 2008). University faculty workloads of a group of department members including their department chairs, was investigated by Wolf (2010). The study found "the old collegiality of an elite professoriate may be giving way to a new collectivist generation" (p. 258). Individualism in the professoriate may be improved through collectivism with a joint purpose for department scholarship and workload. Waite (2010) also proposed a radically different organizational structure to provide more support and downplay the greedy institution. The dynamics of collaboration versus competition, and collectivism versus individualism were discussed as necessary elements to an improved organizational structure.

## Challenges, Balance and Stress in Faculty Roles

Ortlieb, Biddix, and Doepker (2010) explained how newly hired faculty may be overwhelmed by thoughts of reaching lofty goals, and they may lack the tools or resources needed to fulfill these work commitments: "Instead, they are expected to learn on the job and make adjustments accordingly" (p. 10). Newly hired faculty revealed personal accounts of how they managed service-related duties and responded to challenges encountered in their initial year.

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Decades ago Forsyth (1999) recommended new faculty develop a strategy or an overall plan for publication productivity. Faculty were advised to select and study researchers who are admired as scholars, and pay close attention to five factors related to effective production of scholarly articles: volume or quantity, quality or character, pacing, clear focus, and balance. Kyvik articulated within the current competitive global academic marketplace six tasks or sub-roles for researchers to ensure publication productivity: (1) networking, (2) collaboration, (3) managing research, (4) doing research, (5) publishing research, and (6) evaluation of research (2013, p. 525).

The reality of learning to teach while simultaneously managing non-teaching commitments necessitates long hours, which can lead to stress. "As a public, daily act where success or failure is immediately seen, it is difficult for new faculty not to invest significant time in initial class preparations" (Hamin, Marcucci & Wenning, 2000, p. 94). Wolf cited challenges of long hours, stress, and overwork as factors in faculty workload (2010). Regarding managing workload stress, Gmelch noted, "Stress in itself and in the proper amounts is not bad. It can be compared to your body temperature; you must have it to exist, but it must remain at the proper level" (1993, pp. 11-12). Factors that cause faculty stress were identified as: (1) time and resource constraints, (2) recognition and reward structure, (3) professional identity, and (4) interactions with students, colleagues, and administrators. Gmelch's study acknowledged the multiple demands associated with roles in academe and recommended three factors: challenge, commitment, and control as added protection from work-related stress.

## Mentoring, Supervision, and Supports

Traditionally, department chairs (DCs) have provided support for new faculty in addition to performing teaching and administrative functions. Yet, findings in Berdrow's study (2010) depicted an "overwhelming complexity of demands placed on DCs" (p. 508). Factors identified as contributing to the complexity of the role included stakeholder demands, the serving nature of the position, institutional pressures, and time constraints. Department chairs are critical in providing opportunities, in some cases mentoring first-year faculty or guiding faculty to formal mentors, as they approve position descriptions, give financial support for research, and evaluate annual performance. Literature reported DCs themselves in the USA were overburdened and in many instances did not provide first-year faculty with necessary supports. They themselves were struggling with the demands of their administrative responsibilities. The gap in the literature addressed by the present study was connecting faculty experiences with the supervision role (DCs, deans, etc.), mentoring, and other supports with a management and supervision framework. The study reveals perspectives of faculty conceptualized within a growth model to support first-year faculty into the university.

Empirical research on existing mentoring programs in academe was reported by Zellers et al. (2008) who called for additional studies regarding the impact of formal mentoring programs, particularly for females, non-white males, and other marginalized groups. Not all supportive roles are mentoring and no two mentoring roles look alike. Quality mentoring fosters relationships of care and support expanding the traditional dyad of mentor and protégé to include peer networks and developmental networks, consistent with Dobrow, Chandler, Murphy and Kram (2012). Further, our model contests traditional mentoring models in higher education as inadequate in an age of globalization and accountability. Our model recommends integrated systems of support designed to foster advanced professional skills in faculty including cultivating networks of collegiality using technology and a global perspective.

## Research Methods

The research perspective was interpretive, qualitative research which reveals and informs theory and practice by highlighting the experiences of people in their situation and from their own constructed realities (Lichtman, 2011; Lincoln & Guba, 2011; Marshall & Rossman,

2011).   Using the lens of constructivism informed by work responsibility and early stage enculturation into the university (Hooper et al., 2012), the researchers sought to understand experiences of faculty in the tenure-track role from the meanings they constructed across the critical first year.

