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New Faculty on the Block: Issues of Stress and Support

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New Faculty on the Block: Issues of Stress and Support

Curricula in higher education administration doctoral programs cover topics germane to faculty work within colleges and universities as well as including reviews of the organizational governance found in institutions of higher education. Therefore, it may be assumed that new faculty coming out of higher education administrative doctoral programs would be better prepared to understand the rigors of the academy and know what to expect as they face the transition from graduate student to new faculty member as compared to their counterparts in the sciences and humanities. In the research reported here, one study participant noted, however, this is not always the case: "I thought certainly because my dissertation research was on female faculty and I was immersed in the literature, that I was probably more prepared than most faculty coming into a new position, but here I was on the job and in the end really didn't know all the nuances." Likewise, another new faculty stated, "Of all people, I know what it's like to be a faculty member, for heaven's sake, I've studied this! Even so, that's completely wrong. Most of the stuff I had no idea about." How are new faculty in higher education administration departments experiencing their first years in the profession? What sources of stress and support do new higher education administration faculty discover as they begin their academic careers?

Research documents the changing composition of new faculty in institutions of higher education (Finkelstein, Seal, & Schuster, 1998). More women, international, and minority members are obtaining tenure track positions than before. Corresponding to the demographic changes in the composition of faculty on campus are changes in what it means to be a faculty member and the definition of faculty work (Rice, 1996). Faculty roles are expanding to include more responsibilities and expectations to be productive in multiple arenas. The past ideal of a

faculty composed of white men with time to conduct research and teach is rapidly phasing out in the new millennium (Austin, 2003).

A change in work roles brings stress. Research on challenges facing new faculty indicate an expectation that they will "hit the ground running" (Whitt, 1991, p. 177) after being adequately prepared to be active researchers, effective teachers, and diligent in service to the professional and outreach community. The literature on new faculty concerns (Austin, 2003; Boice, 1992, 2000; Menges, 1999; Rice, Sorcinelli, & Austin, 2000; Sorcinelli, 2000, 2002) identifies a number of major stresses facing new faculty: not having enough time for research, teaching, and service; inadequate feedback or lack of recognition; unrealistic expectations about what can be accomplished in the time given; lack of collegiality; and difficulty in balancing work and life outside of work. Baldwin and Blackburn (1981) concluded that new faculty have different concerns compared to mid-career and late-career faculty. Women and minority faculty, in particular, have faced additional issues with respect to their adjustment to life in the academy than their white colleagues (Aquirre, 2000; Boice, 1993; Johnsrud, 1993; Turner & Myers, 2000).

Concerns over new faculty acclimation to their first academic position calls attention to the pre-socialization of these newest members to the academe during their graduate programs (Austin, 2002). Even though the graduate school experience serves as a training period to prepare students for the transition to a permanent faculty position, the socialization process often is not very thorough for many graduate students who seek academic careers. Thus, a lack of effectiveness of graduate socialization coupled with a changing work environment and associated demands for tenure at a variety of institutional types may contribute to significant stress for many new faculty.

To better address the stress new faculty members undergo, this study was constructed to gain an understanding of how new faculty in higher education administration departments experience life on the tenure-track relative to their graduate school socialization and expectations resulting from this experience. We were particularly interested in examining issues of stress and mechanisms of support experienced by this new generation of early career faculty.

Project Summary

The participants for this study included a purposeful sample of faculty members in higher education administration programs across the country. We identified a total of 12 new faculty in higher education administration departments to participate in this research project. New faculty were defined as those on the tenure track for three years or less, i.e., hired during the 2000-2001 academic year up to and including the 2002-2003 academic year. The cut off of three years was chosen since many departments conduct mid-tenure evaluations at this juncture; this appraisal demarcation signals a transition from neophyte faculty to more seasoned apprentice. Further, new faculty in higher education administration programs were chosen as the focus of study given their knowledge of the field of faculty work and their study of higher education administration. An assumption we made of these faculty, over those in other fields, was that they would possess an enhanced understanding of the demands of faculty work and requirements of the position given the course work of higher education administration programs that includes topics on teaching and learning, academic governance, faculty roles, college students, adult learners, and curriculum. This research does not compare faculty from higher education administration with faculty in other disciplines, rather explicates the experiences of the former as they transition into their new faculty roles.

