

EARLY SECOND-CAREER FACULTY: A PHENOMENOLOGICAL STUDY OF THEIR
TRANSITION INTO A NEW PROFESSION

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In this phenomenological study I investigated the experiences of early second-career, tenure-track faculty members who entered academe after working in a position outside of higher education for at least five years. The purpose of this study was to learn about experiences and factors that contributed or impeded to the success of second-career faculty members.

Eight early second-career faculty members, from a four-year university located in the Dallas Metroplex area, were interviewed. Participants demographics were ages 34 to 68 with the average age being 45; 50% male and 50% female; and one African American, six Caucasian, and one Hispanic and/or Latino. Participants' previous professional experience was a benefit in teaching and relating to students, in understanding the complex university bureaucracy, and in setting goals. The participants reported that mentoring, whether formally assigned by the institution or through informal means such as departmental colleagues or professional organizations, was a benefit to all of the participants.

A primary area of concern for the participants was collaboration and collegiality with other faculty members. Participants stated that traditional faculty members lack the skills and training to collaborate effectively in researching and in joint teaching endeavors. Participants reported that they had to monitor and restrain their opinions during interactions with departmental colleagues during the probationary period leading

up to tenure decisions because the participants fear retaliation by co-faculty members who will vote on whether to grant them tenure.

These participants bring a wealth of industry experience and knowledge to the university. Administrators, departmental chairs, and future early second-career faculty members will find that this research provides recommendations that, if heeded, will ensure a long and productive mutually beneficial affiliation.

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CHAPTER 1

INTRODUCTION TO THE STUDY

I enrolled in the class “The Professoriate” during my last semester of coursework towards a Doctor of Education degree in higher education. One of the course assignments was to interview a faculty member. I chose a tenure-track faculty member, and what I learned formed the basis of this dissertation. The faculty member I chose was a mid-50s aged woman who had worked approximately 15 years in a research-related position in the state transportation industry. This faculty member had earned her degree and secured a tenure-track position five years before this interview. During the interview she stated that she did not believe she would be granted tenure as she did not have the research publications or funding required. She was hired in a newly created program, and she believed that she had focused on building the program over her individual research. When asked what her options were, she stated that she would seek another tenure-track position elsewhere and focus on research. Within six months she resigned and moved to another university. This sequence of events prompted me ask why she misunderstood the mission and allowed herself to be subject to fail to attain tenure; when at face value, she had many years of experience in a research-related field and the transition to academia should have been seamless, but it was not.

My interest was piqued. I earned a Master of Business Administration with a concentration in human resource management and worked as a college budget officer, so I was interested in the human aspects of this subject as well as the fiscal ramifications to the institution itself. My research was intended to aid not only current and future faculty in life-long career satisfaction and success but also to advance the

knowledge of administrators in order to provide guidance for early second-career faculty to be productive, long-term assets at their institutions.

Overview of Traditional Faculty Career Path

Numerous research studies have been completed on faculty development and mentoring. These studies did not differentiate between traditional career-path faculty members and early second-career faculty. Traditional career-path faculty members and early second-career faculty are both male and female. Although the inspiration for this research was a female, this research was not limited to only researching women as I anticipated that any issue crosses gender lines.

The days of being hired after college graduation and retiring from the same organization 30 years later with a gold watch are no longer realistic. Some estimates are that people will have several diverse careers in their working lives. People seldom continue in one profession throughout their working careers (Hall, 1996). During good economic times, the ability to change jobs enables people to acquire different experiences and skills. During bad economic times, people choose to acquire additional training and skills so that when the economy strengthens they are able to continue in their upward career trajectory. Arthur and Rousseau coined the term “boundaryless career” in reference to those who are able to exit and enter different jobs or professions during their lifetimes (Arthur & Rousseau, 1996). Inkson, Gunz, Ganesh and Roper (2012) proposed that research needs to be conducted from the perspective of sociology and social anthropology in order to facilitate and understand the creation and crossing of career boundaries.

Early second-career faculty would be categorized as functioning under “boundaryless careers.” These individuals have a great deal of valuable experiences and other industrial practices that may bring new and more up-to-date research methods to and facilitate emerging research interests at their new institutions. These faculty members bring professional experiences and skills from their previous employment that help their academic institutions stay current with research and employment practices, particularly if they apply their experiences in a successful research and development environment.

New early career faculty members decide to enter academia for a variety of reasons: self-fulfillment, better work life balance, and the desire to influence future generations. Life-cycle stages are illustrated through psychological development literature that describes career changers as deriving various personal attributes: work perception, personal identity, and development (Serotkin, 2007). A negative aspect of switching careers is the cost to former employers who face the issues of the restarting time of new hires and the expenses of replacing and hiring new employees. In academia, the cost to hire research faculty in the math and science disciplines, including start-up packages, can range from \$500,000 to \$1,000,000 (Joiner, Hiteman, Wormsely & Germain, 2007) for a typical faculty member employed at an average institution for an average length of time (usually six years) for obtaining tenure at the institution.

Typically tenure is obtained in the sixth year of employment. At the time of tenure attainment, the tenure-track faculty member will have been paid five years of salary in addition to the start-up package funding. The annual salaries add to the total expense of

hiring a new faculty member and will be lost if tenure is not granted. Moreover, the administrative and advertising expenses must be factored into the cost of interviewing, selecting, and hiring faculty; placing advertisements can cost up to \$5,000, and there are costs associated with processing the paperwork, paying travel expenses for interviewing candidates, and accounting for faculty time and expenses when hiring new faculty.

Institutions hire faculty with the expectation that the faculty member will be effective in teaching, productive in research, and collegial in serving the department. However, new faculty members generally have limited knowledge from their graduate student experiences about the inner workings, cultures, and languages of their institutions, let alone the written and unwritten policies of academia (Fogg, 2002). Current research is definitely uncovering the lack of actual academic career training that graduates receive when they are earning their terminal degrees. Debates continue on how to reform and restructure doctoral education to include preparation and skills training (Kehm, 2009) for a successful career in the academy. New faculty with strong teaching or research ambitions also have conflicting feelings about being prepared and asked to teach, conduct research, and/or to publish (LaRocco & Bruns, 2006). Many new faculty members are asked to perform these tasks as if they are experienced in all these activities, when in fact they may have rarely or never performed them. All of these issues can cause faculty members to feel disengaged and that they are lacking in their performance and commitment to the institution.

Early career faculty members must learn, often without sustained guidance, about the university values context, specific department or program needs, specific local

research priorities, fiscal concerns, and instructional resources (Rosser, 2005; Tierney, 1997). Studies show that new faculty members report feeling isolated because the lack of collegiality in the academy contradicts their expectations of faculty life (Austin, 2002).

The Collaborative on Academic Careers in Higher Education (COACHE, 2011) at the Harvard Graduate School of Education surveyed 9,512 tenure-track faculty members in 2008 and 2010. The survey asked how faculty members in different career stages experience academic work life, whether the experiences differ by rank, gender and/or ethnicity, and what policies or practices are associated with high levels of faculty satisfaction and vitality. The performance of each the 12 academic areas is reflected and compared to the other areas in satisfaction in 83 dimensions. The males tended to rate most aspects higher than females. These results did not differentiate between faculty members who have followed a traditional path of beginning and staying in academia versus those who followed a non-traditional path of employment outside of academia to a tenure-track position.

A faculty member on a traditional path would graduate and immediately begin working in a tenure-track position. A faculty member on a “non-traditional path” as defined here would graduate with a bachelor’s or master’s degree, work outside academia for a period of time and then perhaps return to academia with the sole purpose of becoming a faculty member. LaRocca and Bruns (2006) examined early career faculty members who left careers in secondary education as teachers and administrators.

Purpose of the Study

This investigation expanded on the research of LaRocca and Bruns (2006). This work increases the knowledge of educational careers by interviewing early second-career faculty members and reporting on issues of early second-career faculty members in a large Texas student centered research institution. My research distinguishes between areas of interest for administrators and interests of those who may want a faculty career. These faculty members fit the criteria of having had a prior career in a professional capacity and thus bringing a wealth of “practical” real-world experience to their new careers. In order to bring real-world experience to the academy, the National Research Council has pressured education faculty to bridge the gap between academic research and practical education (LaRocco & Bruns, 2006).

With the increase in retirement-eligible faculty members, non-tenure-track faculty, and enrollment of students, more faculty members will be needed to teach—particularly if computer-supported education is not improved and facilitated. This research investigated the growing group, tenure-track faculty members, who have achieved what most would consider a successful career outside of academia and yet have decided to seek a career in academia.

Research Questions

- What are the factors that influenced career change?
- How have previous experiences contributed to the success of second-career faculty?
- What institutional factors facilitated or impeded second-career faculty?

- What are the second-career faculty members' perceptions of the tenure process?
- What were the expectations of second-career faculty members for a tenure-track appointment in academia?

Significance

The answers to these questions reveal and isolate the factors and issues that contribute to the success of early second-career faculty. These answers contribute to the body of educational knowledge, while illuminating these factors and issues for potential faculty, current faculty, and administrators in order to meet the demands of a changing academia. Administrators will better understand the motivations of second-career faculty members and their particular ways of being effective teachers to mitigate any challenges originating from their backgrounds with professional experience and to provide an environment and resources that integrate and encourage these faculty members to flourish. In addition, early second-career faculty members will have a better understanding of the factors that contribute to success as well as those that generate challenges. Another purpose of this study is to identify themes and describe relationships that, for higher education faculty members, either contribute to their success or acts as barriers to satisfaction in their careers.

Definition of Terms

- Early career pre-tenured faculty - typically in their first six years of employment, with expectations of receiving tenure from an institution of higher learning.
- Constructivist theory – human learning is constructed by assimilating new knowledge based on their previous experience (Hoover, 1996).

- Phenomenology - a qualitative method of inquiry concerned with investigating the perceptions of lived experiences in order to gain meaning (Laverty, 2003).
- Career reflection - the process by which a second-career or early career faculty members examines the causes and results of career choices taken.
- Schlossberg's transition theory (1981) addresses how individuals adapt to change. Schlossberg addresses how an individual's perception and assumptions transition into actual behavior and relationships.
- Second-career faculty members - faculty members who have chosen to leave a career in a non-academic setting to pursue a tenure-track appointment.
- Organizational culture - a set of shared mental assumptions that guide interpretation and action within an academic or business/industrial setting (Ravasi & Schultz, 2006).

Limitations

The limitations of qualitative studies are related to validity and reliability. This study used a phenomenological research methodology to understand the lived experiences of the participants. The limitations of this study were the willingness of faculty members to participate in this research and the truthfulness of their responses. The participants self-selected by responding to my request for an interview so those who did not respond may have given different responses. This study was conducted at one institution and may not be generalized to other early second-career faculty member's experiences. However, this study will provide a pattern and procedure for further evaluation of the questions investigated.

Delimitations

This study is intentionally narrow in scope, limiting the subjects to those who are seeking tenure, have at least five years of professional experience outside of higher education, and are at least 32 years of age. This study was restricted to faculty members from a large north Texas academic institution in the Dallas Metroplex area. The constraints in this study are intentional in order to collect and analyze the experiences of this small set of faculty members. The participants self-selected by agreeing to being interviewed. These participants may not be reflective of those who chose not to participant in my study.

Summary

Traditional early career faculty members face issues with work-life balance and adjusting to their academic job expectations. Non-traditional students increasingly desire entry into a career in academia. These non-traditional students not only bring real-world experiences but also a variety of abilities in management, organization, and skills (Priyadharshini & Robins-Pant, 2003). This research contributes to the body of knowledge by describing the challenges that early second-career faculty members face in a large southern university setting and by surveying faculty members from multiple disciplines. This research is important because the financial cost to the institution can exceed \$1,000,000 between research faculty start-up packages as well as, costs to advertise, interview, and hire the faculty member. Additionally, when faculty members fail to obtain tenure, the university loses the four to five years of salary that is expended without the benefit of continued employment. Furthermore, the negative influence of faculty members not obtaining tenure can influence the morale of co-workers, adding to

the cost to the institution in terms of faculty dissatisfaction, disruptions in course offerings, and unavailability of graduate advisors (Zhou & Volkwein, 2004).

This research study investigated the motivations that led early second-career faculty members to change careers, determined consistent struggles, and identified potential areas of success that are a result of their previous professional experiences. Numerous researchers have conducted studies on those who change careers during the mid-life stage. For this research on early second-career faculty members, I focused on the mid-life stage, which typically falls between ages of 35 to 64 (Crites, 1973). This research study also focused on how the participants adapted to their new careers.

Chapter 2 presents the results of published research studies in areas related to traditional early career faculty members and early second-career faculty members. There was a paucity of research on early second-career faculty members, so most of the research centers on journal articles for this group. However, the research shows a number of factors affecting early career faculty members, including assimilation of the new faculty members into the institution and culture of the academy, confidence and comfort in teaching and research, and issues centered on work-life balance.

Chapter 3 describes the qualitative methodology that was used to form the basis of this research study. In this chapter, the research questions are stated along with a discussion of the role of the researcher, the details of the research setting, and the interview protocol. Further, a description of the participants is presented along with the data analysis and validation methods used in this study.