In an effort to understand new faculty transition, the study was designed as a qualitative study examining the how and why of an experience in a university context consistent with Lincoln and Guba's (2011) constructivist approach.   The study was delimited to one public research university setting and the professional experiences faculty typically shared in the public domain.  Perspectives of eight first-year faculty representing multiple disciplines were included: Art and Design, Biological Sciences, Chemistry, Education, Family and Consumer Sciences, Music, and Sociology and Anthropology in a public research university of approximately 12,000 students.  The research began with a brief descriptive survey gathering demographic and background experience data and a request for a vita to guide participant selection for the interviews.   The research sought personal or emic faculty experiences of their professional responsibilities, without inquiring into their private lives.   Faculty participants were volunteers who could withdraw from the study at any time without penalty.  Participants were encouraged to not answer any questions that might make them feel uncomfortable.  Confidentiality was maintained through strict adherence to a password protected computer.  Pseudonyms were used for all people and places, with any identifying information withheld while retaining integrity of the findings.

Participants were purposefully selected based upon their having been assigned teaching and research responsibilities within the first academic year.  First-year tenure-track faculty who had recently obtained their Doctoral Degrees or were post-graduate in multiple disciplines with a variety of content areas, agreed to participate in the study.  Some of these new faculty members had worked within their fields of study, but had never taught.  Others taught as a graduate assistant or as part of a fellowship.   They were hired to teach and conduct research within their content areas. Faculty were expected to perform these teaching and scholarship duties, in most cases without any formal teacher training and little or no scholarship experience outside of their doctoral work.  The practice of hiring novice tenure-track university faculty who are expected to teach without any formal teacher preparation is typical of USA research university institutional policies and practices, although some universities may provide ongoing professional development activities in teaching.  The tenure-track faculty member may be expected to document these teaching professional development activities on their annual performance review document. Therefore, the sample of multiple discipline faculty with some, little or no teaching experience reflects typical teaching preparation for university faculty.  Of the eight first-year faculty on the tenure-track at the research university, all were between 25-45 years of age, from diverse backgrounds and countries of origin.

Following approval by the Institutional Review Board (IRB), face-to-face in-depth interviews were conducted and digitally recorded in faculty offices by the lead researcher within the course of the initial academic year across the first two semesters.  Participants engaged in interviews until no new information was forthcoming (Lichtman, 2011).  Questions included: Tell me about your first months as a faculty member at this particular university; Have you received advice, assistance, or mentoring from anyone within the organization? Please describe the type of support you received, and how you responded; Tell me about some of your experiences regarding your work commitments; What have been some of your challenges in these areas, and how did you overcome them?   The university faculty handbook and documents pertaining to new faculty orientation were also collected and analyzed.

Transcriptions of interviews provided the primary data for the study supplemented by the open-ended survey, observation notes recorded at the interviews, and review of vitas and other artifacts and documents provided by participating faculty. Principles of triangulation (Briggs & Coleman, 2007; Lichtman, 2011)

were used for analyzing data, and rough drafts were presented to participants as member checks (Marshall & Rossman, 2011) to verify interpretation.

In a reflexive manner utilizing researcher subjectivity, the study analysis involved a to-and-fro process of in-vivo codes from interview and observational data, together with ideas from the conceptual framework on faculty work responsibilities during the initial year. Perceptions were analyzed regarding the four central responsibilities of university faculty: teaching, scholarship, community outreach, and service. Faculty members' perceptions of building a plan for these areas were investigated, together with their assessments of skill / competency levels.

## Findings

Regarding first-year workload balance issues, responsibilities or commitments, first-year faculty revealed contextual details on the concept of seeking balance between challenge and success within a professional environment of accountability. While experiences and supports differed across the disparate disciplines, four central themes emerged: (1) awareness of work commitments or responsibilities, (2) perceived challenges, (3) reported successes, and (4) available supports. The study revealed participants' knowledge of teaching and scholarship varied according to their backgrounds and practical experiences. New faculty perceived their first year as a test of determination and a period of intense growth, yet they were unsure of their futures.

## Awareness of Work Commitments or Responsibilities

First-year duties varied from college-to-college and department-to-department. While all participants were aware of their eventual array of faculty responsibilities, few were able to engage in activities representing all four areas (teaching, scholarship, outreach, and service) during the first academic year. One faculty provided insights into responsibilities associated with her new tenure-track position:

It's a whirlwind! You have numerous responsibilities. We're very student-centered, and so you have expectations that you need to support your students. You have percentages of your appointment that you are responsible for: the research and the teaching and the advising. You get thrown in and you have to basically hit the ground running.