Participant selection occurred using a snowball technique (Miles & Huberman, 1994). We contacted higher education administration departments who had recently advertised open positions to identify new hires. Once we collected demographic information on new faculty in these higher education administration programs, the faculty members were asked if they knew of other recent hires. We then contacted those recommended and asked them to participate in the study. The participants selected represented a broad range of ethnic groups (three African-Americans, two Asian Pacific, seven white), geographic regions (five from the northeast, four from the mid-west, two from the south, one from the west coast), and doctoral research extensive institutions ranging in size from less than 10,000 students to nearly 40,000 students. The participants were in departments ranging in size from three full time faculty members to 24 full time faculty members. Some of the faculty members interviewed were in departments comprised of a mix of higher education, student affairs administration, and K-12 educational administration members.

Face-to-face and telephone interviews were conducted during the fall of 2003 and spring of 2004. The interview protocol asked participants to identify job stresses, organizational barriers, the helpfulness of graduate school socialization to one's current job, strategies used to balance work-life, and the role of professional organizations. Interviews were transcribed verbatim and coded to discover relevant themes. Thematic groupings put statements in separate categories that indicated various perspectives on how the participants perceived their new faculty roles and coped with changes. Patterns and categories were identified and noted using what Marshall & Rossman (1999) referred to as "reduction" and "interpretation" (p. 152). The process of reduction allowed for the sorting of data into manageable portions with similar themes. The

researchers brought interpretation of meaning to these categories and insight given both previous research and the voices of the participants.

We paid particular attention to participants' wording since this feature plays an important role in reality construction, with language as the "prime site of construction of the person" (Burr, 1995, p. 39). What people hear and how they hear it impacts how they synthesize this information when constructing their perspective on life in academe. By looking closely at the words participants used to describe their experiences, we began to obtain a clearer understanding of how these new faculty members were making sense of their new roles. For instance, one participant spoke of the "hidden curriculum" of graduate programs that relied on more informal routes to learning about opportunities and later commented on how "it affected us in a lot of different ways." For this individual, the meaning created from his experiences resulted in seeing privilege within the graduate school socialization process.

Berger and Luckmann (1966) also pointed out that "in resocialization the past is reinterpreted to conform to the present reality, with the tendency to retroject into the past various elements that were subjectively unavailable at the time" (p. 149). Thus, reflecting on their first years in the academy allowed participants an opportunity to analyze their first years, potentially understanding their experiences differently in light of the passage of time.

Interpretation of Findings

In a presidential address at an annual conference, Austin (2003) identified four themes that have emerged in the literature on new faculty. First, she asserted that graduate programs are not organized in a way to promote the development of aspiring faculty. Second, aspiring faculty members do not receive adequate feedback nor clear expectations from advisors, department chairs, and college deans. Third, graduate students often lack a clear understanding about what it

means to be a faculty member. Lastly, there is great concern about the quality of life for faculty members.

Our findings showed participants verifying the themes identified by Austin (2003). Some of our interviewees spoke of how graduate school prepared them for the stresses they faced as new faculty. In particular, the participants offered a distinction between being "the chosen" one in a program destined to a faculty position or self selecting to pursue a faculty position. The stresses they identified included work-life integration, dealing with new teaching expectations, deconstructing unclear and expanding expectations, and issues emanating from their gender, color, or sexual orientation.