Chapter 4 presents the participants' voices in answering the research questions after the research data was analyzed and categorized by themes.

Chapter 5 discusses the themes identified as a result of the participants' interviews as they relate to previous published research and makes recommendations based on the findings and includes suggestions for future research.

CHAPTER 2

LITERATURE REVIEW

Previous Research of Early Second-Career Faculty Members

A considerable amount of research has been completed on faculty professional work in areas such as work-life balance, mid-career productivity, and mentoring. With all the specific areas that have been researched, there is a dearth of research into the experiences and challenges that face early second-career faculty members in higher education. Early second-career faculty members are new faculty members who come to the academy after years in careers outside of academia. These faculty members may bring experience, skills, and maturity that traditional early career faculty members may not (Resta, Huling & Rainwater, 2001).

Traditional Career Path

Typical career faculty members obtain a tenure-track position after years of study, taking courses, writing class papers, and finally writing their dissertations. Many of these faculty members have little experience in teaching in private or public institutions of higher education. Research shows that traditional early career or tenure-seeking faculty members experience a series of obstacles in their run for the ultimate achievement of gaining tenure. Many faculty members find that their training did not include teaching aside from supporting professors as teaching and/or research assistants. Teaching assistantships may provide support for the faculty members in meeting with students, grading, and course preparation, whereas, teaching includes

delivering lectures, preparing courses, evaluating students, supporting non-traditional students, and mentoring graduate students (Paulsen & Feldman, 1995).

Along with supporting and mentoring graduate students in their academic studies, faculty members should also include training and socializing for these students' future careers in academia. More importantly in many arenas of higher education, these new faculty members must also produce research for publications and write and obtain grants in order to secure tenure. One of eight essential skills Ann E. Austin believed would be needed in the new generation of faculty members is the ability of faculty members to be able to collaborate with others to produce research and to learn how to connect their fields with those in other disciplines. The other essential skills are; knowledge of teaching and learning processes, knowledge of uses of technology in education, how to relate theory to practice, how to communicate with various audiences, skills working with diverse groups, understanding issues and implications when working with other sectors, and an appreciation for the core purposes and values of higher education (Austin, 2003).

Work-life Balance and Relationships with Colleagues

Research indicates that traditional early career faculty members have issues with balancing work-life roles, establishing relationships with colleagues, and understanding and integrating themselves into the culture of the academy (Feldman, 1981; Johnsrud & Rosser, 2002; Austin, 2002). Faculty members report needing to devote more than 50 hours per week to preparing for their courses, meeting with students, conducting research, and meeting academic service requirements; additionally, these activities

must be balanced with their personal lives. Faculty members find that the demands for teaching, research, and service allow little time for a personal life (Olsen, 1993). Faculty members must be able to balance their work and personal lives at a time when the demands are great due to having young families. As people live longer, faculty members have to balance their careers, their spouses and children, and provide elder care for aging parents and other relatives. Specifically, Sax, Hagedorn, Arrendondo, and Dicrisi (2002) found that women are as productive in research as men and spend the same amount of time in their research endeavors yet spend more time on domestic duties.

To further compound the time demands, faculty members must also devote portions of their time to providing service to the department, college, and university in the form of serving on and chairing committees. These activities, along with building professional relationships with external entities, enhance the service portion of their obligation to the academy that is required to achieve tenure.

While teaching, researching, and mentoring graduate students, the faculty members must also make time to establish relationships with colleagues in a setting that is particularly geared towards autonomous work (Fogg, 2002). New faculty members expect to have a collegial and intellectually stimulating work environment, but studies reveal that new faculty members report feeling isolated and experience a lack of collegiality that is contrary to their expectations of actual faculty life (Austin, 2002). In some cases “early-career faculty report experiencing isolation, separation, fragmentation, loneliness, competition and sometimes incivility” (Rice, Scornelli, &

Austin, 2000). Bauer, Bodner, Erdogan, Truxillo, & Tucker (2007) found during a meta-analysis that socialization affects job attitudes and performance.

Faculty members must also learn the cultures of their specific institutions, their departments, and the role of the professorship. Early second-career faculty members must learn the norms and professional language of their institutions (Bandow, Minsky and Voss, 2007). New faculty members must also be aware of infighting, territoriality, competition, and the biases of colleagues that can have a detrimental effect on them (Foote, 2010).

While potentially facing all the ordeals of traditional early career faculty, early second-career faculty may also face negative reactions from career academics that entered the academy through the more traditional route of obtaining a faculty position as their first professional position. Traditional career academics may feel that success in industry does not translate into a successful transition into academics (Fogg, 2002). They may also resent some of the early new second-career faculty members for having been offered more lucrative contracts due to their experience.

Outside Influences

Higher education is buffeted by a confluence of issues affecting faculty career development in higher education. One such issue is an insistence that faculty members have practical and theoretical experience versus having only theoretical experience. The National Research Council has expressed concern that higher education faculty are not keeping a proper balance between theoretical and practical education (LaRocca & Bruns, 2006). Various disciplines have accrediting bodies that are insistent that

professors have practical experience. To facilitate the growing insistence of external stakeholders, faculty members with practical as well as theoretical experience are being sought and hired. This new growing group of tenure-track faculty is defined as early second-career faculty.

This subset of faculty resulted from the general public's criticisms of higher education institutions for allowing students to be taught by faculty members who had vast theoretical knowledge yet no real-world work experience. Industry complained that graduating students lacked career-ready knowledge. The search for early second-career tenure-track faculty members was prompted and driven by accreditation boards, the general public, and governing bodies demanding that faculty members have "real-world" experience to teach in the academy (LaRocco & Bruns, 2006). The areas of business and management, human services, education, and engineering have led the way for requiring their faculty members to have this real-world work experience.

This is not only an American phenomenon as the United Kingdom committed £5 million to assist universities in filling research and technology-transfer academic positions with private sector (industry) employees, (Corbyn, 2008). The engineering field provides a better education to its students when faculty members have practical experience (Kirschenman, 2008). The Association to Advance Collegiate Schools of Business (AACSB International) requires that accounting faculty members have relevant, practical experience (Mounce, Mauldin & Braun, 2004). Mounce, Mauldin & Braun surveyed 336 students, the results of which found that faculty members with real-world experience were rated higher by the students than those without the relevant practical experience. To help faculty obtain this practical experience, AACSB

International also encourages institutions to set up faculty internship programs during the course of the professionals' careers.

Secondary schools have already grappled with this issue and in response to this demand, elementary and secondary educators are actively seeking second-career professionals to fill teaching positions. According to Sherer (2003), "in recent years, education policymakers have responded to the looming teaching shortage by focusing more attention on recruiting mid-career professionals into teaching" (p. 141). A study reported by Richardson & Watt (2008) sought to determine the reasons why 90 individuals who, were previously in business related fields (banking, human resources and marketing) were interested in changing careers. These study participants were measured with a FIT-Choice (Factors Influencing Teaching Choice) research instrument. The results revealed that the highest motivation for changing careers to teaching included the respondents' reported ability to teach, the intrinsic value of teaching, and the desire to make a social contributions towards the future. Fortunately, there are enough individuals who desire to change professions to enable academia to have a body of applicants for positions in higher education.

Economic Influences

Long-term stable employment was experienced from the 1940s through the 1960s. Currently, institutions of higher education—more specifically colleges and universities—are facing economic instability. This economic instability affects colleges and universities due to reduced funding from state and federal governments. During the 1970s, the public and governing bodies demanded accountability and technology

transfer for funding to continue for universities. The Bayh-Dole Act was enacted in the United States in the 1980s to facilitate the patent-based technology transfer to strengthen university-industry relationships (Altbach, Reisberg & Rumbley (2009) and increase self-funding by the universities as funding by state governments declined.

The growth in the number of students attending institutes higher education caused academia to extend their course offerings in the attempt to acquire students and increase programs demanded by students. Prior to this growth, most of the students were wealthy white males—the elites, as opposed to the masses. The changes in higher education occurred after World War II when returning soldiers were able to take advantage of education benefits through the GI Bill. A college education expanded the socio- economic levels of many Americans. As the economy became more technologically advanced, a more highly educated workforce was needed. As the workforce demanded more education, the nature of the student body began to change from traditional, college-age, full-time students to older, more part-time students with women and racial and ethnic minorities exceeding the enrollment of male students (Gumport & Chun,1999).

Additionally, economic downturns traditionally cause students who had not fulfilled their educational goals to return to higher education in larger numbers, using their economic situation as an opportunity to weather the turbulent times and to increase their job prospects for when the economy rebound.

Non-traditional Students

In the last 15 years the number of non-traditional students attending institutions of higher education increased. This increase in non-traditional students returning to higher education is due in part to unemployment and corporate restructuring (Uyder, 2010). Non-traditional students are the fastest growing student population within higher education (Schuetze & Slowey, 2002). The United States Department of Education estimated that over 9 million adult learners were enrolled in postsecondary programs with nearly 58% of the adult student population being classified as non-traditional (NCES, 2000).

Non-traditional students are defined as a population comprised of older, part-time, and/or commuter students, (Bean & Meltzer, 1985; Johnson, 1997). Non-traditional students are returning to obtain their degrees in order to increase their knowledge, to finish degrees they may have started in their late teens and early twenties, to enhance their current employment, or to change careers. Non-traditional students bring a wealth of maturity and determination to their educational experiences. Some of these non-traditional students may be in a position to pursue a faculty position in higher education.

The New Baby Boom

An increased number of early second-career faculty members will be needed for the anticipated new baby boom. The National Center for Education Statistics (NCES) (2010) forecasts record levels of total elementary and secondary enrollment through at least 2019. This forecast reflects an expected increase in the size of the school-age

population. For public schools, the projected fall 2010 enrollment is expected to be a new record, and new records are expected every year through 2019 (NCES, 2010). In the fall of 1969, the first year the baby boomers would have started to graduate from college, there were 59,055,000 students enrolled in public elementary schools. In the fall of 1984, there were 57,150,000 enrolled, and by fall of 2008, there were 74,338,000 students enrolled. Projections indicate that by 2019 there will be an all-time high enrollment of 82,038,000 elementary and secondary students. The U.S. population is estimated to increase from the current population of 300 million to more than 430 million by the year 2050 (Aslanian & Giles, 2009).

The first baby boomers graduated college in 1969. In 1969 there were 8,005,000 graduates from post-secondary degree-granting institutions. The last of the baby boomers graduated college in 1987, and a total of 12,767,000 students obtained a post-secondary degree in 1987. The projected number of graduates for 2019 is 23,448,000. The ratio of elementary and secondary students to graduates of post-secondary education in 1969 was 86%, and the anticipated ratio of students to graduates in 2019 is 71%. In addition, the number of traditional students (students who attend an institution of higher education directly out of high school) is expected to increase seven percent by 2019. Due to these issues, the demand for faculty with practical experience is more acute.

Aging Population in the United States

The academic profession is aging worldwide, and too few PhDs are being produced (Altbach, Reisberg & Rumbley 2009). The typical retirement age is 65

(Farrington,1998). For those who turn 65, being able to access retirement accounts, social security benefits, and Medicare allows them to exit the workforce and results in a need for academia to replenish its workforce. The aging workforce causes various bodies to be concerned about a large number of retirements. The next wave of retirement that concerns federal and state governments, businesses, and organizations is that of baby boomers. Baby boomers are those born between 1946 and 1964, with the youngest turning age 65 in 2029. Baby boomers contribute 70 million workers whereas the next generation only contributes 40 million workers (Sugar, Pruitt, Anstee and Harris, 2005).

Considerable energy has been expended in facing the tide of an aging professoriate. Even with delayed retirements, fear of the greying professoriate concerns various industry groups and governmental agencies. The *Chronicle of Higher Education* reported that the increase in faculty members over the age of 65 has more than doubled between 2000 and 2011, and administrators anticipate faculty retirements within the next 10 years to give colleges and universities the opportunity to make strategic decisions regarding hiring (Aging, 2012).

Aging and Productivity

The tenure system allows faculty in higher education to be able to continue working past age 65, and this will further motivate hiring institutions to seek out second-career faculty members because the institutions may benefit from years of service by the faculty members. The institutions may realize many years of service from these

faculty members as these faculty members may continue working past the normal retirement age, giving stability to the institution. Faculty members expect to live much longer than earlier generations and tend to be healthier and more vital at later ages (Sugar, Pruitt, Anstee and Harris, 2005).

A factor consistently found to impact faculty retirement is the extent to which institutions are focused on their research missions. Due to their enjoyment of teaching and research work, faculty members in private, research-oriented universities are more likely than faculty members in teaching-oriented universities to continue working past traditional retirement ages, (Lahey, Michelson, Cheiff, & Bajtelsmit, 2008). A survey of 747 faculty members with a minimum age of 55 years old found that financial status and the eligibility to retire with full benefits were the most influential factors in retirement decisions (Lozier & Dooris, 1991). However, senior faculty, having seen their retirement savings and investments shrink because of the poor economy, are now less inclined to retire.