Depending upon the department, some first-year tenure-track faculty were released from duties in teaching, advising, community outreach, or services. First-year productivity in research and writing for publication was emphasized by their departments and colleges for all participants, except one. The atypical faculty member did not exhibit an observable sense of urgency for establishing a research agenda during the first year, instead concentrating on teaching.

## Perceived Challenges

Participants in this study expressed awareness of the time and energy needed to meet the demands of their new roles. Faculty who were still exploring best practices in teaching methods and course design found little time for engaging in non-teaching activities in the first year. Independent of any questions on the interview guide, many respondents wanted to discuss time management and stresses associated with promotion and tenure (P & T). Understanding the university expectations and succeeding were paramount.

Challenges for participants during the first months of their tenure-track careers were logistical, administrative or teaching related. Logistical issues included a need to learn existing systems for using photocopiers, printers, and test scoring machines and for purchasing classroom, laboratory, and office equipment. A female tenure-track faculty noted:

I was learning so much about all kinds of things like how to do the tests, not to run syllabi for 135 students – paper syllabi – because that will be charged to your class account. So I immediately took out 250 dollars from my account

> because I did not know that printing
> exams would come out of my class
> fund. So, I won't do that again
> (laughs).

She resolved this issue by printing one copy for herself and using a document projector to present materials. She also posted an electronic copy of the syllabus and other important course documents to an online learning forum, so students could print their own copies.

Faculty in the area of science assumed additional responsibilities setting up their laboratories and hiring laboratory assistants in the first year. The modification of teaching assignments as compensation for laboratory set up varied by department. When asked about his first few months, a male tenure-track faculty said:

> I did not have to teach in my first
> semester, and so my first two
> months were spent finding my way
> around, finding out how things in
> the department worked, and very
> much spent trying to set up my lab,
> so there was a lot of equipment. I
> had a lot of things to look into and
> research to set up my lab.

Administrative challenges reported in the first two months included completing online forms for human resources (HR) such as choosing insurance providers and setting up payroll, navigating the university's online student management system to access student information, and evaluating work in an online student portfolio. Technology concerns were expressed by several:

> Students have an online portfolio
> that we work with and I didn't know
> the program. So, I was trying to tell
> them that they need to sign up for it
> and I didn't even know what to do
> with it. I didn't understand
> technology as far as the program
> was concerned.

With assistance from a colleague and through her own efforts, the faculty member learned how to access and evaluate student work using the online application. Another tenure-track faculty expressed his frustration with the online student data and grading management system:

> You cannot *not* grade your students,
> right? That stuff is so heavily
> online right now, and the technical
> system is so specific to this campus.
> It would be helpful to have one-on-
> one IT [information technology], a
> sit down one-on-one, or even an IT
> contact I knew by name that I could
> call for assistance with online stuff,
> so that it's not all as formal as it is.

While he demonstrated using advanced computer applications and technical equipment in his teaching, he was less sure of his ability to effectively use the university online student management system.

As the academic year progressed, participants' logistical and administrative challenges were replaced by concerns about teaching, managing their time and finding ways to balance multiple work responsibilities. One faculty recounted stresses in the tenure-track position: "I just couldn't believe the amount of time I was spending doing paperwork and planning my classes and teaching my first few classes. It was incredibly stressful." Teaching was also described as a "frustrating challenge" by another faculty member as he tried new strategies to buffer complaints from students. To find balance under these pressures, one faculty found strength in her values:

> It's a huge learning curve, learning
> the bureaucracy. Just managing my
> personal and professional life. I
> manage them the way I manage
> most things in my life – responding
> to them in the way I have always
> responded to things, which is just
> working harder. Keeping my head
> down and not saying too much and
> trying to make a good impression.

Another new faculty was determined to organize effectively to meet multiple demands. During her first semester of teaching, she had only a ten minute break in her schedule between two classes located in buildings across campus. She described the experience:

> So I had to let my one class out a
> little early and I told my other class
> we will start a couple of minutes
> late every day. I felt like I was
> trying to keep my head above water.

I took the attitude, "It's your first semester. No one expects you to know everything. Keep your head above water as long as your classes are going somewhat smoothly. I am not getting huge complaints and I am showing up for class".

Challenges pertaining to the investment and management of time were noted by several participants:

Preparing lectures was difficult. I have presented many lectures. I have no problem presenting, but the preparation is time consuming and I just put a lot of time in. Often, early in the morning, I would come in. The three hours before the lecture was a nice time for me to work. I'd come in very early and get it all ready and it's fresh.