Graduate School Socialization

One of the major distinctions that emerged from this study was the difference in being the "chosen one" by faculty mentors versus "self-selecting" into faculty life. Those who identified as *chosen* indicated that their graduate school socialization process was different than that of their peers. In most cases, faculty members pulled them aside and taught them about faculty life by including them on research teams, introducing them to other scholars at national meetings, teaching them about the publication process, and serving as mentors. One participant explained:

> Professors can identify people they want to groom so to speak for faculty
>
> positions and if you can identify as such and depending on the person who
>
> identifies you and works with you they will be very intentional about grooming
>
> you for this kind of position...I always felt it a little sheepish in some respects
>
> because I knew there were chosen graduate students and there was a group that
>
> wasn't chosen and I knew which group I was in.

Chosen students were in a position of privilege, resulting in access to more institutional

resources, professional opportunities, and access to the networks of their mentors.

Other participants self-selected into faculty roles and made their intentions known to

faculty members within their graduate programs who then exposed them to professional

development experiences to help them achieve their goal. For example one participant

commented: "My doctoral program really wasn't a faculty preparation institution…So, I had to

be really intentional in seeking out preparation, specifically from faculty. I co-taught with my

advisor…It was really the most important thing I could have done." Another participant added:

"I think the faculty treated me differently because I wanted to be one of them." One participant

talked about a group of his peers who wanted to become faculty members at an institution that

did not traditionally prepare graduate students for faculty roles:

> There was a cohort of us wanting to go the faculty route and our faculty put us
>
> on as editor reviewer for a national journal and exposed us to the scholarly side
>
> of what it takes to earn tenure – it was great exposure.

There were differences in socialization for some of the self-selecting faculty not

identified by their graduate program as destined for the professorate. One new faculty

participant reflected:

> I wanted to be part of the graduate sessions at our professional meetings, but I was
>
> never invited….I don't know if it was the fact that I was a student of color or what
>
> the issue was, but I was always the student not selected.

Within the category of new faculty who self-selected to seek faculty positions, there were even

differences of treatment. For some, once their intentions were known within the department, they

were treated much like the chosen graduate students and had access to opportunities. For others

in this category, however, their public acknowledgement of a desire to seek a faculty position did not result in any special treatment to aid in the pathway to the professoriate.

Another subtheme that emerged from this study was the role of professional organizations as a socialization experience for aspiring faculty. Many of the participants expressed that attending professional meetings helped them network and make connections with individuals at other institutions. Further, writing papers and presenting at professional meetings served as a form of professional development and gave exposure to graduate students who would eventually be on the market for faculty positions. One participant commented: "I thought the conferences were getting me acclimated for my career. It served to demystify it all."

New Faculty Stressors

Regardless of being mentored or not for a faculty position, the participants spoke of key areas of stress they were experiencing as early career faculty members at research universities. As Austin's study (2003) identified, concerns over leading a balanced faculty life and navigating the uncertainties coming from unclear expectations in new faculty roles, were plainly sources of stress for our participants. Higher education institutions are undergoing a period of transformation (American Council on Education, 1998). Budget cuts place stress on institutions and faculty to do more with less; shifts in preferred teaching methods from lecturing to active student-centered learning, and changing student and faculty demographics all contribute to a turbulent time on college campuses. As the newest institutional members, recent faculty hires are caught up in this changing context at the same time they are trying to establish themselves as new teachers and researchers. It is not surprising that one of the main points of stress for the participants was seeking a work-life balance. Balance involved juggling multiple work demands

and discovering the right blend of time spent on research, teaching, and service—often without direct guidance on expectations. The move itself to a new community and work environment also presented challenges for our participants. Complicating these adjustments were additional stressors for faculty of color and women. In addition, unclear expectations resulted in new faculty often not having feedback on whether what they were doing was appropriate or valued by the institution.

Work-Life Integration

Finding balance between work life and personal life was a prime issue expressed by the majority of the participants. Many of the participants indicated that they have yet to achieve a sense of balance between their work and personal lives—and in most cases their work life trumped their personal lives. As one new faculty commented,

> I think [one of the biggest challenges for the first year] was just figuring out the multiple demands. How to budget your time, how to figure out what's important. Figuring out the context of being a new faculty with few external feedback signs. It's hard to figure out how to manage your time and how to mange the demands, both professionally and personally.