The Carnegie Foundation for the Advancement of Teaching has transferred responsibility for the Carnegie Classification of Institutions of Higher Education to Indiana University Bloomington's Center for Postsecondary Research as of January 1, 2015 but will retain the Carnegie name and will update the classification by the end of 2018 (IUB Newsroom, 2014). In 1987 there were 212 institutions classified as Doctoral/Research-Extensive or Doctoral/Research-Intensive universities (Sugar, Pruitt, Anstee and Harris, 2005), and by 2010 that number had decreased to 188 doctoral and research universities (Carnegie Foundation for the Advancement of Teaching, 2014). The age structure has changed over the years; in 1987, 25% of the faculty was 55 or

older and by 1988, 31% was older than 55 Clark and Ma (2005) (as cited in Flynn & Vredevoogd, 2010). As of the last reporting by the National Study of Postsecondary Faculty, in the fall of 2003, 27.8% were 55 or older (NCES, 2006).

A common unfounded assumption about aging includes the idea that aging inevitably brings about decreasing productivity. Ng and Feldman (2012) conducted a meta-analysis of over 380 studies and found that six commonly held negative stereotypes were unfounded. The researchers found that older workers are motivated; however, they are less likely to participate in training and career development. The study found that faculty members are not resistant to change and are trusting of others. Additionally, older workers do not have more psychological and physical health problems than younger faculty nor do these older faculty have greater work-family issues. Research also finds that aged workers are technologically capable and bring a wealth of experience; additionally, mixed-age teams create a “productivity-enhancing synergy” between older and younger workers (Bloom & Sousa-Poza, 2013).

Internal Influences

Research indicates that people change to careers that are more in line with their current dispositions and interests. Jung (1933) believed that a mid-life crossroads was common, and, at this point in life, the worker would choose to change careers toward a profession that supported his or her belief system and personal goals. These career changers seek positions that are more personally satisfying and that place less emphasis on promotions and pay increases (Olson & Shultz, 2013). Levinson’s (1986) Adult Development Theory studied the changes that take place in men’s (and

subsequently with later research) into women's lives. The changes or transitional life stages moved through three stages: novice, midlife, and middle adulthood. Middle adulthood, midlife, or middle age occurs between the ages of 35 and 65 (Dacey & Travers, 2004; Vander Zanden, 2000). Mid-career changes can occur when people find that their interests in their current professions have changed (Barclay, Stoltz & Chung, 2011).

Particularly during the mid-life state, dissatisfaction with one's current work could motivate a change into a profession more in line with the individual's developmental beliefs, values, and aspirations. Holland's (1972) seminal work states that people find work that is compatible with their "personal capabilities, talents, interests, values, personality traits," and once in the new position, they are less likely to change careers (Holland, 1974). Feldman (2002) defines career change as that which takes place for individuals upon "entry into a new occupation which requires fundamentally different skills, daily routines, and work environments from the present one" (p.76). In contrast, Thomas & Robbins (1979) stated that those who moved into careers congruent to their personality traits were as likely to be dissatisfied after five years as those that moved into careers that were not congruent to their personality.

Career Changer Characteristics

People have various reasons for making changes in their professional lives, such as new interests, spiritually directed change, and the desire to make a contribution in a new arena. Garrison (2005) conducted a study of 88 faculty members at 33 universities and researched the characteristics of those who transitioned from industry to post-

secondary education. This study examined faculty members' work experiences prior to entering academia, their starting positions, any changes in their salaries, and the reasons for entering academia. The study surveyed assistant professors, associate professors, and full professors with a total of 1307 years of industry experience, and over half had prior teaching experience. The study included adjunct and part-time faculty members (42%), full-time post-secondary (8%), and high school faculty members (2.3%). Seventy-five percent of the participants reported accepting a reduction in academic salary. The majority of the respondents stated that the desire to teach was their primary reason for changing careers. The second predominating reason given for making a career change was for a change in lifestyle. Other reasons included the desires for a new career, for more challenging work, to meet family needs, to give back to or to improve society, to obtain job security, to fulfill their intellectual potential, and to reduce travel. This study was important in examining the reasons why faculty members change careers but did not address any issues or challenges the new faculty members faced (Garrison, 2005).

Professionals who enter teaching as a second-career bring with them a broad array of experiences, qualities, strengths, and concerns (Sherer, 2003). These individuals tend to have a highly developed sense of mission, commitment, and professionalism. Their former work experiences give them a well-defined sense of self, understanding of human behavior, and advanced skills in interactions with others. Additionally, these job changers are expected to perform at higher levels than typical new hires, and they meet this expectation (Feldman, 1989). These professionals also tend to bring career maturity with them.

Career maturity is commonly defined as one's readiness to make sound, educated career decisions. The construct of career maturity is "both cognitive and affective, has physical, psychological, and social characteristics, and includes the degree to which an individual navigates earlier stages of career development" (Niles & Harris-Bowlsbey, 2002). Career maturity measures have been recommended during the last 30 years for identifying the attitudes, knowledge, and accomplishments that individuals need to develop their careers (Jackson & Healy, 1996).

Determinants of Job Satisfaction

Career growth opportunities are one of the principal factors affecting job satisfaction for all workers (Sagal & DeBlassie, 1981). Research indicates that faculty members have a desire to contribute to society and a passion for teaching. There are many challenges affecting career changers including time for family, a spouse's mobility, lack of role models or mentors, the support of colleagues, adequate resources, social or professional isolation, as well as a leader's perception of the faculty member's potential, collegiality or workplace environment, and discrimination by employers (Hine, 2000). Solem and Foote (2006) found that faculty members are expected to know how to teach and function in their new environments. Early second-career faculty members find that they are starting over, and the reputation, respect, and skills that they earned in their previous career may not be immediately transferred and must be re-earned (Simendinger, Puia, Kraft, & Jasperson, 2000). Additionally, new faculty members find themselves struggling to adjust to the norms of the institutional culture (Solem & Foote, 2006). Boice (1992) found that the new faculty members' work and successful

socialization skills are set during the first few years and are fundamental to the faculty member earning tenure.

Adaptation to a New Career

Adaptation to transition is a process during which an individual moves from being totally preoccupied with the transition to integrating the transition into his or her life (Schlossberg, 1981). Schlossberg's transition theory (1981) addresses how individuals adapt to change. Schlossberg addresses how an individual's perception and assumptions transition into actual behavior and relationships. The model identifies three major contributing factors in both positive and negative adaptations to change: (a) the nature of the transition of change, (b) characteristics or pre-and post-transitional environments, and (c) characteristics of the individual experiencing the change. Mentoring programs have been formed to assist early career faculty members in learning the intricacies of their new positions. These mentoring programs can run the gamut from offering orientation for new hires to formulating training sessions and motivational seminars to formally matching new faculty members to more mature senior faculty members.

Mentoring Programs

Although early second-career faculty members bring valuable experiences, skills and maturity, they still require guidance and support (Mayotte, 2003). Mentoring programs offer assistance to new faculty members with both the professional and personal aspects of their professions (Paulsen & Feldman, 1995). Mentoring programs

assist faculty members through time-management and research and grant writing workshops. Mentoring programs can also support web page development, multimedia, and distance learning (Price & Cotton, 2006). Also, methods of socialization assist new faculty members in adjusting to their environments and careers (Mullen & Forbes, 2000). However, early second-career faculty members should be careful to not evaluate their new environments with the values and rules learned in industry, and they should learn the new cultures by seeking out senior members of the academy (Simendinger, Puia, Kraft & Jaspersen, 2000).

A study of 661 participants by Bravo, Peiró, Rodriguez, & Whitely (2003) found institutional socialization provides a positive effect on work-social relations and lowers role stress, which ultimately enhances the quality of the faculty member's work life. Socialization includes learning to adjust to the roles, norms, and values of the institution. Any one of these areas takes many years to master; many of these faculty members find the attempt to gain mastery in all of these areas—in what is mostly their first “real” job and within six years—to be daunting. A previous study of second-career faculty members by Gallagher, Griffin, Ciuffetelli Parker, Kitchen & Figg (2011) discusses the importance of self-study groups to navigating the intricacies of the new second-career faculty. These professionals met to discuss and formulate plans to adjust to their new faculty positions. This research found that it was important to be honest about their feelings and experiences, and by honestly discussing their issues, these faculty members were able to form a cogent plan for ensuring their success. Through resonance (Conle, 1996) they were able to give meaning and find similarities between themselves and promote professional development amongst their members. Other

studies found that providing opportunities to enjoy career socialization, mentoring, and networking amongst peers in a nonthreatening, non-competitive environment assisted new faculty members in their assimilation or career socialization. However, time management, lack of collegiality, and the difficulty of balancing work and family life (Solem & Foote, 2004; Giles & Endsley, 1988) are issues that are detrimental to the success of early career faculty members.

Providing new faculty members the ability to network ensures success. Those who undergo successful career socialization value membership in the new organization (Magill, 1997). Institutional culture (Meyer & Rowan, 1977; Smart, Kuh & Tierney, 1997, Välimaa, 1998) describes the mores and values held by a particular institution, and as such new faculty members must learn and adapt in order to be successful in their careers. Becher & Wenger (1998) suggest that faculty members craft their careers within the context of explicit and often unspoken implicit rules that govern the development of their careers within their disciplines and the broader academic community (Magill, 1997). Further, universities that are classified as research universities apply pressure to focus on scholarship at the expense of teaching.

Currently, institutions are typed by the Carnegie Classification of Institutions of Higher Education ranging from Research University/Very High Research Activity (RU/VH), which are universities that require high research productivity, to Baccalaureate/Arts and Sciences (BAC/A&S), which are primarily focused teaching in baccalaureate-granting institutions. Faculty who are aware of the differing requirements of the diverse institutional types and are cognizant of their skills and interests are better able to assimilate into their institutions. Faculty members who meet with success

generally have good institutional fit (Davis & Astin, 1987; Clark, Corcoran & Lewis, 1986; Campbell & O'Meara, 2014).

Issues Affecting Adaptation

Faculty members may find that they lack preparation for the realities of their academic careers. Graduate students may not receive the training to teach, and advice on work-life balance is not communicated to students (Austin, 2002; O'Meara, Kaufman & Kuntz, 2003). Historically, fields such as music, art, business, and medicine hire accomplished individuals to bring real-world experience into their programs. Business fields have hired former CEOs and other industry leaders to fill faculty positions. Former business executives in business schools have been well received by both undergraduate and graduate students, but they have been less enthusiastically welcomed by administrators and fellow faculty members (Jolson & Holbert, 1979). Beginning a new career is especially stressful, and as Olsen (1993) states, early career faculty members often report stress during their first years working in university settings.

Faculty members are stressed because they must demonstrate knowledge and skills in four critical areas: "(a) teaching, preparing courses, evaluating students, supporting non-traditional students, and mentoring graduate students; (b) research and graduate training (e.g., socializing future scholars); (c) service (e.g., working with community programs); and (d) academic citizenship (e.g., participant in college committees)" (LaRocca & Bruns, 2006). Early career faculty members report feeling stress from the demands of their work lives encroaching on and overriding their personal lives (Olsen, 1993).

Research on Specialized Groups

Research has been conducted on the issues facing typical tenure-track faculty members, but very little research has been completed on early second-career tenure-track faculty members. Thomsen and Gustafson (1997) conducted interviews with 25 practitioners turned professors of advertising and public relations firms with five or more full-time years of previous work experience outside of an academic setting. The results of this study found that these faculty members reported confusion about and during the interview process for their positions. These faculty members also stated that they felt that there was a lack of information available to them about mentoring, and if more was available, they would have had a better expectation of their careers in academia. Like career faculty, these early second-career faculty members reported the need for enhanced mentoring in the areas of actual course preparation, course delivery, student engagement, and cultural shock in learning the inner workings of the institution, culture, and language of academia (Fogg, 2002).

Research by Holloway (2010) sought to understand how early second-career faculty transitioned into two-year technical colleges from business or industry. This qualitative study of 11 first year faculty members found that these faculty members were more motivated to enter two-year technical colleges because they desired job stability and retirement benefits and not because they wanted to pursue knowledge and teaching as was reported by other studies. These faculty members did report the same issues as previous research on early career faculty members, such as course preparation, teaching, and a lack of community and collegial support. However, this study found that these new second-career faculty members were able to adapt to their

new duties from strategies learned in their previous careers. These participants were proactive in seeking assistance from more seasoned faculty members and in using instructional technologies to assist in their teaching. Unlike other research into new career faculty members, this research found that these faculty members did not report the work-life imbalance as a major stressor. However, several faculty members reported that advising students was the most stressful area of their jobs, and it was the area for which they felt they were the least prepared. These faculty members also reported that the academic management and structure was less efficient than their experience with industry administration.

Lived Experiences of Early Second-Career Faculty

Crane, O'Hern and Lawler (2009) wrote an article based on their self-reflections. These women had recently earned their terminal degrees and were on tenure-track appointments. One of the authors had retired from K-12 public education after 28 years of working, and the second author came from the health and human services field. Both were hired by the third author to coordinate an applied degree program. The authors identified four themes. First was feeling different, due to their age and experience, from their peers who had come up through the traditional path to a terminal degree. Second, due to their previous collaborative careers, the autonomous nature of professorships required an adjustment period. Third, they reported unclear expectations and that unknown cultural aspects, such as shared governance, caused them stress. Finally, they reported confusion as to how much authority they held. The authors reported that they had good work-life balances due to their maturity. This article reported on a small

population and identified several areas that suggest the need for future research. This study was more of an opinion piece and, due to their regional bias, may not be reflective of all early second-career faculty members.