Another faculty shared his strategies for budgeting time:

The biggest challenge is time management, recognizing the time demands that you have on you now and how to budget time so that everything gets done. You have to have multiple things running at the same time and so budgeting that time or structuring that time was a challenge. I did that by doing weekly schedules pretty much to the hour. Sticking to that the best I could such that if I had time budgeted to work on my research that is what I did. If I had time budgeted to work on research or shop for equipment for my lab that is what I did for that period of time.

Regarding time management, another assistant professor added:

You find a way to manage time because you have to if you want to get your research going, if you're starting to get support for tenure. All of it is on the forefront of your mind, so 70 hours a week isn't something you are surprised to hear people putting in. So that is the challenge, trying to balance it and

trying to make sure you get it all done.

Participants expressed the merit of seeking ways to balance work commitments and investing their time wisely to achieve desired results for promotion and tenure.

**Reported Successes**

Faculty who had already conquered many challenges typically faced in the first year of teaching were making progress with their research projects. These individuals had backgrounds in the field of Education, prior university teaching experience, or had received some level of formal teaching preparation. One participant, who had obtained her doctorate in Education, described her teaching responsibilities with confidence, but she was the exception. Her past experience as an instructor and understanding of teaching methods allowed her to attend immediately to her scholarship. "I like research a lot" she exclaimed. "I shouldn't say I like it; I love it!" She was able to publish a manuscript in her first year.

All participants recounted teaching successes and shared ideas for improving instruction, and many conveyed positive feelings about assisting students through advisement. When asked to share their successes pertaining to non-teaching responsibilities, most first-year faculty discussed their accomplishments in terms of writing for publication. Two of the faculty reported their scholarship successes with respect to managing their science laboratories:

1: Some of my biggest successes have been with the undergraduates I have been able to recruit into the lab. I have three very bright undergraduates working on various projects, all of which I think are doing a fantastic job.

2: The most successful thing without a doubt is that I have a group of motivated students working hard. If I have motivated students who are working hard and want to do work – they are in the lab, the lights are on. We are getting data. We are getting results.

That is more than half of the problem solved.

Another participant disclosed his strategy for raising the bar on quality and recognition by promoting his own research:

> I need to focus on my research and start being a real sort of ambitious careerist in the sense of my research. That is to say make sure I am producing high quality work at a sustained volume and be savvy in getting my work out there so that it can be recognized at the national level. It is not enough to do good work; you also have to promote your work. And I am doing that right now. I should get two articles out this semester and that will be a real step forward.

Two of the five female tenure-track faculty shared their successes in the area of scholarship:

> 1: I had an article accepted in a pretty good journal. I have another article with a revise and resubmit, and I had a conference paper accepted and I gave that a couple weeks ago. I just submitted an abstract for a book chapter. Those have all been successes.
>
> 2: I do have a research program going. I have a publication and I have two manuscripts submitted. I have had two posters accepted. Scholarship has been something I've really been pushing in. I have made it a priority and I have paid attention to it.

In addition to acquiring a recent publication, a third participant was simultaneously working to complete her dissertation, which was not considered scholarship for tenure and promotion. She had been hired prior to completion of the doctoral degree with the expectation that it would be completed within the first year, with additional publications. The fourth faculty member had two articles published in a practitioner journal. The fifth participant was reportedly following advice to concentrate on her teaching in her first year, and allow scholarship to follow.

**Available Supports**

All participants in this study were receiving support or guidance from at least one individual within the university, but none of them were aware of a mentor having been officially assigned. Participants described their support providers as ranging from pre-tenured or junior faculty to senior faculty. The degree to which DCs made themselves available to participants in the study varied. Some reported receiving assistance from current DCs and administrative staff while acknowledging their busy schedules. One participant described his relationship with a supportive colleague who had formerly served as his department chair:

> I have enormously good feelings towards him as a result of the help he has given me. He has been wonderful in helping me work through difficulties, helping me with the lay of the land. It was really kind of an unofficial mentor relationship. I never got any sort of official mentor assigned to me or anything like that. It just turned out to be him.

First-year faculty described formal and informal systems of support they had experienced previously in other institutions, a practice of continued communication with former colleagues and professors via the Internet, and face-to-face networking with new and former associates at research conferences. A novice faculty explained:

> One other significant faculty member had actually been my professor in my undergraduate degree and then he ended up at the other university when I was getting my Ph.D. He was very helpful, especially in the job search process. He helped me with my cover letter and my vita and things like that. Then I went to two conferences last fall and again, I got to see some of my old colleagues. I actually went out to lunch with him and we had a really long talk and he was trying to be encouraging and helpful.