Many of the participants were in relationships, so the move to a new institution involved not only them but also their partners. As a result, several of the faculty made their job decisions based on employment options for partners and available community resources—cultural opportunities, multicultural and supportive environments, public school systems, etc. While work-life integration caused stress for all interviewees, the balance issue was most significant for participants in the study who identified as single. One single participant commented,

I don't feel like I had a very good balance with regards to personal—professional life. I feel like my professional life was all that I had. Some of that had to do with the community in which I was living, which was not a very welcoming place for a single woman. I am also new in my community and I don't really know anybody…Either way I'm still focused on work and not focused on trying to create a better balance for myself.

The participants also expressed a sense of guilt associated with trying to find balance between multiple demands. The new faculty in our study indicated that they often felt guilty for taking time off from work because there was always something pressing to be done. Participants also realized that their work as professors is never really done and that there is always another project waiting in the wings.

In seeking a balance between home, research and teaching, one faculty member's solution resulted in an internal bargain. She said, "As long as one [home, research, teaching] is not neglected for two weeks—as long as each is getting equally neglected, I feel okay about it." Another new faculty commented, "How do I balance things for stress? I think that is the one area that I am the weakest in because I don't have much balance in my life….I look around for role models and nobody else has a balanced life either. What kind of career is this?"

Issues of Color/Gender

Faculty of color are underrepresented in the faculty ranks with only about 14% of the professorate composed of people of color (National Center for Education Statistics, 2002). These smaller numbers have an impact on expectations for new faculty of color since they experience "cultural taxation" (Tierney & Bensimon, 1996), whereby they are obligated to fill

multiple committee roles to have a diverse representation for these groups. This obligation creates an additional time burden not experienced by their white colleagues. Not only is there university service, but faculty of color are often tapped to fill community roles as well as serve as mentors to students of color. Those in higher education administration departments are no exception. As one new faculty stated, "As the only black woman in my department I just felt like there was a big spotlight on me and I needed to be really friendly and accessible to people." The stress of filling multiple college and community roles was noted by one participant: "Of course I was pulled to serve on every committee you can imagine when it comes to minority issues, both in the college and in the department. I'm not the voice of Black people; I can speak from my perspective." The attention paid to these new faculty members given their color added another layer of inspection to which their white counterparts do not have to contend.

   Being a new faculty of color in a community with a majority of white residents presents many challenges that are not problematic for most faculty, such as finding a place to get a hair cut or finding a suitable dating relationship.

> The thing that has been hard is the idea of being single and being young and being Black and being male and some of the variables that go with that. I don't have a community where there are colleagues that are single. The only single context is students. One has to be very, very, very cautious with respect to that line between the professional and personal context.

The issue of color also spills into the classroom for new faculty. As one new faculty noted, "I taught 279 students in their third year and for 92% of them I was the first African-American professor they ever had."

Another marker that separates faculty is parenthood. Ward and Wolf-Wendel (2004) highlighted the challenges of combining academics and having children. The decision of when and if to start a family places pressure on new academics, particularly women. One of our faculty participants had a child during her first semester of employment. She commented,

> I had my baby in October, right in the middle of the semester and still taught.
> Women do these terrible things to themselves, they create these perceptions—
> and who knows whether my perceptions matched reality, but I didn't want
> anyone to think that I wasn't serious about my work, especially because the
> people who were making decisions about the tenure track position were these
> very old white men. It was a terrible semester in many ways.

A male faculty talked about the choice of an academic career specifically for the flexibility it afforded in the event he had children. Yet another male faculty noted the balance he seeks with his children, "I try to do a couple a days a week where I would be physically home when the kids come from school about 3:30 p.m., or even pick them up from school…I then spend a little bit of time with them and then go upstairs to do work." Interestingly, the male faculty members talked about academic life as being liberating to include more family time, whereas women talked about the pressures they face balancing a family and academic work. Certainly this acknowledges the traditional roles females still fulfill, doing the majority of work within the family (Amey & Eddy, 2003). As one female faculty pointed out, "The senior faculty members are mostly men, saying 'Oh yes, we know it's so hard to do what you're doing!' (raising small children) But they move right forward without really taking a breath."

