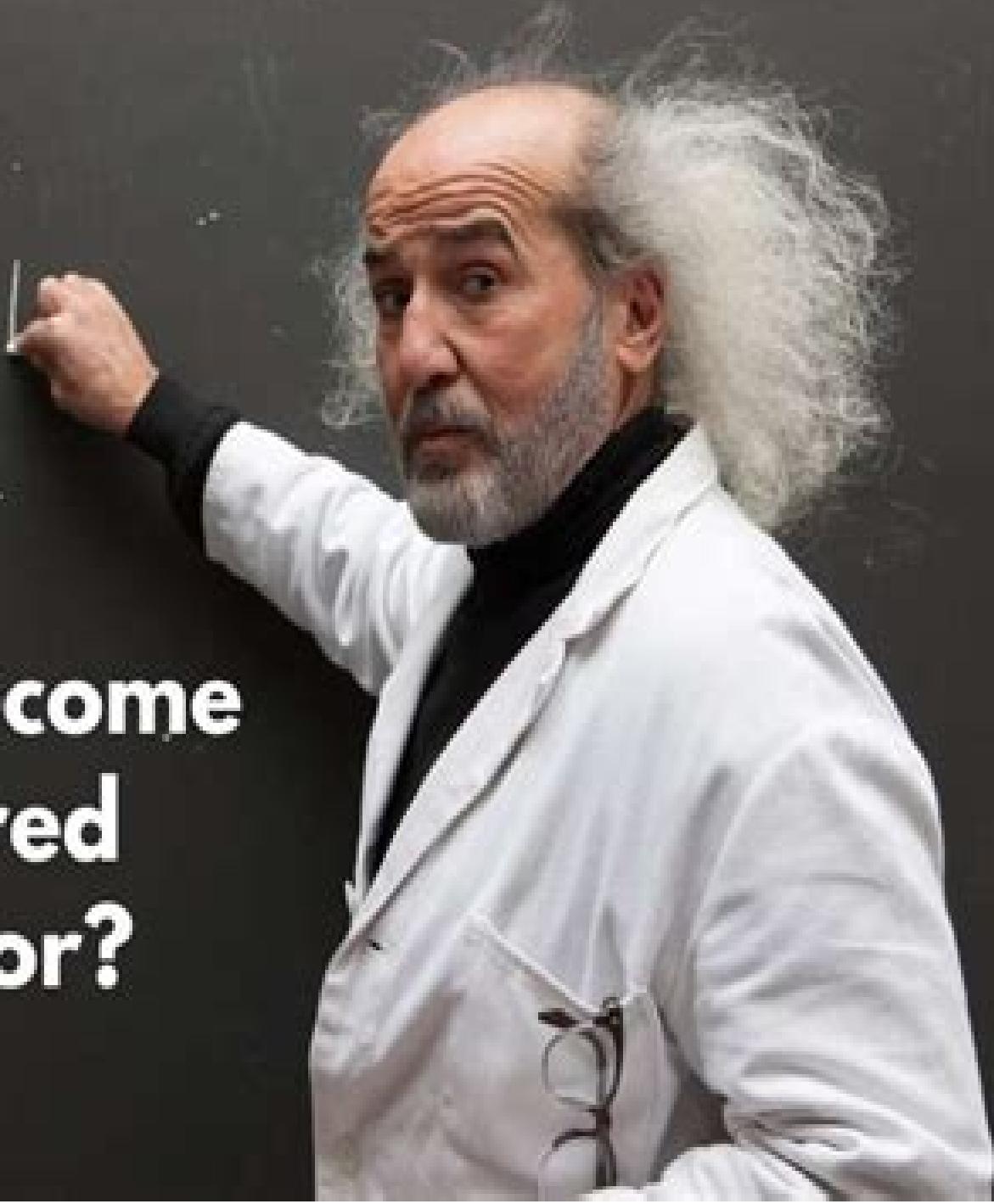




How to Become a Tenured Professor?



Tenured Professor

**University of Michigan. Board of
Regents**

Tenured Professor:

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

Proceedings of the Board of Regents University of Michigan. Board of Regents, *Regents' Proceedings* University of Michigan. Board of Regents,

Recommended Promotions to the Ranks of Professor and Associate Professor University of Michigan. Office of the Provost and Vice President for Academic Affairs, 2002 *Tenure for Socrates* Jon Huer, 1991 In this provocative criticism of the contemporary American professoriate, Jon Huer argues that tenure has created a kind of academic stupor in which those who have it no longer live up to the ideals of their profession. In Huer's view, the institution of tenure has created an economic sinecure, rendering the tenured professor irrelevant to the society that sustains him or her. The typical tenured career, Huer asserts, often degenerates into intellectual boredom, the routine publication of a series of narrowly specialized research papers, a pervasive dissatisfaction and a search for monetary and other rewards outside the university. Huer proposes that the time has come to reexamine the issues surrounding tenure in an attempt to determine the best ways to reinvigorate the professoriate and reestablish a fruitful connection between academic and nonacademic society. Divided into four sections, Huer's work is written throughout in a refreshingly nonacademic style. He begins by examining the institution of academic tenure and its relevance given current market realities. Subsequent sections explore the impact of tenure on issues of academic freedom, on the relationship between the professor and the larger society, and on the professor and his or her career. Huer demonstrates that, in general, those who have tenure do not need it and those who need it do not have it. In pursuit of tenure, professors are forced to produce meaningless scholarship relevant only to their specialized colleagues and immediate career goals. Tenured professors, on the other hand, far from using their academic freedom in service of truth and

society help perpetuate the academic insulation and irrelevance Certain to spark controversy and debate Tenure for Socrates serves as a much needed reevaluation of both the role of the American professoriate and the impact of tenure on that role

Catalogue University of Maryland, College Park, 1894 Annual Register University of Chicago, 1898 Third (-Twenty-eighth) annual report (of the president). Johns Hopkins university, 1886 **Johns Hopkins University Circulars** Johns Hopkins University, 1895 *The Black and Blue Jay*, 1891 Specialty Law Digest, 1986 **Annual Report of the President** Johns Hopkins University, 1888 **July Meeting, 1966** University of Michigan. Board of Regents, 1881

Annual Register University of Chicago, 1940 **Papers and Proceedings of the Annual Meeting** American Economic Association, 1989 **Wellspring**, 2001 **Quarterly Calendar** University of Chicago, 1892 **Biennial Report ... to the General Assembly**, 1916 **Annual Report** Michigan State University. Agricultural Experiment Station, 1956

Top 10 Tips for a Newly Tenured Professor Eric Goldman, 2013 Prospective and junior professors can find lots of advice in blogs about key milestones in a junior professor's life cycle how to get the first academic job how to lateral from one institution to another and how to get tenure In contrast tenured professors don't get a lot of guidance about what to do with the rest of their career It's tempting to assume that if you're good enough to get tenure you'll know what to do with it However it turns out my pre-tenure experiences hadn't fully prepared me for what I encountered post-tenure Based on my experiences I prepared my top 10 recommendations for newly tenured professors

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