Various articles found that mentoring is important for all new faculty members but also acknowledge the unique and profound importance of racial and age particulars in mentorship. In searching for answers as to how to make black females more successful in research productivity, Jones & Osborne-Lampkin (2013) surveyed seven early career faculty members and found that by engaging with other black females, their ability to identify and produce research increased. This increase was a result of interacting with women who held similar backgrounds and shared research ideas and resources. The research states, "This socialization is hard to come by in a typical academic setting when .5%, [2009 United States Census, (2010)] held doctoral degrees," (Jones & Osborne-Lampkin, 2013).

Mabry, May and Berger (2004) discussed their perspectives in moving from private industry to academia in an article found in the journal of Human Resource Development International. These individuals accepted positions in research and teaching institutions and found that not only were their salaries about 50% less than their industry jobs but that the time demands were about equal to their previous positions. They suggested that universities realize there is a learning curve and offer reduced teaching loads for the first year so that the faculty can acclimate to the institution and position. Assigned mentoring would assist these early second-career faculty members in understanding and navigating the expectations of the institution as well as utilizing second-career faculty to speak about their real-world experiences to

students in related subject matter courses. These individuals found decision making in the institutions to be rather slow and suggested that academia model industry in this respect.

Other articles that are based on individual experiences and perspectives caution those interested in academia and changing professions from health care administration Zoller (2004); nursing, Cleary, Horsfall, and Jackson (2010); engineering, Conboye (2012); and medical practitioners Guglielmo (2007), to realize that academia has a different decision making processes that are much slower, that academics are more autonomous than the “team player” paradigm in industry and have greater freedom, Resnik & Mason (1988) and suggest that early second-career faculty find a seasoned mentor to help with the transition into academia.

Summary

Early second-career faculty members are an increasingly important and significant resource for academia. These faculty members bring a wealth of real-world experience and career maturity at a time when governing bodies are demanding that faculty more real-world experience to go along with their theoretical expertise. Economic and market forces are aligning to create a pipeline of early second-career faculty. In addition, mid-life re-evaluations are instigating individuals to change careers into more spiritually and socially applied fields that meet their personal and professional goals for growth and satisfaction.

The paucity of research on early second-career faculty that has been completed indicates that these faculty members may have some of the same concerns as traditional early career faculty members. Research indicates that traditional early career

faculty members experience confusion about teaching, research, and service to the university as well the mentoring and training of graduate students. In addition traditional early career faculty members report issues with balancing their professional and private lives. Additionally these traditional early career faculty members report feeling stressed from struggling to learn the intricacies of academic culture. However, the research and opinion articles indicate that early second-career faculty members are able to navigate the learning curve and culture of academia by using experiences they acquired during previous work experiences.

The next chapter details the research methodology employed, list the interview questions, describe the protocols, and describe the participants.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the method that was used to study early second-career faculty in their new professions and documents how these individuals report their experiences and their conceptualization of their roles as a faculty members. This study further explores any extenuating circumstances that enable or constrain their abilities to be successful candidates for tenure.

Qualitative Design

Creswell describes qualitative study design as an inquiry to understand a social or human problem using a first person reporting of their knowledge and beliefs. A qualitative research method is an “inquiry into the understanding of a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting” (Creswell, 1994, p.2). The interview format usually takes place in the participants’ locales with anticipation of extracting information of human activities and opinions from the perspectives of the participants (Savenye & Robinson, 2005). Qualitative research is used to “hear the direct voice of participants through interviews, focus groups, and responses to open-ended questions on surveys” (Cutright & Marling, 2012, p.169). As Lee, Mitchell and Sablynski (1999) explain, “qualitative research is well suited for the purposes of description, interpretation, and explanation” and is particularly useful in addressing what is occurring and how it is occurring. Further, qualitative research can take the form of observations, interviews and documentation (Creswell, 2014, p.190).

It is acknowledged that by using a qualitative method, there are disadvantages because the information gathered may not be generalizable to other groups, and the participants may not be honest in their responses; additionally, the investigating researcher has her own inherent biases and level of researching skills.

Research Questions

- What are the factors that influenced career change?
- How have previous experiences contributed to the success of second-career faculty?
- What institutional factors facilitated or impeded second-career faculty?
- What are the second-career faculty members' perceptions of the tenure process?
- What were the expectations of second-career faculty members for a tenure-track appointment in academia?

Theory

This study used a qualitative approach due to the paucity of existing research on early second-career faculty. This study used the lens of a constructivist theory to analyze the data. The constructivist theory suggests that learners construct knowledge out of their experiences. In addition, Schlossberg's transition theory (Schlossberg, 1981) assists in understanding and explaining the findings of this study. Schlossberg's transition theory address how individuals adapt to change by using an individual's perception and assumptions that then transition into their actual behaviour and relationships.

Research Setting and Design

Approval for the survey was obtained from the Institutional Review Board. The sample was “purposeful” (Creswell, 2014, pg. 190) because the criteria for this study is such that the faculty must be on a tenure track appointment, have worked at least five years in a field other than higher education, and be at least 32 years of age. To determine the faculty members who were on a tenure-track appointment, a list of tenure-track faculty members’ names, birthdates, and email addresses was supplied by the provosts’ office.

A review of the faculty profile system provided the date of terminal degree award for each faculty member, so I was able to determine their age at the time of the awarding of their terminal degree. I reviewed each of the faculty members that were on the listing provided by the provost’s office and used the institution’s faculty profile system to determine any prior employment history. As I reviewed each of the potential participants on the faculty profile system, I assigned a numeric value to indicate the viability of the participant. A number 1 was assigned to all participants who were at least 29 years of age and had work history listed of at least five years. A number 2 was assigned if the participants were at least 29 year of age and had either some work history of at least 5 years or work experience that was only in secondary or primary education.

Thirty-one potential interviewees were contacted via email with a description of this research study. Each faculty member who met the criteria of the survey population was asked to contact me via email for a face-to-face interview. Two of the potential participants responded saying they did not meet the criteria. Three faculty members

stated they would participate in my research; however one was out of the country and one did not respond to any attempts to schedule an interview appointment. The third responded by saying that workload and commitments prevented participation. Four faculty members replied to the email and stated that they would not be interested in being interviewed. Seven of the participants from the first email solicitation were scheduled for an interview. Nine days later, a second email was sent to the remaining fifteen faculty members identified as being potentially viable participants requesting that they respond if they were interested in being a participant in my study. No additional participants responded to the second email solicitation.

In an attempt to locate an eighth participant, an email was sent to the College of Business faculty with the thought that the College of Business hired associate professors in tenure-track positions due to their prior business experience. This email contact elicited two responses from associate professors who were willing to be participants. However both were already tenured, therefore they were excluded as potential participants. An eighth faculty member was identified, contacted, and was willing to participate in my research.

Upon meeting with the selected faculty at their chosen place and time, the following questions were asked of the participants.

Interview Questions

- What was your job title in your previous profession?
- How long had you been in that field?
- What was your definition of success in that field? Did you accomplish this?

- What did you like about your previous career, what did you not like?
- What made you decide to pursue a change of career into academia?
- What factors influenced your decision making process?
- What were your expectations of the faculty profession?
- What has it been like?
- What previous experience contributes the most to success in this new faculty career?
- What areas do you find you feel most competent?
- What areas do you find you feel the most insecure?
- What are your expectations for obtaining tenure?
- How could the transition into this profession be made easier?
- What, if any, did having prior professional experience help or hinder your acclimation to your current position?
- Have you discussed your transition with any traditional tenure-track faculty?
- How does the traditional faculty members experience parallel or differ from yours?
- What has the participant learned since being employed as a faculty member that they wish they had known prior to accepting their position?
- What insights can they share with potential new faculty and or administrators?

Interview Protocol

A phenomenological approach was used as the participants were providing information from their lived perspective (Creswell, 2009). Due to the lack of prior published research, a qualitative approach was used to solicit information from the participants. This research was completed with in-depth interviews. This purposeful

research method allowed exploration of early second-career faculty members' perceptions by asking predetermined questions related to their in teaching, research, service, and academic citizenship. The semi-structured interview and open-ended questions allowed for follow-up and more in-depth questioning. This method allowed for deeper investigations that enabled me to question and explore each response by the participants in order to gain more in-depth information and identify new areas to explore during the interviews. The interviews were semi-structured, lasted approximately one hour, and were conducted individually in the participants' offices. The participants were given and signed the Texas Institutional Review Board Informed Consent form. All participants met the criteria of being on a tenure-track appointment and had previous work experience of at least 5 years in a position outside of higher education.

The interviews were recorded and transcribed with written notes taken during the interview for coordination with the transcription in the form of "qualitative observation" (Creswell, 2014, p. 190). The written notes assisted in the final review and for synthesizing the interview material for non-verbal cues and emotional responses. The transcribed data was coded based on emergent categories and themes. The categories that emerged were personal reasons for the change into a new faculty career, benefits of having previous work experience, collaborative issues the participants experienced, leadership concerns, and mentoring.

After identifying a pattern, developing in the process of reviewing, and coding the data, the following new categories were discerned: credibility and authority, traversing the academy, goals, speed of the academia, institutional fit, faculty duties, and collegiality. Each of the participants was sent a copy of the transcript of their interview

and research questions. I asked them to reflect on the transcription and to respond should any clarification or corrections be needed. Three participants responded with very minor corrections such as several errors in transcribed words, and one participant requested that identifying information be made more generic. All of these changes were applied to the appropriate transcripts.

In order to improve the credibility and validity of the analyzed data, a member checking process was employed. Member checking is primarily used in qualitative inquiry methodology and asks the participants to review the analyzed data to verify that the information was true to what was conveyed during the interview (Lincoln & Guba, 1985). The participants were given the analyzed data in the format of themes and a brief summary of the findings. The participants were asked to verify that the themes and summaries conformed to their intent during the interviews, and I requested that they let me know if they agreed with the information or to let me know of any necessary corrections. I received responses from two participants; one participant stated, "I believe it is representative of our discussion, and I have no revision feedback to offer," and the other participant requested that I send him Chapter 4 of my dissertation as he found it "interesting" and wanted to read it more in-depth.

The following is a brief biographical description of each of the participants. Pseudonyms were selected by each of the participants at the beginning of the interviews, but each will be identified as a numbered participant in the description of the participants. Due to the participants being from one institution, every effort was made to describe them as generally as possible so that they are not identifiable. To further obscure the identity of the participants, a general description of their discipline will be

identified by their college, not department. A college of education may have the following departments; Counseling, Educational Psychology and Special Education, Educational Administration, Kinesiology, and Teacher Education. A typical college of liberal arts may have the following departments: Art History and Visual Arts, Literature, English, Film and Media Studies, Journalism, Languages, Philosophy, Theatre and Drama and will be referred to collectively as Arts. To further ensure anonymity, their quotes will not be attributed to any particular participant.

Description of the Participants

Participant 1, Education: This participant had over five years of work experience before obtaining a tenure-track position. She worked in a non-profit agency providing counseling services for clients, and prior to that she was a school counselor. She had always planned to pursue a position in academia but used the previous work experience to gain practical experience; she feels practical experience helps in her ability to teach. She feels that her practical work experience also allows her to judge the validity and transferability of educational/counseling theories and increases her authority when speaking with students. She finds the ability to research and test protocols to be the most rewarding aspect of her academic work life.

Participant 2, Social Sciences: This participant taught at the university level prior to working in industry and has over 15 years of technology design and usability studies experience in several businesses. Additionally, the participant has over three years of directing research designs. This participant has worked for industry and non-profit

organizations. This participant feels that research is the most rewarding aspect of her job.

Participant 3, Arts: This participant knew from early adulthood that he wanted to be a writer or artist and found his way via art design. He began an internship in high school, worked through college, and then worked full-time in his field before accepting a tenure-track position. This field requires more direct engagement than theoretical research. He has a practical slant to his view of academia and finds that his interactions with students embrace this practical aspect.

Participant 4, Engineering: This participant had over nine years of previous experience as being a director of technology in industry. Prior to that, he held positions as a senior research associate and associate director for a center. He feels that his previous work experience allows him to communicate with industry and to see the long-term direction that research should pursue. He finds guiding and teaching students to be most rewarding.

Participant 5, Education: This participant has a diverse work history that began over 25 years ago; this participant worked in secondary teaching, sales and marketing as an account executive, social services, and family counseling. She changed careers to better align with home, family life, and personal interests. She feels that research is the most rewarding aspect of her academic life.

Participant 6, Arts: This participant owned his own production company and worked with non-profit organizations as a director, and brings 13 years of professional work experience to his faculty position. He finds the work-life balance to be far more suitable to his family and objectives, finds his faculty position to be more intellectually

stimulating, and feels that this position allows for greater influence in the lives of students.