The faculty member from her doctoral granting institution reached out to her and provided effective support across the hiring and first year experience.

Overall, participants' major concern was to seek balance between challenge and success in relation to all four areas of teaching, scholarship, outreach, and service. First-year faculty already sensed the amount of time and energy needed to accomplish expectations. Despite support from colleagues and administrators within the university and outside the university, balance was difficult if not impossible to achieve during the first year. A 70 hour work week was typical. Most participants were working on teaching to make a good impression and not be publicly assessed as incompetent, yet other critical areas demanded attention, including developing a line of research.

**A First-Year Faculty Growth Model (FFGM) to Support Tenure-Track Novices**

Issues reported by novice faculty in this study may or may not be evident in other universities and across global contexts. However, we used findings from the study to make a significant contribution by developing a First-Year Faculty Growth Model (FFGM) to support tenure-track faculty in an age of accountability. The model includes a three-part process for growth: (1) First-year faculty themselves taking initiative for work responsibilities including knowledge of policy and practices unique to tenure and promotion and the university setting; (2) differentiated supervision by supervisors, since not all faculty need the same level of supervisory support or assistance; and (3) a non-traditional progressive mentoring plan for integrated systems of support that includes cultivation of a culture of collegiality tailored to the needs of the individual faculty and discipline, extending across departments and universities. Figure 1 illustrates the First-Year Faculty Growth Model (FFGM) to support tenure-track novices consistent with findings derived from the study.

**Component 1: Faculty Taking Initiative**
First-year faculty are guided and assisted by their administrators to research university, college, and department policies and practices with a view toward global initiatives and contexts. The objective is for faculty to create a plan for themselves to meet organizational outcomes, thus balancing multiple responsibilities and establishing social systems of support.

**Component 2: Differentiated Supervision**
In collaboration with their supervisor, the individual first-year faculty member negotiates fewer and focused assignments with a growth plan to enhance individual and organizational capacity customized to their own individual needs, e.g., Option 1: Directive individualized type of faculty-administrator supervision; Option 2: Collegial and collaborative first-year faculty teamed with colleagues and supervisors on projects with minimal supervision.

**Component 3: Integrated Systems of Support**
The administrator provides expanded organizational supports for networking. Faculty seek to establish mutuality and reciprocal benefits in collegiality, collaboration with peers at all levels and modalities, including group mentoring, electronic, face-to-face, developmental networks and national and international collaboratives. Administrators protect first-year faculty from time consuming and potentially debilitative "mentoring" relationships, while nurturing all forms of collegiality, interconnectedness and mutuality. The first year is the foundation for future success. Transitions are a continual ongoing process.
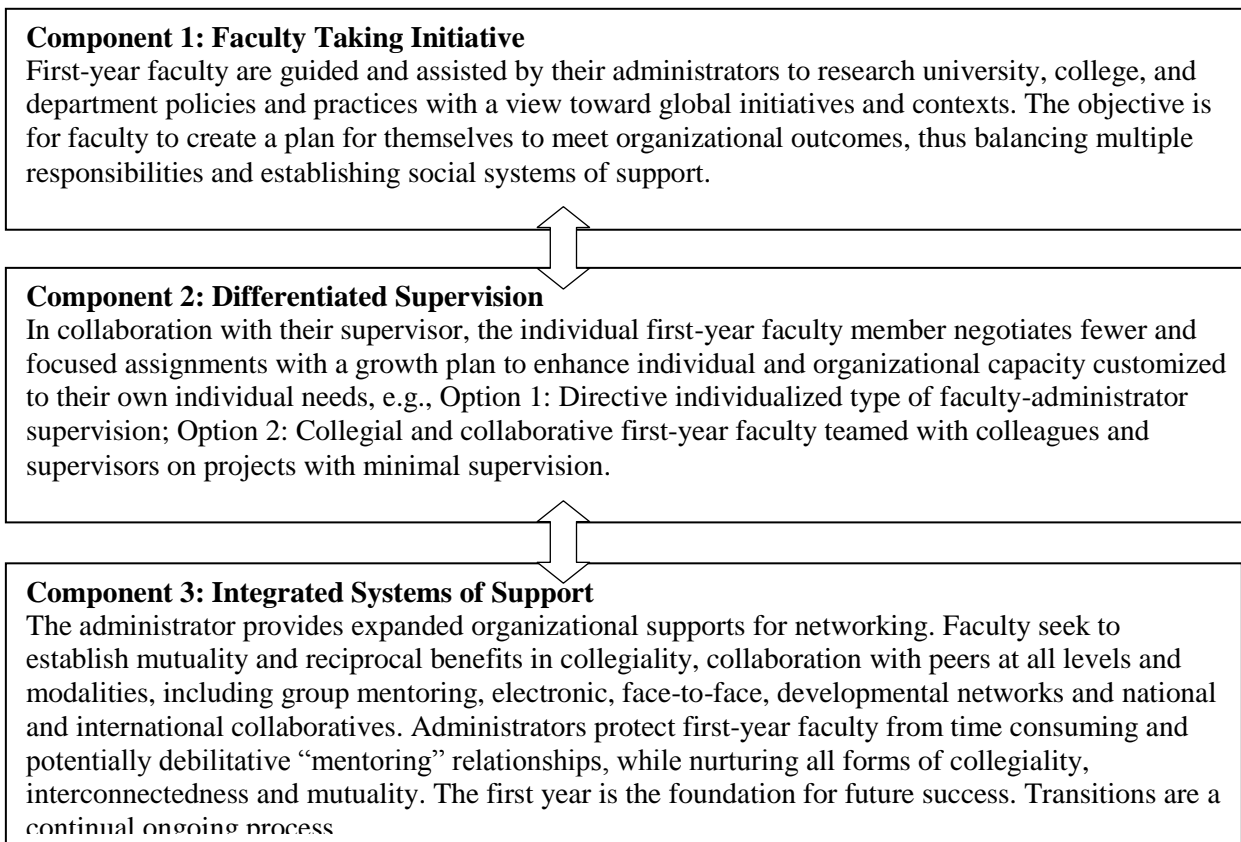
Figure 1. A First-Year Faculty Growth Model (FFGM)