New Teaching Expectations

Once students finish the Ph.D. and go into the faculty ranks, they enter the classroom as the sole person responsible for course curriculum. Very few doctoral programs in higher education administration actually teach doctoral students how to teach, despite the fact that teaching is a major responsibility of professors. Moreover, most new faculty members do not receive a great deal of training in this area while on the tenure track. The majority of the participants in this study felt very comfortable with conducting research but lacked confidence in their teaching abilities. Thus, the stress of addressing a class for the first time and contemplating how to fill a three-hour session with content was daunting for many of our participants. One participant stated, "The course preps I think were the hardest challenge and I didn't get much guidance about what it is I should be doing in these classes. At some point as a junior professor you think, well, am I teaching the right stuff?" Another added, "I just didn't have anybody there to say, you know here is somebody you can talk to about creating curriculum." One of the participants in the study reflected, "I wish I would have known that it would take me three years to feel comfortable with classes."

As junior faculty facing their first teaching assignments our participants noted they did not receive much guidance on how to prepare, including both in their graduate programs and in their current departments. Since many of our research participants study teaching and learning issues, the stress of teaching was a role we anticipated these faculty members would feel prepared to meet. The lack of practical experience in the classroom and the angst expressed regarding responsibility for control over course content for an entire semester suggests otherwise.

Unclear Expectations

An oft-told complaint of new faculty is the lack of clear and defined expectations for their positions and what is necessary to obtain tenure (Tierney & Bensimon, 1996). Although some of our participants indicated they received guidance on what was expected of them regarding teaching and research, others were less fortunate. The lack of direction resulted in some of our participants feeling isolated. One new faculty commented, "Indirectly you'll hear some comments about being alone on the island. I've not had folks around me in the existing department to mentor me adequately. For a real long time it felt like being in limbo."

The academic review process provided guidance for some participants. One faculty noted, "In my second year I had to put together a mini review. After that process was over I met with our chair and he was the only person who actually gave me a figure about how many manuscripts would be a good idea to have at the time you go up for tenure." Other participants received details regarding publication expectations in their letters of hire. The majority of interviewees, however, did not have a clear understanding of departmental or institutional expectations and instead attempted to piece together information on how best to prepare for tenure.

Participants also noted that in addition to having unclear expectations the credentials and expectations to be successful in merely obtaining a tenure track position are on the rise. As one new hire noted, "If you look at the CVs of PhDs coming out now they look like the assistant professor after three years did 15 years ago." Adding to the pressures new faculty face in expectations in even obtaining a position are the rising expectations and goals universities have

for their organizations, which ultimately impact faculty since these goals are often only obtainable through faculty work. One new faculty summarized,

> Our university is desperately trying to become one of the lead public universities. In the process of doing that they've placed enormous expectations on the faculty—get grants, get big grants, and publish just like crazy basically….Obviously the places where you can put the most pressure on faulty are the ones without tenure. I think we feel a lot of pressure.

As "upward drift" (Aldersley, 1999) continues for colleges and universities as they seek increased stature through Carnegie classifications, jockey for prestige, and seek leverage for scarce resources, additional burdens are placed on new faculty to perform. Thus, faculty faced a double burden—needing more publications and experience to even obtain their first position and also of performing at higher levels of production than expected in the past.

Discussion/Conclusions

Our findings indicated that new faculty teaching in higher education administration programs faced a variety of stressors, including work-life integration, issues emanating from gender and/or color, new teaching roles, and unclear expectations. The steps taken on the road to the first faculty position for our participants involved modeling/mentoring by graduate program faculty and observation of faculty at professional meetings. The graduate programs themselves were also sites of socialization with respect to the curriculum covered in the administration degrees. Given the new faculty members' field of study and training, one might expect that students coming out of higher education administration programs would be equipped to understand teaching roles and be clear on the expectations of the position of faculty member.