Participant 7, Education: This participant has over 21 years of teaching a specialized group of students in middle and high school. He spent several years working as a school administrator prior to entering academia. He finds conducting research that influences others to be the most rewarding.

Participant 8, Arts: This participant has over 10 years of experience from editing to reporting and feels that her work experience is necessary in teaching students. This participant is in the first year of a tenure-track position.

The participants had between five and 25 years of professional experience prior to obtaining a faculty position. The participant's previous work experience encompassed personal counseling, technology design and usability studies, art design, technology center administration, film production, specialized education teaching and administration, and editing and reporting. The participants were ages 34 to 68 with the average age being 45; 50% male and 50% female; and one African American, six Caucasian, and one Hispanic and/or Latino.

Summary

This chapter described the qualitative research method that was used to perform the research into the insights and experiences of early second-career faculty. A qualitative method was chosen as it allowed for a purposeful sampling method. Data was collected through an in-depth, open-ended, semi-structured interview process to elicit early second-career faculty members to expound on their transitions into their new professional fields and their perceived inductions into their new professions.

The next chapter will discuss the findings of the interviews in relationship to the research questions.

CHAPTER 4

RESULTS

In this chapter, the findings of the study will be presented and research questions answered. A qualitative method was chosen as it allowed for a purposeful sampling method. Data was collected through in-depth, open-ended, semi-structured interviews to elicit early second-career faculty to expound on their transitions into their new professional fields and their perceived assimilation into their new professions. The findings from the relationship between the in-depth interviews and the research questions are categorized and discussed.

Schlossberg's transition theory explains how individuals adapt to change by using their perceptions and assumptions that translates into actual behavior and relationships. This theory is substantiated as the participants reflect on their previous work experience and translates that into, at the least, acceptable performance in their new role of being a faculty member, and at the most, success in achieving success which is defined as obtaining a tenured status.

Discussion

A literature review of published works were completed by LaRocca and Bruns (2006) who reflected on the experiences the authors faced in transitioning from positions in secondary education to higher education. Thomsen and Gustafson's (1997) study interviewed two practitioners turned professors of advertising and public relations, and Holloway (2010) researched faculty transitioning from business and industry to a two-year technical college. Further journal articles by Crane, O'Hern & Lawler (2009) reflected on their transitions from K-12 public education, and Jones and Osborne-Lampkin (2013) discussed the challenges that black females found transitioning into

academia;. Mabry, May and Berger (2004) discussed their perspectives in moving from private industry to academia. Additionally, journal articles by Zoller (2004), Cleary, Hosfall and Jackson (2010), Conboye (2012), Guglielmo (2007), and Resnik & Mason (1988) all discussed transitioning from health care administration, nursing, engineering, and medical practitioners to academia and the need to realize academia has a different, slower decision making process and that faculty are more autonomous in their work life.

Question 1: What are the Factors that Influenced Career Change?

Academia was a known destination for some of the participants but not all. Several participants stated that they had always wanted to pursue a career in academia; one stated, "I was interested in being a professor at some point in the future which is why I received a terminal degree in my field early in life," and another stated that, "I knew what I wanted [a faculty position] prior to seeking a faculty position in higher education." Other participants stated that they came to the realization of wanting an academic career through years of working; one said, "While I loved the field work and seeing clients, I missed not having new knowledge and research." A few participants stated that they wanted to affect society through researching and teaching the next generation; one participant stated, "I defined success when I was able to see that I was making changes in my clients." Another participant stated "I think it's given me an opportunity to have a broader influence. I now feel like I have a greater impact on the field." Yet a third participant felt "really engaged, really committed to doing something, doing some research that's for the public good."

For others their reason for pursuing faculty positions was because of “the research process, you really have the freedom to observe and articulate any social problem that you're interested in.” One participant sought out a faculty position thinking that academia was a collaborative environment; the participant stated, “I love collaboration and find that people working in teams tend to produce something more significant than if you were working by yourself.” Finally, one participant came to realize while working in a field outside academia that “yes I was effective, yes I was doing my job, but now I missed something and I want to have that [teaching and research].” This participant stated that his career change was for self-fulfillment.

These participants gave several different reasons for pursuing tenure-track positions, and in some cases they had more than one reason. Four participants stated their reasons for seeking their tenure-track positions were to influence students and to influence their areas of expertise. Four participants felt that a tenure-track position would result in a more stable financial situation and a better work-life balance, and another participant stated that they just “loved the environment and schedule.”

Several participants discussed financial stability as being a reason for accepting tenure-track appointments. However, several discussed the loss of income due to changing careers; as one participant stated, by accepting a tenure-track position, his annual income was reduced by “\$35,000,” and another stated he could make “two to three times more in industry.” Both participants felt that the trade-off was well worth the lack of annual income because having a faculty position is “just more fulfilling.” Another participant stated, “Financially I get time in exchange for a low salary.”

Question 2: How have Previous Experiences Contribute to the Success of Second-Career Faculty?

Several themes were identified as a result of this question. Professional experience was a perceived benefit to all participants in having learned critical skills in their previous work positions. A second theme, credibility and authority with students, was discussed by all the participants. And finally, the participants felt that having previous work experience assists them in navigating through the bureaucracy a higher education academy, and setting goals.

Professional Experience

All participants had from five to 25 years of previous professional experience. All participants stated that having this experience in their fields contributes to their success as faculty members. Each of the participants had similar yet different reasons for pursuing a position in academia and feel that they bring a wealth of practical real-world experiences with them. As one participant stated, “I think that faculty members who have industrial experience or any previous—it doesn't have to be industry, you can work in a hospital, anything like that—when they can make it relatable to problems they will be facing when they are in their careers, it's tremendously valuable, and it's underrated.”

As one participant replied, the previous professional experience, “really hones your skills in a way that is much faster and more vigorous than an academic environment can.” This participant was referring to the skills that are used when teaching students in his academic area. Another participant reflected on his previous work experience and how it translates to an academic research position in that, “It

allows me to still communicate very well with industry, and it allows me to know fundamentally what the business proposition is, and what their return on investment is and basic accounting principles.” Prior work experience and relationships made with people in industry assists this participant on, “knowing the language of business and helps this participant stay competitive in research endeavors.”

Credibility and Authority

All participants felt that having practical experience and skills gained from their previous work in professional fields outside academia has enabled them to speak with credibility and authority to their students. Using past work experience helps one participant to encourage and help students with their educational and personal struggles because she, “can transfer some of those same skills” that were learned in a professional work environment to her current faculty position. Another participant states that by bringing her practical experience to the classroom, she is able to share her educational theory by saying to her students, “This is wonderful and we're going to study from the book, but let's talk about reality.” Being able to incorporate actual practical experience allows the participants to, “talk from a knowledge base.”

It is important to be able to bring real-world experience to students in the classroom, and many participants felt that they were also able to advise and counsel students about what to expect in their particular fields after graduation because, “I am able to talk to them about what their daily experience is going to be.”

All participants stated that they felt that their previous work experiences were very important to their authority and credibility to the students whereas not having the

practical work experience makes it, “harder to relate to the students because you can't speak as much from experience, because what you are teaching them to do, you haven't done yourself, it brings your credibility into question.” And as another participant expressed regarding not having practical work experience, it is “harder to relate to the students because you can't speak as much from experience, because what you are teaching them to do, you haven't done yourself.”

In addition to practical work experience and being able to advise students, several participants had prior teaching experience and felt that this helps in their current faculty positions; one states, “I draw upon my previous experiences a lot in teaching, because I spent years as a teacher.” The participants with prior teaching experience reported having less stress as they prepare and deliver classes, and according to one participant, “my experiences greatly contributed to understanding that [education policies, educational services design and curriculum], because I did it in the real world.”

Several participants indicated that they either knew or felt that having previous work experience was a contributing factor to being offered their tenure-track position, and one states, “I think my reputation, as an expert in the area even prior to becoming a faculty member was appealing.” Several participants stated that they were hired due to their grant obtaining abilities. Most participants said that past experience and attainments during their previous employment helped them obtain their current tenure-track position. One participant felt that returning students were more inclined to want to become his student due to having similar work experiences; he feels his past work experience contributes to the recruitment of future students.

This study found that several participants believe that their previous work experiences were a contributing factor to being offered their tenure-track position, and one participant believes his previous work experience helps in the recruitment of future students. A literature review did not generate any information that previous work experience could be a factor in the recruitment of future students.

Traversing the Academy

Higher education is a complex, multi-layered organization of administrators, faculty, and students. Learning to traverse the layers and complexity of the organization is required for all of the members that make up an organization. All participants stated that their previous work experiences assist them in navigating the requirements and expectations of their faculty positions. As one participant stated, “learning the intricacies of bureaucracies” in professional arenas has mitigated confusion and stress most other early career faculty face.

Another participant felt that the years of experience outside of academia have assisted in navigating the complexities of higher education; one states “I think my knowledge of bureaucracies has helped me sort of manage the system here.” Another participant stated that, “Somebody who did not have as much professional experience may not have as much savvy in navigating or patience with all that [academia]. As a participant stated, previous work experience did not help “in terms of the speed, I don't think it helped. [But] in terms of working with teams of people and working with bosses and often working clients, [it] is really enlightening”.

Whether the participants had planned to return to academia from the beginning of their work life or entering academia was a result of life and experiences, the participants believe that their previous work experience helps them to understand and navigate the bureaucracy of higher education. All the participants stated that their previous work experience is valuable to their current faculty positions.

Goals

All participants felt that their previous professional or business work experiences greatly assist them in their current faculty positions by helping with understanding goals and objectives, by committing to, and seeing the goals through to completion. Self-direction and staying on task were mentioned by all of the participants. "I think when you've been working for 20 years you have a sense of how to self-manage a lot more." Additionally, several participants stated that their years of professional work experience taught them to organize and prioritize. As one participant stated, having a plan in place "so I wouldn't meander or wander or lose sight of the goal that I needed to reach" is an important skill.

Most participants discussed the autonomous nature of faculty positions and were used to working in team environments in their previous work experiences. These participants felt that being a faculty member is very isolating. Various strategies were suggested for potential early second-career faculty, such as "Find a routine that works best for you." Typically, except for scheduled class meeting times, "becoming a tenure-track professor involves a lot of flexibility where you have to be very self-managing, and self-managing in a way that was not like my previous career." As one participant stated,

“there is a lot of self- direction, yes, I am supposed to do research, but what topics I specifically research are up to me. How I go about doing that research is up to me...whether I show up and work 10 hours a day or 8 hours a day is up to you.”

One participant advised early career faculty to find new research avenues because if early career faculty members continue with the research they pursued through graduate school, “you end up competing against your previous academic advisor, and you are instantly at a disadvantage because they have the reputation and you do not.” This participant further explained that finding new research avenues should include the basics of the initial research yet look outside the box for new streams of research.

Being aware that goals need to be monitored and recalibrated if necessary was discussed by a participant who had a goal to form collaborative research along with a set number of publications in order to attain tenure; the participant said, “I had a plan in place” but realized that the collaborative research was not going to happen in the time frame needed, so she was flexible enough to change her goals to meet tenure requirements. Another participant stated that having multiple research projects in various stages underway greatly helps in achieving research goals.

These participants discussed the importance of self-direction and staying on task and also advising future faculty members to organize and prioritize their work day and agenda. However, they cautioned, that all goals need to be monitored and changed if needed. Having a goal, establishing a plan, and keeping the goal in mind was discussed by all participants as being important to the success of the faculty member.

Question 3: What Institutional Factors Facilitated or Impeded Second-Career Faculty?

The institutional factors that facilitate or impede second-career faculty were discussed by the participants and resulted in three themes: speed of the academy, institutional fit, mentorship, and collaboration. Additionally, one participant discussed an academic peer's confusion on how to relate to a faculty member who was older than the normal age of early career faculty, a topic that was interesting enough to warrant a discussion.

Speed of Academia

All participants discussed the differences in the speed and agility of professional organizations versus higher education, and it has taken time for the participants to adjust to the pace of academia. One participant stated, "Private industry works circles around the speed, efficiency, and leanness of higher ed. Higher ed, feels like a dinosaur, and acts like a dinosaur, it drives me nuts." Another participant stated that professional organizations are able to move with agility in staying current with new trends whereas higher education takes much longer to change course; the participant related, "how complicated most processes are" and that the trend or new research area may be over before the policies and resources can be implemented in the academy. However, the positive side is that "it preserves the academic integrity of your research,"

The speed and agility of academia was discussed by one participant who discussed the complicated process of hiring a faculty position as opposed to hiring in a professional organization. In professional organizations, a decision is made quickly, and the process allows most businesses to instigate a hiring process within a few days or

weeks whereas in academia the hiring process for a faculty member can take from one to three years.

A concern for one participant stated that, “Academia is a bit divorced from commerce, and so it can operate kind of independently of what consumer demand is or what the market wants.” The participant’s concern is that the faculty members will isolate themselves with outdated theoretical research with no practical applications, becoming as the other participant stated, a “dinosaur.” This participant expressed the need for faculty to “have research that is valuable and important, (that) you can do it independent of outside influences,” but to also not lose focus on the market to such an extent that it “so far flung in the sky that it simply isn’t relevant anymore.”