Each of the three components of the First-Year Faculty Growth Model (FFGM) are described below in the narrative form to provide further guidance for faculty peers, department chairs, deans and others vested in faculty success. In an age of accountability with increased expectations for performance all individuals who can provide support should be involved.

## Faculty Taking Initiative

First-year faculty capacity to invest and manage time, to capitalize on their own strengths and abilities, and to maintain supportive relationships are essential to attaining balance in tenure-track positions. An important consideration is how to address issues of balance. If individual faculty members are unable to manage the myriad of increased demands, they will fail. Within the critical first year, faculty who quickly determine a viable, ethical path forward for a realistic research agenda that complements teaching, service, outreach, and establishes connections for success will likely be rewarded. The system maintains high expectations for performance in multiple task areas associated with the role, yet neglects comparable systems of support.

Participants expressed concerns about excessive demands on their time from multiple stakeholders, including university, college, departments, faculty peers, students, and community. The investment and management of time were ubiquitous concerns in the first-year experiences. Most participants were, however, beginning to create a strategy for successful teaching and writing for publication within their first year. The one participant in the study who perceived her first-year responsibilities to be teaching first and allowing the research to follow was an outlier. Her experience points to the need for first-year faculty to become an authority on university policy and guidelines which can change during the pre-tenure period. Confirming advice with multiple supervisors is necessary to ensure efforts are supported by the university system.

The study indicated the first year of entry into the university requires initiative by faculty themselves to embrace internationalization and globalization, intentionally cultivating relationships with multiple individuals in international contexts and diverse roles such as deans, DCs, colleagues, support staff, informal mentors, and students. Prioritizing work responsibilities and maximizing return on the amount of time invested was stressed by all participants. Therefore, social systems that take into account time considerations and demands of all work responsibilities will be the most beneficial.

## Differentiated Supervision

Our First-Year Faculty Growth Model (FFGM) advocates differentiated supervision (Glickman, Gordon & Ross-Gordon, 2007) as the study found new faculty capacity for managing their work responsibilities varied depending upon their past experiences in teaching and scholarship, and whether they entered the university from professional roles or positions as doctoral students. Some faculty necessitated a more individualized type of support, different from the traditional collegial and collaborative models provided at the postsecondary level.

Affirming successes and providing opportunities for further growth, universities can use differentiated supervision to provide appropriate levels of support. Higher education institutions can utilize the supervisory aspects of a growth plan during the initial years to prevent the overburdening of novice faculty. Glickman, Gordon, and Ross-Gordon noted, "Teaching has been a career in which the greatest challenge and most difficult responsibilities are faced by those with the least experience – a strange state of affairs indeed" (2007. p. 24). While some first-year faculty may benefit from a more directive style of support to achieve balance, others may require little to no directive assistance. Supervisors overseeing first-year faculty during initial stage development have an optimal opportunity to guide faculty toward full career success.

