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REGENERATING THE FACULTY WORKFORCE: A SIGNIFICANT LEADERSHIP CHALLENGE AND A PUBLIC POLICY CONCERN

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EXECUTIVE SUMMARY

Changing student characteristics require that higher education not only *replace* current faculty as they retire, but also *regenerate* the faculty workforce for the 21st century. At its core– regenerating the faculty workforce will require renewed attention and investment in faculty, beyond the traditional faculty development focus, and an understanding of the complexities associated with faculty work life. Regenerating the faculty workforce demands a fresh look at the professoriate and the importance of academic freedom and tenure to a culture of continuous innovation and quality improvement. What is needed to convince policymakers that the investments in support of faculty work and tenure are worthwhile: a better understanding regarding the work faculty members do and the outcomes of faculty work.

We must recognize the contributions of faculty work in meaningful ways, identify strategies to support the multifaceted nature of faculty work, and provide resources (including time) to allow faculty to focus on developing new pedagogies, curricula, and technologies to improve learning. Transformation and regeneration can only be achieved by understanding and overcoming fundamental challenges concerning faculty. Faculty work should be more transparent, more collaborative and engaged, and expanded beyond the

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traditional categories of teaching, research, and service. Administrators should keep in mind that understanding outcomes of faculty work is different from measuring productivity for performance. New and improved processes will be needed to respond to pressures to increase efficiency for competitiveness without sacrificing quality. We must not forget that faculty members are full partners in our colleges and universities. Perhaps now more than ever before there is a need to return to the principles within the AAUP Statement on Shared Government of "shared responsibility and cooperative action" and to what Ferren and Stanton (2004) call "collaborative leadership" to ensure higher education is up to the challenge of regenerating the faculty workforce for the 21st century.

INTRODUCTION

The number of students enrolled in postsecondary education has been rising steadily since the 1970s (Digest, 2007). As of fall 2005, more than 17 million students were enrolled. But the characteristics of students and their enrollment patterns have been changing as the number of students enrolled has increased. Nearly one-half of undergraduate student enrollments are now in two-year institutions. Students are more likely today than ever before to attend postsecondary education part-time, have full-time jobs, and have family responsibilities. They are more likely to be female than male, and greater growth is projected for Hispanic or Latino/Latina than for White, non-Hispanic students. At the same time the population is aging and higher education institutions are being confronted with managing more retirements than ever before in its history, the demand for affordable, convenient, quality higher education has never been greater. This makes regenerating the faculty workforce—in addition to a significant leadership challenge—a public policy concern. Changing student characteristics require that higher education not only *replace* current faculty as they retire, but also *regenerate* the faculty workforce for the 21st century.

What does this mean—regenerate the faculty workforce? Regenerate means "formed or created again" (http://www.m-w.com/dictionary/regenerate). It also means "restored to a better, higher, or more worthy state" (http://www.m-w.com/dictionary/regenerate). At its core– regenerating the faculty workforce requires understanding outcomes of faculty work and how faculty work must change in response to changing student and societal needs. This will require renewed attention and investment in faculty, beyond the traditional faculty development focus, and an understanding of the complexities associated with faculty work life.

Yet, research on faculty, and on faculty work, is only a secondary interest of a handful of social scientists and educators, and there is no mechanism for systematically planning, stimulating, and disseminating research on faculty to the population broadly. This inattention to understanding a significant component of higher education has left vast gaps in knowledge and theory about who faculty are, what they do, and the contributions they make to students, higher education, and society. The federal government has collected some information about this group of individuals who comprise a vital resource of the nation– the faculty– through the National Study of Postsecondary Faculty (NSOPF) since the late 1980's. However, sources from within the U.S. Department of Education say NSOPF is not included on the 2008 Acquisition Plan, which means plans do not include continuing NSOPF in the near future.

[1] Sadly, Strauss passed away six weeks after the conference.

This decision comes at a time when citizens are increasingly aware of the critical role of colleges and universities in securing national success. One indicator of this awareness is the frequent media monitoring of the U.S. position relative to other countries regarding sector performance, especially in terms of education of the workforce. "More widespread university education," notes a release for the Organisation for Economic Co-operation and Development's (OECD) annual *Education at a Glance* report, "means more prosperous economies and provides rich rewards in the labor market for those who graduate" (OECD, 2007). U.S. colleges and universities have educated the leaders of many countries and of every field. In addition to acquiring academic and professional skills, students develop cognitively and psycho-socially in college, contributing to their readiness to become leaders themselves. Much is at stake, which is why it is no wonder that higher education has come under increased scrutiny. In an environment characterized by mistrust, a 19-member Commission on the Future of Higher Education called its comprehensive strategy for postsecondary education *A Test of Leadership*. The Commission's report included several recommendations. Among them:

> "With too few exceptions, higher education has yet to address the fundamental issues of how academic programs and institutions must be transformed to serve the changing needs of a knowledge economy. We recommend that America's colleges and universities embrace a culture of continuous innovation and quality improvement by developing new pedagogies, curricula, and technologies to improve learning, particularly in the area of science and mathematical literacy" (p. 25).