The lack of speed and agility of academia also affects the faculty member on a personal level. Most of the participants discussed the differences in professional organizations and higher education on a personal level; the pace and expectation to produce in professional organizations is different than in higher education, and as one participant stated, “I’m used to producing something on a daily basis and having a finished product every day; [research in academia] feels like it’s never ending and that is a daunting feeling to me.” But the participant felt that, “I have a certain degree of resiliency that I’m not sure I would have had if I hadn’t have had that” previous work experience.

Most participants concurred that there was a learning curve in how autonomous they found the faculty experience to be as compared to their previous work experience, but the participants stated that for the most part they have learned to adjust. One participant stated, “Somebody who did not have as much professional experience may

not have as much savvy in navigating [the academy] or patience [with the slow pace].”

Yet another participant related that in terms of the speed of their previous work experience, “I don’t think it helped. In terms of working with teams of people and working with bosses and often working with clients [it] is really enlightening.”

Conversely, another participant stated that experience was gained when, “learning how to work with other people on committees to make decisions as opposed to working individually” in her current tenure-track position.

All eight participants felt that the challenges they faced as early second-career faculty was due to the difference in the speed and agility of professional organizations versus academia. Professional organizations, they stated, are able to change directions faster to meet market trends and demands whereas academia is much slower to react. Yet, being slower, the academy is able to maintain its academic integrity but risks stagnation in research and course content.

Institutional Fit

All participants were very clear in stating that either through their own experiences or having witnessed others fail to obtain tenure, faculty should, “be clear [about the position] before you apply, so that you’re applying for the right type of position [for yourself].” As one participant stated, there are personalities “suited to professional practice and certain personalities that are going to be suited to this kind of environment [academia].”

Two participants discussed faculty that they knew who realized several years into the tenure process that they would not obtain tenure. One attributed it to the former

tenure-track faculty member's lack of fit with the institutional goals. This individual focused more on teaching and service to the detriment of obtaining tenure, and the institution this individual was affiliated with valued and rewarded research.

This participant expressed concern for the individuals not receiving tenure which was reflected in the statement, "by not getting tenure it really closes the doors for other positions so it's hard for those faculty that go through the tenure process and not get it. Then having to look for another position can be really hard." The other participant felt that the person he knew who did not obtain tenure was just better suited for professional organization rather than academia.

Knowing thyself was important to one participant who felt adequate as a teacher for large sections of students but felt most effective being able to teach smaller upper and graduate-level courses that being in a tenure-track position enables. The participant stated, "One of the things that attracted me to this position was going to a research-created track and also the courses I've been able to teach have been a lot smaller." Another participant stated that, "being in a public university is important to me. Other offers weren't a good fit for me in terms of earning this sense of mission that I have with education; with public education in particular." Finally, a participant gave advice to future faculty by stating, "if they [potential faculty] just really don't like where they are, the department, or the location, or the university, or the student population, or the cohort, they're [potential faculty member] are not going to stay and if they do it's kind of miserable," so be sure of your fit with the institution.

All participants discussed the importance of knowing the type of institution faculty members want to work for, whether it is a research or teaching and/or public or private

institution, so that there is an alignment between the faculty member's personality and interests before accepting a faculty position.

Mentoring

Mentoring can be accomplished in many different ways: by being assigned an individual by the institution, by networking within the academy or outside the academy, and by attending academic meetings. One participant said, "Faculty members tend to isolate themselves," and the term "silos" was used by several participants. This participant stated that the faculty "thinks they can do it alone because everyone else did it, but really that's a false idea. It's better to admit what you don't know and get help." All but one of the women interviewed said they were assigned a mentor by the university whereas only one of the men interviewed said that he was assigned a mentor. All participants agreed that finding a mentor was very important, and one stated, "Having a mentor that can help you through those unspoken rules can really be helpful." Although mentoring can be a formal process conducted by the academy, it can also be found informally through other sources and be more valuable to early career faculty.

The participants who were not assigned an official mentor by the university found guidance and direction from their departmental colleagues. "We are a pretty tight-knit group, and so if I do have questions, I feel totally comfortable asking anybody. Everybody in the program is very supportive." Another participant said, "I think it's more of the department [who] sort of nurtures you and helps you understand what you're supposed to do" whereas another participant found help from a fellow faculty member who was a, "few years ahead." Specifically, "you have to be very persistent about

staying on track to midterm. If you can't get the mentorship where you are, [then] you have to seek it outside." Also several participants felt that they received mentorship by their professional affiliations and national organizations rather than internally through assigned mentorships by the university or informally by other faculty members.

As one participant stated, she joined a "women's faculty network that gives tutorials and advice." Other participants discussed professional avenues such as, "I go to every single promotion and tenure meeting just to remind myself that I need to keep on track," and another participant advises tenure-track faculty to be proactive in asking for help and states, "really ask a lot of questions about what do I need to do to get tenure? Be kind of persistent on that; almost a pain in the neck about it."

This participant stated that mentoring should include direction for research, teaching, and the culture of the institution. Mentorship should also include discussing the potential and positive results of failure as the "chances of success in research proposals to whatever entity, is anywhere from one in three, to one in 15" in the Science and Engineering fields. He added that the expectation of failure can result in a chance to strive for a better, more streamlined proposal and positive outcomes, such as better research ideas that can only be had by failure. He states, "To know that failure and early failure is a critical part to their growth, and to then decide to take these risks, and to be rejected, then to know that a rejection is not an absolute rejection, it's only a temporary rejection." This participant felt that early career faculty should be encouraged to take risks and even expect failure. Stagnation is the real failure whereas rejection can be a motivator. With failure, the opportunity to learn and grow exceeds any negative consequences associated with the failure.

Mentoring was stated as being important by all participants. The participants stated that whether mentoring was formally assigned by the institution or informally provided through the guidance and direction of departmental colleagues, professional affiliations or national organizations, all early second-career faculty members should avail themselves to mentoring.

Collaboration

Collaboration was discussed by about half of the participants. Discussions varied from the positive aspects of collaboration to the negative aspects of collaboration. On the positive side, as stated by one participant, “collaboration in seeking grant funding and research endeavors is necessary if you want big grants, multimillion dollar [grants]; you can’t do that by yourself.” Several participants felt that past work experience assists them in collaborating with others, yet one participant found that those in higher education are used to working in isolation and do not have the skills to collaborate, “so [those who have previous professional work experience] understand how to [work with others], there are skills that you get just because you're supervising people, you're working for people, [and] you're working in teams.”

Several of the participants stated that their fields require research and grant obtaining ability whereas several participants in other disciplines did not. Those whose fields do not require research and obtaining grants are required to continue professional involvement and publish in trade journals in order to prove their expertise and mastery. Two participants stated that their history of obtaining grants was a major criterion for obtaining their current faculty positions. Their history of grant attainment was honed by,

“anything that we did had to do with finding a way to put, meet needs for the customer and so all of that went into building the proposals for research grants.” The participants in the fields that are measured in professional attainment were able to prove success from their publications in trade journals and productions in their specific fields.

One participant prefers to collaborate with faculty members who have work experience outside academia because they have, “gained some additional skills that if you're just in academia you have not gained.” One participant reflects on the lack of collaboration skills by stating, “they [departmental colleagues members] will work with you but only on ideas that they want to work on; they're not willing to collaborate and come up with something joined.”

Several participants felt that the administration should provide support and opportunities to allow for collaboration; one states, “If you really want that [collaboration] then the culture has to be supportive of people working together and they have to be given the skills and find people who have those skills.” One participant did not agree with the statement that the university should provide resources, as he believed his colleagues were not at this university but across the nation; he stated, “They are the ones that do the kind of research I do at other universities [and] partner with on articles, these are the ones I write book chapters with, these are the people I edit books with...these are my colleagues.” A final thought by a participant is, “being a good collaborator means that when you collaborate you do your job, so that they want to collaborate again with you.”

We live in a dualistic world in which there are both positive and negative aspects. Several participants discussed the “dark” side of collaboration. Collaboration requires

trust and a shared commitment to honesty and contribution by all team members. As one participant stated, “They’ll [departmental colleagues members] work with you and then they run off with the [research] idea.” Honesty in communicating with others when discussing proposed research was an issue discussed by several participants. One participant stated that feedback regarding potential research endeavors can mean differing things; the participant stated, “A comment such as, ‘you don’t really want to do that,’ may really mean, ‘I’m going to do that’.”

Granting agencies have firm deadlines for proposal submissions and grant completion. Several participants discussed collaborating with faculty members who did not adhere to the deadlines. As one participant stated, “weeks go by and the deadlines [are] nearing and they’re like oh yeah I’ll get around to it,” which caused a lot of stress and frustration. Collaboration in teaching was discussed, and one participant stated that trying to teach joint listed courses was very frustrating because it was complicated by who would get credit for teaching the students, “because incentives are based on how many people you teach.” This participant stated that her background in collaboration was the reason she was hired, yet she feels that faculty members do not collaborate and that there “is no incentive; there is absolutely no incentive for people to work together.” Further, in relationship to the administration of the institution, “there’s some mismatch between expectations and incentives and how things are managed. It’s not all in alignment.”

Most of the participants felt their entrance into academia as an early second-career faculty member has been both welcoming and collegial, but one participant found that some faculty had difficulty knowing how to relate to a more “mature” early career

faculty member. The older, more traditional faculty members expect to relate to the participant based on chronological age and expectations of that age. Yet the faculty member is new to the academy and does not have the years of faculty experiences that others of the same age have. "I think it's hard for colleagues, especially colleagues across the country to know how to make sense of a xx year old brand new professor." This faculty member felt that colleagues were confused about how to relate as "their context is confusing because they don't understand" what this faculty member knows or does not know in relationship to institutional history and past research endeavors.

Question 4: What are the Second-Career Faculty Members' Perceptions of the Tenure Process?

Most of the participants were very happy and content with their decisions to become faculty members; however, leadership was one theme that was discussed in relationship to the tenure process. Understanding the importance, and which one to devote most of their time to in teaching, research and service, was addressed. The final theme discovered was issue of collegiality.

Leadership

The one area that several participants were most passionate about was that of departmental leadership. A "department head plays a big role," a pivotal role, in assisting and directing new faculty because the department head is, "the one that can really tell you every year, you have so many more years to go, and this is how I assess your progress into achieving tenure." One participant met with the chair early in the first

year to discuss strategies for obtaining tenure and felt that that the department's chair had the participant's best interest in mind. One participant suggested that departmental chairs "meet with them (faculty members) and make a 3 year plan for each and review it every semester at least once or twice."

Another participant concurred and stated, "Because leadership is huge and you can thrive or you can die under an efficient leader." This participant did not realize prior to entering academia as a faculty member how influential departmental leadership was or how much departmental leadership can affect the overall work environment. This participant stated that had she known this, she may have made a different decision regarding accepting this faculty position and stated that:

The leader in this department is completely inefficient. He's chaotic, he's undifferentiated, he's unhealthy as a person and it makes the department chaotic and people really struggle with that and with him. So I don't know that I would have taken this job had I have really looked at that piece.... I didn't realize how closely you work with the department head when you're a new professor. I probably would have passed, should have just waited.

Another participant felt that leadership was not at the departmental level but was a "university leadership" issue. This participant stated that, "they [departmental chairs] have the qualifications but they need guidance as to how to proceed through to be successful." However one participant felt that there was a "disconnect, which you might find or clashes in cultural understandings, beliefs, proper behavior, [and] hierarchy" in the academy that leadership should address.

Overall leadership brought about the most passionate response by several participants. Leadership that provides guidance and direction was clearly beneficial to the participants in seeking tenure whereas leadership that was untrained and chaotic

provided distress and confusion to the participants. Leadership influences the life of every faculty member, so it is very important to the academy.

Teaching, Research, and Service

Academia is known to require a trifecta of duties: teaching, research, and service. However, most participants discussed the importance of focusing on research in obtaining tenure, and teaching was second in importance; service was basically to be avoided as much as possible. Several participants discussed research versus teaching in meeting the requirements of tenure. One participant stated that, “teaching tasks can overwhelm an early second-career faculty member” and that “you have to read enough to be an affective teacher, [but] you have to also prioritize doing the research that's necessary” to obtain tenure. One participant felt that having worked in professional organizations resulted in a good work ethic that will ensure success towards tenure obtainment.

Several participants warned that women tend to get “side-tracked by service requests” by the department. As one participant stated,

They're on the search committee for a new faculty member; they are the graduate student advisor for the department, which is a heck of a job, and a lot of work. So they get side tracked and when it comes down to the wire they discover service meant absolutely nothing.

Another participant advised, “You need to keep your eye on the tenure and promotion goal and if that's [service] not going to count for you then you need to let it go.” Further, although service is a “nice add-on” to a resume, it will not get you tenure.

Finally, one participant discussed the tenure process as a “six year job interview.” Another participant found that the length of time for tenure was beneficial as the slower

pace for the tenure process allows the faculty members to build up their skills in seeking research funding, writing publications, teaching, and obtaining awards.

