SUGGESTIONS FOR JUNIOR FACULTY DEVELOPMENT

Ruth L. Scott, Ed.D., an Assistant Professor in the Faculty of Education, Brock University, St. Catharines, Ontario, Canada offers the following suggestions, based on personal experience. They may assist junior faculty in adjusting to some of these challenges of a new position.

1 Take control of your career from the first day. Develop informal networks of experienced colleagues who can help you to decipher the unwritten rules and dynamics of the institution. Capitalize on the fact that your search committee has a vested interest in the success of your career.

2 Find out as much as possible about the institution's expectations for review and tenure. Do not wait until the fourth year to do this. Set goals for yourself, and determine the resources you will need to accomplish these objectives. Communicate these needs to the administration, and be willing to explore a variety of channels for appropriate funding and personnel.

3 Develop effective time management skills. Set priorities and do not assume it is necessary to volunteer for every committee or task. Maximize your efficiency through the use of technology. It is worth the time to learn a new piece of software if it will handle "busy work" for you. In a similar fashion, take advantage of any resources for secretarial support, grading assistance, and research.

4 Monitor your own progress. Keep a reflective diary or journal in which you record your thoughts and experiences as a faculty member. You will probably be surprised to note your gradual adjustment to the role and the key events in your early career. Keep a file for any documentation relevant to review and tenure. This may include obvious items as students evaluations, but also pertinent letters of support, notes of thanks, news clippings, and so forth.

5 Above all, be prepared to be overwhelmed initially in the academic environment. Realize from the literature that this is a normal occurrence, and do not add to the inevitable stresses by expecting a level of comfort too quickly. Remember that you are in the first years of what you expect will be a long and satisfying career.

REFERENCES


Austin, A. (1992). Supporting junior faculty through a teaching fellows program. *New Directions for Teaching and Learning, 50* (summer), 73-86.