## Integrated Systems of Support

Participants in our study found support within the university through an informal system of mentoring and collaboration. Some faculty described their support system as being pre-tenured faculty themselves, preparing for their third year review, or going up for tenure soon. First-year faculty in the study maintained communication with colleagues and professors from their previous institutions via conferences and the Internet. Collaboration with new and former colleagues by networking points to the demands on faculty and the need for vital connections. Moving beyond outdated mentoring models, mentors should also be encouraging first-year faculty to leverage connections with others nationally and internationally who share similar agendas in their research line of inquiry. Administrators and faculty would benefit from expanding knowledge and understanding regarding a newer progressive culture of collegiality, contesting traditional notions of mentoring, its power and privilege. Newer concepts are valuable, such as the developmental networks that incorporate a mutuality perspective where protégés and those with whom they work are vested in advancing a protégé's career; mentors or developers also benefit with the organization achieving desired outcomes (Dobrow et al., 2012). Mentors, deans and DCs should be establishing integrated systems of support, including online connections and reaching out to new faculty beyond traditional performance reviews and mentoring reports. Daily, weekly and monthly conversations and connections through networking at national and international levels can inspire, motivate and guide first-year faculty.

Opportunities for new ways of mentoring for growth expand the traditional one-on-one and group mentoring toward networks and collaboratives. Integrated systems of support include: (1) Intercollegiate research networks connecting first-year faculty through online professional networks and connecting faculty with similar emerging lines of research in other universities and countries; (2) policy and legal protections whereby university, college and departmental guidelines protect, recognize and support research demands on novice faculty, creating position descriptions commensurate with research productivity; (3) intentional quality professional growth initiatives to extend mentoring toward collegial networking for global leadership in the academy. For example, professional development could be provided across borders incorporating advanced uses of software applications, processes for publishing research, engagement of research in communities, and so on. Establishing integrated systems of support is leadership centered around forming meaningful relationships based on the needs of others, the outreach and unselfish dissemination of information, the willingness to care, and team building and participation. Cultivating success requires fewer conflicting demands and expectations, and more promotion by managers, DCs and mentors of the resources and capacity of first-year faculty to recognize their own strengths, leverage support and navigate the system with balance.

## Conclusion and Recommendations

Based on our study, administrators, particularly deans and department chairs can gain insights from the experiences of first-year faculty themselves to provide necessary supports. From our original research we conceptualized a First-Year Faculty Growth Model (FFGM) to focus attention on the professional environment of novice faculty and higher education authorities who are charged with supporting them. Similar to Wolf (2010) the study concluded faculty required support and collaboration in place of isolated individualism. To extend this research we indicate how the university culture of collegiality can be fostered through specific planning and implementation of our model based on faculty first-year experiences. The first year is critical and faculty views can inform workplace improvements. Faculty workloads are substantial and faculty cannot sustain a viable publishing, teaching, outreach and service portfolio for competitive and global contexts without essential collaboration and supports. Collectivism is tied to excellence in promotion and tenure. The study thus revealed tensions and possible solutions to the dilemma of the "greedy

institution" (Coser, 1974; Waite, 2010, Wright et al., 2004). Critical areas sought by faculty included: (1) more clearly defined work commitments or responsibilities; (2) affirming their successes with opportunities for further growth; (3) extending care and supports; (4) a forum for others to recognize their professional growth needs; and (5) the provision of necessary resources including opportunities for collaboration within the network of new faculty at local, state, national and international levels.

Despite the extensive university goodwill in providing orientation, guidelines and expectations, faculty in the study encountered first-year issues with time management and how they themselves needed to take charge and establish their own networks of support essential to success. A level of research sophistication is expected of novice faculty in the current age of accountability. Institutional requirements *assume* novice faculty in the first year learn to teach international students, work with international peers, apply advanced teaching and assessment methods, provide necessary service and community engagement commitments, and establish a publication agenda. Faculty in the USA are expected to publish in tier one national and international journals, all while navigating and finding balance amongst competing demands to acculturate to the academy, not the least of which is collegiality, a hidden dimension of tenure. Novice faculty require fewer non-essential demands from mentors, department chairs and deans, and more protection from unnecessary demands on their time. Instead, administrators can provide an integrated system of support to provide higher level skills for contemporary research and academic expectations in an age of accountability and global competitiveness.

Cultivating success requires assistance to meet increased conflicting demands and expectations. Novice faculty will benefit from intentional promotion by managers and DCs and mentors of the resources and capacity of novice faculty to recognize their own strengths and how to leverage support and navigate the system with balance. The study supported Waite's (2010) finding of the need for senior faculty to reframe their work habits to be more collaborative in today's collegial and highly competitive

environment and for department chairs and deans to be responsive to the perspectives and contributions of first-year faculty. The first year is critical in the road to success.