Collegiality

The participants were all highly cognizant of the need to maintain collegial relationships with their departmental colleagues. Several discussed feeling the need to monitor their responses and discussions with other faculty because they realized that they could offend and be voted against by oppositional faculty during the tenure decision process. One participant stated that it is like “walking on egg shells” and another participant felt that the students and/or the department were not being served because the participant elects to curtail her responses to alleviate any potential retribution. She stated, “Well, I don't know if I should voice it. I don't want someone to decide they don't like me because I disagreed with their idea.” Additionally another participant stated that, “there could be something that happens at the last minute or you get somebody who's decided they don't like you, [these] people working a few doors down from you are going to vote to see if they keep me in a couple years.” As another participant expressed, “whereas normally you get a group of professionals together and you have a meeting and you think we should all be free to share our opinions and we might not always agree, but we work until we come up with a good plan.” These participants felt that they are not free to express their opinions due to the nature of the tenure process and possible retribution.

One participant felt that is important to “just being nice” to people when you are a new faculty member; the participant stated, “I could see how you may get tunnel vision and you could get really bogged down in trying to work on your productivity so that you

don't think about building these relationships." Another participant felt that when working in professional organizations, interactions with fellow co-workers and supervisors were continuous, and everyone knew what and how you were performing your job duties.

However in academia, faculty members work autonomously, and therefore letting others know what you are doing is important; the participant explains, "If you're all working by yourself and no one knows what you're doing you have to be out there really telling everybody." Because of her interactions outside of academia, one participant expected to find more collegiality on a personal level prior to accepting her tenure-track position but once at the institution did not find this level of relationships taking place.

Question 5: What were the Expectations of Second-Career Faculty Members for a Tenure-Track Appointment in Academia?

All eight participants felt very secure with their abilities to be awarded tenure. One participant who is in the first year of the six year tenure-track position had the most angst but felt that obtaining tenure would not be an issue due to practical work experience and using the skills learned in professional organizations and staying on task. Four participants are in the fourth and fifth years of the tenure process and feel that they are on a positive trajectory to obtaining tenure based on conversations with their departmental chairs or others in the departments, and discussions from tenure and promotion meetings. One participant is anticipating a favorable outcome from the mid-term tenure review process. Two of the eight participants are in their sixth year and are awaiting provost and Board of Regents approval for obtaining tenure.

Several participants felt that their years of professional experience allow them to feel more secure and have less anxiety about obtaining tenure because they have the life skills and maturity to keep the goal of tenure obtainment in perspective. One participant felt that early second-career faculty members could potentially be able to be tenured earlier than a traditional early career faculty member and states “I think a lot of pieces of portfolio will be easier filled out because they are more established as a person and professional(ly) so they just have to fill out the research piece.” Another participant felt that “having a national and international reputation” was important for his tenure-track position because it took a lot of the worry out of it; He stated, “I didn’t have to build it up from nothing but I was also cognizant of the fact that the clock was going to start at the date of hire so they were going to acknowledge the previous work but not count it.”

Several participants had slight regrets of being at their age and not having obtained tenure because, “you're not a certain rank so you can't do certain things yet.” And as another participant replied, “I wish I had started this 10 or 15 years earlier and I could already be post-tenured and little more relaxed, but at the same time I think I've learned a lot in (the past) 20 years.” All the participants were happy with their chosen second-careers and felt very positive about their futures.

Summary

Each of the eight participants stated that they felt that their previous professional experiences contribute to their successes as a faculty members in bringing their “real-world” experiences to the classroom, which they feel gives them more credibility and authority with the students. Their real-world experiences also enable several of the

participants to speak the language of professional organizations and to capitalize on the relationships they built during their time in the institutions in order to be productive in their research endeavors. Two participants had always planned to return to an academic profession after gaining practical work experience whereas others sought out a position in academia in order to realize their desire to influence students and to make advances in their fields. Several participants stated that their work experiences contributed to being hired into their faculty positions. Over half of the participants had previous teaching experience that allowed them to deliver classes with less stress and enabled them to be able to put more focus on their research activities. All participants felt that their previous work experience assisted them in understanding and navigating the bureaucracy of higher education.

All participants discussed the absolute need for early career faculty to receive mentoring; they feel mentoring, is essential for early career faculty to understand the culture and nuances of academia. The participants advise early career faculty to seek out a mentor; whether the mentor is assigned by the institution through a formal mentoring program, through interactions with departmental colleagues or departmental chairs, through group affiliations, or via professional organizations. All participants stated that their previous work experiences taught them the importance of being self-directed and staying on task by setting goals. Being organized and being able to prioritize work is important for all early career faculty members because the demands are such that it is easy to lose sight of the requirements for obtaining tenure.

All eight participants felt that the challenges they faced as early second-career faculty were due to the differences in the speed and agility of professional organizations

versus academia. The participants feel professional organizations are able to change directions faster to meet market trends whereas academia is much slower to react. Yet, being slower can be beneficial; as one participated mentioned, the academy is able to maintain its academic integrity by not being buffeted by new trends and fads of current culture. All participants discussed the importance of faculty members knowing the type of institution for which they want to work, whether it is a research or teaching institution or a public or private institution; recognizing this allows for an alignment between the faculty member's personality and interests and the institution before accepting a faculty position.

Collaboration was an important part of faculty research, but several of the participants felt that most of those in academia do not have the skills or the incentives to collaborate. Leadership was discussed by most participants; about one half of the participants indicated that they were happy with the leadership of their departments whereas the other half felt that more training was needed for departmental chairs in order to achieve effective functioning of the department and ultimately the institution. One participant stated that if she had known how much departmental leadership affected the working environment, she may not have chosen to accept the faculty position in her department.

Academia is known to require a trifecta of duties: teaching, research, and service. However, most participants discussed the importance of focusing on research in order to obtain tenure, and teaching was second in importance; service was basically to be avoided as much as possible. Women, several participants warned, tend to get side-tracked by service and should focus on meeting the requirements of tenure.

Several of the participants discussed the importance of collegiality but felt restrained in their discussions with colleagues. They realize that the fate of their tenure decision depends on avoiding alienation of the colleagues who will vote on whether the faculty member is granted tenure.

All eight participants stated that after years in professional positions, they were happy and content in their decision to leave institutions for tenure-track positions. These participants felt secure that, with their skills and experience, they will obtain tenure; two of the eight are expecting to receive notification of being granted tenure, and the other six will use their experiences learned in professional organizations to work towards receiving tenure.

In the next chapter, I will discuss the findings in relationship to previous research, recommendations based on the findings, and suggestions for future research.

CHAPTER 5

DISCUSSION, RECOMMENDATIONS, FUTURE RESEARCH

The purpose of this study was to investigate the motivations that led early second-career faculty members to change careers into academia, determine if there were any consistent struggles and identify any potential areas of success that were a result of their previous professional experiences. In this chapter I will discuss the results of the participant interviews in relationship to previous research and make recommendations and suggestions for future research.

Discussion

Previous research by Garrison's (2005) examined the reasons faculty members change careers and found that the predominating reason for faculty members to change careers was the desire to teach with the second reason being for a change in lifestyle. The other reasons for changing careers included more challenging work, family needs, giving back to or to improve society, job security, fulfilling intellectual potential, and reduced travel. The motivational factors that influenced career changes with most of the participants of this study revealed that these participants had very similar reasons for changing careers. All the findings in this study concur with Garrison's research.

Several of the participants stated that they had always wanted to seek a faculty position but wanted to gain practical work experience prior to seeking a faculty position. The participants sought a position in higher education because after years of working, they were seeking a more fulfilling line of work. Seeking a more fulfilling line of work concurs with the study by Barclay, Stoltz, and Chung (2011) who reported that a mid-career change occurs when a person finds their interests have changed. Several participants in this study stated that they had desired a career change as their interests

changed, whereas others reported that they felt the faculty position was a natural progression of their previous careers, which corresponds to Garrison (2005) work that stated that faculty members changed careers into academia in order to teach and to give back or to improve society. Faculty members enter academia for a change in lifestyle and to satisfy family needs, job security, and to acquire more challenging work that fulfills their intellectual potential.

All the participants stated that previous practical work experience enables them to enhance their skills in their academic work. One participant sought out a faculty position with the expectation that academia was a collaborative environment in which one could conduct research. About half the participants discussed the importance of collaboration in order to seek large grant funding, and with their experience working in professional organizations, in teams, and in researching for their previous employers, they felt that they had the skills necessary to collaborate. However, they found that most traditional faculty members are used to working in isolation and do not have the skills necessary to collaborate. Several participants stated that the institution needs to provide incentives and training to encourage faculty to collaborate. Collaboration was not a factor previously reported in research on the reasons early career faculty seek tenure-track positions. However, Austin (2003) discussed the future skills that the new generation of faculty members would need. Faculty members, she wrote, would need to be able to collaborate with others to produce research and to learn how to connect their fields with those in other disciplines.

Previous research studies found that many early career faculty members stated that they felt that they were unprepared for teaching. Teaching includes meeting with

students, grading and course preparation, delivering lectures, preparing courses, evaluating students, and mentoring graduate students (Paulsen & Feldman, 1995). The previous research found that most second-career faculty expressed feeling uncertain and being unprepared to teach. Several of the participants had prior teaching experience that they felt helped them in their teaching endeavors. None of the participants discussed any issues with teaching; this finding is contrary to the previous research by LaRocca and Bruns (2006) that reported that early career faculty report feeling uncertain and unprepared to teach; however all participants either felt secure in teaching due to their past work experience or did not discuss teaching being an issue for them.

All of the participants stated that having previous work experience gives them credibility and authority with their students in the classrooms. This allows them to discuss real-world issues, and the potentials and pitfalls of positions in their disciplines. Credibility and authority was not specifically stated in previous research, however, Mounce, Mauldin and Braun (2004) that found that students rated faculty with real-world experience higher than faculty without the experience. Additionally, the research by LaRocco and Bruns (2006) stated that governing bodies are requiring some disciplines to have faculty with real-world experience, which would suggest that faculty with previous industry experience would be desirable to institutions. An interesting emergent finding of one participant was his belief that his previous work experience is a useful recruiting tool that attracts new students who share similar backgrounds.

Research on early career faculty members reported these faculty members having issues with balancing work-life roles, establishing relationships with colleagues,

and understanding and integrating themselves into the culture of the academy (Feldman, 1981; Johnsrud & Rosser, 2002; and Austin, 2002). Several of the participants in this study stated that a contributing factor in their seeking an academic position was to allow them more time with their families and a better work-life balance. Only one participant expressed any concern for a work-life balance. This participant was in the first year of a tenure-track position. All other participants expressed satisfaction in their work-life balance and in being able to be flexible in their scheduling.

Austin (2002) and Hine (2000) both reported issues of collegiality due to faculty members feeling isolated as a part of their autonomous work life. Austin (2002) stated that new faculty members feel isolated with a lack of collegiality. Rice, Scornelli, & Austin (2000) found that early career faculty members feel isolated and experience separation and loneliness. With the exception of one participant, none of the participants reported any feelings of isolation, loneliness, or lack of collegiality. Most participants stated that they felt that they had the support of departmental colleagues members and their departments. However, one participant stated that her expectations of collegial and personal relationships were not met.

All participants discussed the importance of knowing the type of institution for which they wanted to work (research vs. teaching or public vs. private) before accepting a faculty position so that there is an alignment between the faculty member's personality and interests and the institution's organizational structure. This corresponds to previous research which states that faculty members who are aware of the differing requirements of the diverse institutional types and are cognizant of their skills and interest are better able to assimilate into the institution. Faculty members who meet with success generally

have good institutional fit (Campbell & O'Meara, 2014; Clark, Corcoran & Lewis, 1986; Davis & Astin, 1987).

One issue that was not identified in the literature review, but was stated by several participants, was the feeling of “walking on egg shells” in their interactions with fellow faculty members. These participants felt very concerned about alienating departmental colleague’s members because faculty members in their departments would be voting on whether the participants received a tenure appointment. These participants felt that they were not servicing the students or departments to the best of their abilities due to this issue. Previous research did not disclose the issue for early career faculty having the fear of retribution that was stated by several of the participants in this study. However, in an attempt to locate any published literature after this theme was revealed, I located a 2014 dissertation by Yi Shiuan Chin. According to the abstract, Chin found the participant’s pre-tenure status significantly influenced their willingness to speak-up in professional settings due to fear of negative implications on their tenure review. I was unable to view the document as the author had requested that the work not be available for viewing.

One aspect of collegiality that was not addressed during the literature review was the issue of professional collegiality. With professional collegiality, one would expect to find honesty and integrity within all collaborative interactions. Several participants stated that incentives were not in place by the institution that encouraged faculty members to collaborate in teaching or research. These participants stated that they had faced issues regarding who would be given first authorship, how the credit would be assigned, and the lack of interest and skills of the traditional faculty members in negotiating the actual

research ideas. The Crane, O'Hearn and Lawler (2009) journal article discussed faculty feeling isolated in their current faculty positions as their previous careers were more collaborative, but the research review did not find any other collaborative issues like those just discussed.