The results from this study suggests that the hypothesis that faculty trained in higher education administration would be better prepared to face the stress of becoming a new faculty member is primarily false. Our participants faced many of the same stresses globally affecting faculty, including issues of balance, challenges of teaching, concerns generated due to one's color or gender, and unclear expectations. Our participants, however, did avoid some of the stress of the unknown nature of faculty work given their exposure to literature and research on faculty governance and faculty roles. Most felt best prepared in the area of research. They were able to reflect on the various stresses they were experiencing from a scholarly perspective. While they had an awareness of all these issues, the intersection of living the faculty role and their knowledge of faculty life still caused surprises, but perhaps at a lower stress level than for others not versed in the research on faculty and teaching.

Recently, calls have been put forth for graduate programs to intentionally include skill preparation for aspiring faculty (Austin, 2003). Our findings show that simple book knowledge is inadequate and that creating intentional opportunities to practice skills required of new faculty would aid in the adjustment to these roles. Preparation of course syllabi, modeling effective teaching in practice, and understanding the dynamics of departmental operations would all aid in the acclimation to being a new faculty member.

The bureaucratic process of tenure affords some steps that mandate feedback to new faculty—yearly reappointments, mid-tenure status checks, etc. What was lacking for our participants, however, was the availability of information at the beginning of a faculty appointment. The implications of finding out that you need to readjust your teaching or research mid-way through the tenure process may not leave enough time to make changes. Unknown expectations place unnecessary stress on new faculty.

Uncovering of new stressors facing faculty raises additional concerns. As noted, identification of particular students with potential for becoming a faculty member affords these persons systematic exposure to professional development opportunities. The mentoring that these chosen students receive provides them access to contacts and work positions not generally available to all students in a graduate program. While these features provide just the type of preparation called for to help in the transition to new faculty roles, they also raise the larger issue of establishing an exclusionary practice. Who gets chosen and why? When women and students of color are excluded from these potential prospects, the reinforcement of the white male norm for the professorate remains the status quo.

Some participants were quite aware of their chosen status and took advantage of the opportunities presented to them as a result. Equally aware, were those on the margins as the unchosen and rather self-selected. Since search committees often ask colleagues for suggestions for any open faculty positions, having a status as a chosen one in a program affords applicants an advantage, namely name recognition during a search. One participant noted the distinction between the chosen graduate students and those not selected by stating, "It was a totally different track." Those that have self-selected, on the other hand, must work to make their desires known internally and as a result may miss out on critical opportunities and may not be at the forefront of a professor's mind when someone asks for a recommendation for a new hire. One participant who was self-selected noted, "I was never selected (to participate as the graduate student for the association graduate sessions)….I didn't get the best resources. I was sort of second in line with a lot of opportunities." This lack of mentoring during graduate preparation can lead to stress once on the job with feelings of uncertainty and absence of experience from which to draw as one navigates the initial years on the tenure track.

Expectations for new faculty hires have risen over time, with the expectation that novice faculty will "hit the ground running" (Whitt, 1991). Faculty participants talked about the bar for tenure and how even new job candidates need to have depth of experience and publications on their vitae that historically was the norm for more seasoned tenured faculty. The additional expectation of an established research record and experience in administration raises expectations for incoming faculty, which provides an additional source of stress. The practice of professional organizations honoring promising new scholars adds to the perpetuation of raising expectations since those honored often have long publishing records and grant acquisitions. The public acknowledgment of these accolades at professional meetings begins to establish a symbolic representation of expectations for *all* new faculty. The phenomenon of faculty being rewarded for their research is not new (Fairweather, 1996), but the focus on research productivity for new faculty does point out that the hope of broadening the definition of scholarship (Boyer, 1990) has not been achieved.