The study provided first-year faculty an opportunity to reflect on the full range of their work responsibilities, to acknowledge their accomplishments thus far, and to articulate their strategies for finding success in their tenure-track positions. The literature recommendations for commonly practiced strategies to mentor and induct first-year faculty are inadequate for global competitiveness. Recommendations arising from our study include a newer collegial model moving beyond traditional notions of mentoring. How does the mentor, DC or dean of a college support first year faculty during this seminal phase to be generative and open to the synergy of what the university has to offer? The "greedy institution" (Cozer, 1974) of decades ago has only become even more demanding, expecting global competitiveness and business entrepreneurship in the academy, which could be overwhelming for first-year faculty, draining them of their fresh perspective, and vital enthusiasm.

We return to the central issue of this study: Will the competing demands of the research university lead to irreconcilable differences, or will faculty and administrators benefit from support systems to enable a balance between challenge and success? Are university leaders and administrators providing a context for success that takes into account faculty perceptions of their workplace demands? Researchers, administrators, DCs, and faculty themselves have a vested interest in solving this problem. First-year faculty are a valued resource vital to renewal and future potential of the university. While some may view a percentage of first-year faculty hires as expendable based on lack of fit, the institution with policy and practices to nurture and support first-year faculty are stewards of professional growth and investors of global competitiveness. If university administrators are to not just hire highly qualified faculty who are diverse, but to retain them, listen to the voices of novice faculty of all backgrounds, allow them to make decisions that impact their own work responsibilities, implement strategies to meet

their emerging needs, and help them to develop competencies that contribute to their success.

The First-Year Faculty Growth Model (FFGM) provides direction for faculty and colleagues to manage the so-called greedy institution by not individually working harder, but rather strategically reframing their work habits to go beyond collaboration and instead cultivating necessary relationships in the highly competitive environment. Novice *faculty taking initiative* to create their own mentoring relationships should also be aware of the strengths they bring to the relationships as the optimal situation is a win-win scenario. Novice faculty bring new experience, fresh perspectives, and outside vigor and relationships to existing departments. Faculty themselves should take charge and become critically aware of university policies on tenure and update changes, and participate in discussions, thus expanding their circles of support and influence.

No one achieves success in the university environment as a sole individual, keeping in mind department chairs and institutional committees make decisions on the value of individual accomplishments. A qualitative component informs the numerical rating on faculty performance no matter how carefully defined, underscoring the importance of faculty initiative, differentiated supervision, and mentoring and supports. *Differentiated supervision* by deans and DCs and appropriate levels of supervision customized to the individual can provide opportunities for growth.

Moving beyond traditional forms of mentoring, *integrated systems of support* includes fostering relationships of care, cultivating a culture of collegiality, and promoting online and international networking and collaboratives intentionally designed as a necessary component of a First-Year Faculty Growth Model (FFGM). A dysfunctional marriage cannot typify the relationship between new faculty and their organization. Induction, mentoring and faculty orientation plans should be informed by research based on the experiences of tenure-track first-year faculty themselves. Organizational cultures of collegiality and caring can be built utilizing some or all parts of the growth model presented in this article. As deans and DCs in research

universities consider how they are going to transition first-year faculty successfully into the research university, they may find useful direction in the experiences of novice faculty themselves presented in this article.

The view from below provides a field-based empirical inquiry on elements to avoid and include for achieving faculty and organizational success. A limitation of the research is it presents a focused view from one perspective and in one USA university. Given the magnitude of the research problem, additional perspectives, including administrators' views, and applying the First-Year Faculty Growth Model (FFGM) in international and diverse settings are recommended. Further qualitative and quantitative studies are needed to address issues of support within various university teaching and research settings to understand the types of problems faced by first-year faculty and ways the institution can provide relevant support.

With accountability, internationalization, and commercialization of academic research comes new expectations for teaching, scholarship, service and outreach productivity. The significance of this trend underscores the salience of the research to guide and assist first year faculty to the elevated performance expectations. The study discovered more than just work balance issue, challenges and achievements experienced by first-year tenured track faculty members. It uncovered issues pertaining to internal and external supports provided to the faculty. The issue of institutional context in the form of supportive elements and the role of the university in creating balance in the professional lives of the participants is significant. The First-Year Faculty Growth Model (FFGM) created emphasizes the provision of an integrated support system within and across universities to create a balance in participants' professional lives and to bolster career success.

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