Research by Resta, Huling and Rainwater (2001) stated that second-career faculty bring experience, skills, and maturity that traditional early career faculty may not have. The participants all expressed having experience and skills they gained prior to their current academic positions that contribute to their success in their faculty positions. To elaborate, "Maturity is the ability to respond to the environment in appropriate manner ... and is generally learned rather than instinctive" (Definitions.net, 2015). Having the maturity to set goals and adjust is consistent with the research by Resta, Huling, and Rainwater.

All participants stated that they possess the positive abilities to set goals. Whether these skills were a direct result of their own personal characteristics, a function of age and maturity, or if these skills were learned in their previous professional positions is a supposition and more research would be required to isolate the specific factor(s). All the participants stated that their previous experience contributes to their perceived success.

Mentoring was reported by all the participants as being vitally important to the success of early second-career faculty members. As the participants discussed, mentoring need not be a formal relationship assigned by the institution but can be as informal as attending academic meetings, networking with their discipline's professional organizations, and being mentored by departmental colleagues members who give

advice and direction to the faculty member. There are numerous research studies by Mayotte (2003) and Paulsen and Feldman (1995) on mentoring that support the validity and effectiveness of mentoring. A study by Fogg (2002) stated that mentoring is useful in learning the institutional inner workings, culture, and language. The research by Magill (1997), discussed new faculty being socialized in their career by networking amongst their peers, but the study did not indicate that the early second-career faculty brought with them additional benefits such as networking and being able to speak to professional organizations in the language of that profession, which several of these participants expressed.

Previous research studies by Holloway (2010), Mabry, May and Berger (2004), Zoller (2004), Cleary, Horsfall, and Jackson (2010), Conboye (2012) and Guglielmo (2007) all found that higher education moves at a slower pace than industry and requires an adjustment period for new faculty members. The participants in this study found the pace of academia to be slower, but due to their previous work experience, felt that they had adapted and even found positive aspects to the slower pace. Unlike the research by Fogg (2002) that stated new faculty members find understanding the inner workings, culture, and language of the institution to be challenging, the participants in this study indicated that their professional work experience actually assisted them in understanding and navigating the intricacies of academia.

Leadership was not addressed specifically in the literature review but was in the overall terms of cultural adaptation. Leadership of the department and institutional levels was discussed passionately by the participants who stated that leadership has a very real effect on the participants in the quality of their work life, expected productivity, and

ultimately job performance. Leadership that provides guidance and direction was clearly beneficial to the participants in seeking tenure whereas leadership that was untrained and chaotic provided distress and confusion to the participants. Leadership, they stated, influences the life of every faculty member and the institution's functioning so it is very important to the academy.

Academia is known to require a trifecta of duties: teaching, research, and service. Previous research states that faculty members must demonstrate knowledge and skills in four critical areas: "(a) teaching, preparing courses, evaluating students, supporting non-traditional students, and mentoring graduate students; (b) research and graduate training (e.g., socializing future scholars); (c) service (e.g., working with community programs); and (d) academic citizenship (e.g., participant in college committees)" (LaRocca & Bruns, 2006). Previous research indicates that teaching, research, and service are of equal importance, but most of the participants discussed the importance of focusing on research in obtaining tenure. Teaching was second in importance, and service was basically to be avoided as much as possible. Women, several participants warned, tend to get side-tracked by service and should focus on meeting the requirements of tenure.

Recommendations

This research study found several areas related to early second-career faculty that have not been researched before and should be researched in the future.

Collaboration

Several second-career participants had extensive work experience in collaborating with others in research, but they stated that those with whom they have worked with in the academy had questionable ethics and did not have the skills needed in order to collaborate. I recommend that the administration reassess the awarding metrics for collaborative team members so that all are treated fairly and that research collaborators are given appropriate credit that will be used during the faculty member's assessments such as tenure awarding or annual merit increases.

The institution being researched is seeking a Tier 1 research institutional status. Large grants are needed in order to be categorized as a Tier 1 research institution. Large grants are typically awarded to collaborative researchers. Therefore, to incentivize researchers to collaborate, I recommend that collaborative research teams be awarded at a higher rate than sole author research endeavors in areas related to the percentage of indirect cost return, travel expenses, or research assistant funds.

The second issue of collaboration, as reported by several participants, was that they had found that traditional faculty members did not have the skills necessary to negotiate and interact while working on research collaboration. I recommend that all faculty members who engage in research be given training to learn the art of negotiating and team building.

Departmental Leadership Development

The final area that I recommend be addressed is that of early second-career faculty being made to feel, because they will be voted on during the tenure process, that

they should limit and monitor their responses in order to ensure that they do not alienate their fellow departmental colleagues members. Several of the participants came from fields where they stated that they had worked with, “engineers and designers, marketing people, usability professionals, politicians and generals, leaders and captains of industry, and having worked under people who had worked in the pentagon.” With all the experience that these early second-career faculty members bring to their new positions, they may impart important knowledge and skills to the institution.

I recommend that departmental chairs be educated on the art of facilitation. A facilitator helps bring about an outcome (as learning, productivity, or communication) by providing indirect or unobtrusive assistance, guidance or supervision (Merriam-Webster, 2015). Facilitators are trained to guide a group towards achieving outcomes through assistant, guidance or supervision. Facilitators create a culture where inquiry is valued and take responsive action in order to balance the sometimes incompatible goals of the members (Borko, 2004). Departmental chairs who are skilled facilitators will encourage early second-career faculty members to articulate their opinions and ideas without feeling that they must censor their responses; to the detriment of the students and the institution.

Future Research

Additional research on various subjects that were brought to light during this research study would be very informative. Research studies on the following would be beneficial and are:

- Do other faculty members have difficulty in forming collaborative research teams as was identified in this study?

- Do other faculty members report finding issues with honesty and integrity regarding collaboration in research endeavors amongst their departmental colleague's members as was reported by several of the participants in this study?
- Does professional work experience bring more credibility and authority to faculty members from the students?
- Do early career faculty members (as opposed to early second-career faculty members) fear of alienating their departmental colleague's in regards to the tenure voting process?

During the course of the interview process, I found myself wanting to know if early second-career faculty have a higher rate of retention during the tenure-track years, and do they have a higher rate of attaining tenure status than traditional early career faculty members?

Additionally, several faculty members mentioned to me that other second-career faculty members (not early second-career) may have interesting views and experiences in their faculty positions that differ from a traditional faculty member's perceptions. If so, what are they?

My research focused on tenure-track faculty members. Would research on contingent or part-time faculty members with previous work experience reflect similar or different results with student credibility and authority?

The research on career changers found that employees tended to become dissatisfied during middle age. As most of the participants of this study were middle aged when they accepted their tenure-track position, will they become dissatisfied in ten to fifteen years? Another area to conduct research would be to compare traditional and early second-career faculty to see if they have similar levels of satisfaction and productivity levels and if not, what the differences are. Additionally, since these early

second-career faculty members have fewer years to work, are they as productive as traditional early career faculty at the same number of years in their faculty positions?

And finally, as one participant stated that he felt that his previous work experience is a recruiting tool that attracts new students, does having previous professional work experience contribute to recruiting new students?

This research was conducted at one institution, and it would be valuable to know if the results be the same at other institutions. There is a plethora of new research topics that would contribute to the body of knowledge for both potential new faculty members and the institution.

APPENDIX A
RECRUITMENT EMAIL

Dear Participant,

My name is Elizabeth Assaad and I am pursuing a Doctorate in Higher Education from the University of North Texas, College of Education. I am asking for your assistance by being a participant in my dissertation research study. My research will focus on early second-career faculty members. Early second-career faculty members are those who are on a tenure-track appointment and have at least 5 years of outside, business or professional work experience, prior to obtaining a tenure-track appointment.

There is very little research on early second-career faculty and as some of the public and accreditation bodies require faculty to have more real-world practical experience, this research could be a benefit to current and future early second-career faculty and the administration. Future early second-career faculty and administrators can use the information I find to assist in a smooth and productive transition into academia.

One-on-one interviews lasting approximately 45 minutes will be used to collect data. Interviews will be digitally recorded with all participants given pseudonyms to assure confidentiality. If you are interested in participating in my research study please reply to this email (assaaxxx@gmail.com).

Thank you for your consideration in being part of this study.

Elizabeth Assaad

APPENDIX B
UNT IRB APPROVAL



A green light to greatness.

THE OFFICE OF RESEARCH INTEGRITY AND COMPLIANCE

January 20, 2015

Supervising Investigator: Dr. Marc Cutright Student Investigator:
Elizabeth Assaad Department of Counseling and higher
Education University of North Texas

Re: Human Subjects Application No. 14540 Dear Dr. Cutright:

As permitted by federal law and regulations governing the use of human subjects in research projects (45 CFR 46), the UNT Institutional Review Board has reviewed your proposed project titled "Early Second-career Faculty: A Phenomenological Study of their Transition into a New Profession." The risks inherent in this research are minimal, and the potential benefits to the subject outweigh those risks. The submitted protocol is hereby approved for the use of human subjects in this study. Federal Policy 45 CFR 46.109(e) stipulates that IRB approval is for one year only, January 20, 2015 to January 19, 2016.

Enclosed is the consent document with stamped IRB approval. Please copy and use this form only for your study subjects.

It is your responsibility according to U.S. Department of Health and Human Services regulation to submit annual and terminal progress reports to the IRB for this project. The IRB must also review this project prior to any modifications. If continuing review is not granted before January 19, 2016, IRB approval of this research expires on that date.

Please contact Shelia Bourns, Research Compliance Analyst at extension 4643 if you wish to make changes or need additional information.

Sincerely,

Chad R. Trulson, Ph.D. Professor
Department of Criminal Justice Chair,
Institutional Review Board

CT/sb

UNIVERSITY OF NORTH TEXAS

1155 Union Circle #310979 Demon, Texas 76203-5017

940.369.4643 940.369.7486 fax www.research.unt.edu

APPENDIX C
UNT IRB INFORMED CONSENT FORM

University of North Texas Institutional Review Board Informed Consent
Form

Before agreeing to participate in this research study, it is important that you read and understand the following explanation of the purpose, benefits and risks of the study and how it will be conducted.

Title of Study: Early Second-career Faculty: A Phenomenological Study of Their Transition into a New Profession

Student Investigator: Elizabeth Assaad, University of North Texas (UNT) Department of Counseling and Higher Education. Supervising Investigator: Dr. Marc Cutright.

Purpose of the Study: You are being asked to participate in a research study which involves face-to-face interviews to explore early second-careers faculty members entry and continued employment in a tenure track appointment to explore any issues or conditions that helps or hinders the faculty in being successful.

Study Procedures: You will be asked to describe your professional background, reasons for changing careers, and your perspective on any challenges or rewards you have encountered while on a tenure track appointment. This interview will be audio recorded and then transcribed for analysis and categorization of all the information that is procured during the interview process.

This interview will take approximately 45 minutes. If clarification is needed after a review of the information obtained, then a second session may be arranged and will last no more than 30 minutes.

Foreseeable Risks: No foreseeable risks are involved in this study.

Benefits to the Subjects or Others: This study is not expected to be of any direct benefit to you, but we hope to learn more about the integration of early second-career faculty and any issues or rewards for entering into an academic position. This study may assist other, and future, early second-career faculty members in having a better understanding of the factors that contribute to success as well as to identify any potential challenges. This study may assist administrators in understanding the motivation and needs facing early second-career faculty members so that these faculty members may be successful and productive in their career.

Compensation for Participants: None

Procedures for Maintaining Confidentiality of Research Records: The list of all faculty members will be saved on thumb drive. When not in use, the thumb drive, the cross-reference listing between the participants name and pseudonym, and the signed consent forms will be held in the student investigator's home fireproof safe. Upon completion of the study, all documents and data will be given to the faculty advisor.

The confidentiality of your individual information will be maintained in any publications or presentations regarding this study.

Questions about the Study: If you have any questions about the study, you may contact Elizabeth Assaad at assaad@unt.edu or Marc Cutright at Marc.Cutright@unt.edu.

Review for the Protection of Participants: This research study has been reviewed and approved by the UNT Institutional Review Board (IRB). The UNTIRB can be contacted at (940) 565-4643 with any questions regarding the rights of research subjects.

Research Participants' Rights: Your signature below indicates that you have read or have had read to you all of the above and that you confirm all of the following:

- Elizabeth Assaad has explained the study to you and answered all of your questions. You have been told the possible benefits and the potential risks and/or discomforts of the study.
- You understand that you do not have to take part in this study, and your refusal to participate or your decision to withdraw will involve no penalty or loss of rights or benefits. The study personnel may choose to stop your participation at any time.
- You understand why the study is being conducted and how it will be performed.
- You understand your rights as a research participant and you voluntarily consent to participate in this study.
- You have been told you will receive a copy of this form.

Printed Name of Participant

Signature of Participant

Date

For the Student Investigator: I certify that I have reviewed the contents of this form with the subject signing above. I have explained the possible benefits and the potential risks and/or discomforts of the study. It is my opinion that the participant understood the explanation.

Signature of Student Investigator
Office of Research Integrity & Compliance
University of North Texas
Last Updated: July 11, 2011

page 2 of 2

Date

APPROVED BY THE UNT IRB
1/20/15
1/19/14
JB

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