There are several implications to take from the research reported here. First, graduate programs and professional organizations hold a central role in aiding the adjustment process for new faculty in higher education. Participants that were the "chosen ones" received very directed advice on how to prepare for the professoriate and received opportunities to broaden their experiences, and thereby their professional networks. Engagement in professional organizations allowed our participants an opportunity for socialization beyond their program's faculty and students. Providing more intentional mentoring, open to all interested parties, would grant a basis of knowledge acquisition that can aid in the faculty preparation process. Faculty who were self-selected often were not privy to selection to special graduate student workshops, hence, missed out on some opportunities for mentoring that others obtained. Another key to faculty preparation

is the opportunity to actually practice the skills rather than just study them. Particular attention is required in preparing aspiring faculty to teach and how to hone teaching skills quickly.

Hiring departments and institutions need to provide clear guidelines of expectations for new faculty. Support of classroom teaching is critical to the adjustment process. Given that departmental norms are different across the campus, training and mentoring by one's new colleagues is critical to the success of new faculty. Teaching traditionally has been an isolating activity, with little sharing occurring between faculty. Opening up the process and sharing ideas and tips for teaching will help new faculty become more effective teachers in a shorter time period.

A more daunting challenge for institutions of higher education is how to provide a context for a livable work environment. Issues of work-life integration caused a great deal of stress for our participants. One of the participants went through a divorce during his first year as a new faculty, resulting in him questioning his decision to accept his position. He stated, "I lost my personal life." Particular concerns for work-life balance were noted by women faculty and faculty of color as they attempted to intersect various facets of their lives into one, while honoring the complexity of their lives. Compounding the challenge of balancing the multifaceted role of faculty with research, teaching, service and family is the press of institutional budget cuts that result in institutional members being asked to do more and give more of themselves. As one of our new faculty members commented, "One thing I wondered is when do I ever stop feeling guilty for the time that I'm not working?" Hiring departments need to find ways to protect new faculty.

Finally, new faculty members need to advocate for themselves. Many of the issues of stress for our participants revolved around institutional fit. Key to obtaining a better fit for

faculty is how they initially negotiate their offer. Some of the participants were quite savvy in negotiating reduced teaching loads, others were less successful entering their first year with a full teaching load and advisement responsibilities. One participant noted differences in negotiated salaries as well, "The salaries across new faculty is very disparate. There are gender disparities, there are racial disparities, disparities across programs, across departments." For two participants, matters were so bad during their first years at their institutions that both were talking of leaving; one was preparing to go on the job market again for another faculty position, while the second spoke of leaving the academy all together. One dissatisfied faculty participant summarized her first year as a new faculty as follows, "My first year was hellish, hideous, horrendous." Clearly, an institutional fit was not present for her.

Elements critical for new faculty members include obtaining extra time through initial reduced teaching loads, acquiring resources to support their research, and finally, receiving training tips on better teaching techniques. Many of our participants noted different coping methods to aid them in their adjustment to their new position. One new faculty offered, "I journal a lot and write poetry of what I'm feeling. Journaling is an external way to release negative energy…It is a variable of support." Other forms of support were obtained from both internal mentors at their new institution and external mentors, often from the participants' graduate programs. Our participants noted that they continued to rely on networks established in their graduate years.

Historically, time has always been a constraint for new faculty. One of our participants reflected, "I think the thing I've come to realize about the faculty life is that nothing ever really ends and new things always begin." Understanding the constant stresses of faculty life may allow new faculty members to become more realistic about how to cope with the multitude of

demands on their time. New faculty members' first impressions of what it would be like to manage faculty work came from their graduate school faculty and mentors. One new faculty participant noted she felt well prepared as she started her faculty career. She attributed this to her graduate mentor with whom she had conversations on how to intentionally prepare for the demands on faculty time. A major factor in creating a more balanced life for new faculty hinges on institutional support systems and systematic changes in faculty expectations. Participants who were in programs with specific outlines of expectations and integrated programs to support new faculty felt less stress than those participants in programs without intentional programs to support new faculty. As institutional leaders begin to prepare for hiring of new faculty, it is important to consider what support structures can be put in place to help make the transition to new faculty roles easier and less stressful. The ultimate outcome can then result in more effective departmental and university operations and a better sense of personal balance for faculty.

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