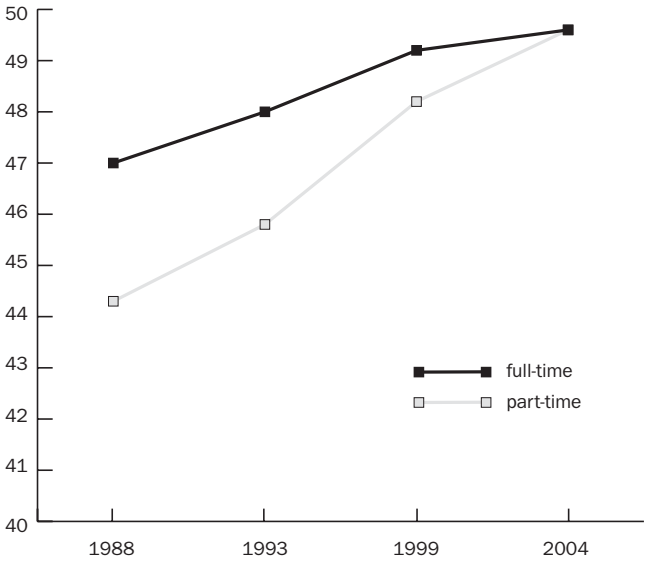
Faculty members hold the key to achieving the Commission's vision of the future of U.S. higher education. Commission members recognized: "Faculty must be at the forefront in defining educational objectives for students and developing meaningful evidence-based measures of their progress toward those goals" (p.24). While providing some examples of promising practices, the Commission stopped short of providing guidance on how to accomplish the task.

The Road Ahead

Higher education may be facing its most significant challenge to date—and does not even realize it. In only a few years, the composition of full-time faculty may look nothing like it did during the expansion years of the 1970s. Why? Part of the reason is simply demographics. The age of the population is beginning to increase rapidly, which will ultimately lead to an unprecedented number of retirements and departures from colleges and universities nationwide. These changes will bring both challenges and opportunities for higher education, its leadership, and policy makers. The purpose of this paper is to shed light on these challenges and opportunities– by offering guidance on ways to overcome some of the challenges and highlighting opportunities within reach.

At first glance, impending faculty retirements may not seem to be cause for alarm, particularly since we have known they were coming for more than a decade. A closer look reveals the average age of full-time faculty has increased steadily, if slowly, from 47 in fall 1987 to 50 in fall 2003 (Figure 1). The average age of part-time faculty also increased from 44 to 50 years old during the time period.

FIGURE 1. AVERAGE AGE OF INSTRUCTIONAL FACULTY AND STAFF BY EMPLOYMENT STATUS: 1988, 1993, 1999, AND 2004.



Source: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty (NSOPF).

Between fall 1997 and fall 1998, 29 percent of those (full-time) who left their institutions retired (Berger, Kirshstein, & Rowe, 2001). Between fall 2002 and fall 2003, 36 percent of those who left retired– a seven percentage point increase. While some of these departures were prompted by actions taken by institutions, such as early retirement incentive offers, the number of retirements, and the proportion of departures from institutions due to retirements, have been increasing steadily too. But, percentages varied by type of institution. Generally, higher percentages of full-time faculty left to retire from master's level institutions than from doctoral level institutions (Table 1). Within doctoral level institutions, a smaller percentage of full-time faculty members left due to retirement from private not-for-profit institutions (24 percent) than from public institutions (30 percent). Of the six percent of full-time faculty leaving public associate's colleges, 46 percent retired. Still, the percentage of all full-time faculty members leaving for any reason is only about 7 percent overall (Nevill & Bradburn, 2006).

TABLE 1. PERCENTAGE OF FULL-TIME FACULTY WHO LEFT INSTITUTIONS BETWEEN FALL 2002 AND FALL 2003 AND PERCENTAGE DISTRIBUTION BY REASON FOR LEAVING, BY INSTITUTION TYPE: FALL 2003

	Full-time faculty who left	Of those who left, reason for leaving	
Institution type		Retired	Other reason
All institutions[1]	6.9	35.6	64.4
Public doctoral[2]	8.0	29.9	70.1
Private not-for-profit doctoral	7.5	24.0	76.0
Public master's	8.0	43.2	56.8
Private not-for-profit master's	6.0	31.0	69.0
Private not-for-profit baccalaureate	7.8	16.8	83.3
Public associate's	6.4	46.1	53.9
Other[3]	6.8	36.9	63.1

[1] All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

[2] Doctoral includes research/doctoral institutions and specialized medical schools and medical centers as classified by the 2000 Carnegie Classification.

[3] Includes public baccalaureate, private not-for-profit associate's, and other specialized institutions except medical schools and medical centers.

NOTE: Faculty includes all faculty and instructional staff. Standard error tables are available at http://nces.ed.gov/das/library/reports.asp.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF: 04).

These small numbers may be part of the reason why when asked in a recent survey to rate three key areas related to staffing, the majority of institutions rated recruitment (96 percent) and retention (89 percent) "very important" while only 19 percent rated retiring older faculty as "very important" (Conley, 2005). How should we interpret these results? One interpretation may be that large numbers of older faculty have not yet begun to retire and institutional administrators do not have it on their radar screens. Another interpretation may be that institutions see retiring older faculty as inevitable, and are finding it much more of a challenge to recruit and retain faculty than to manage retiring older faculty. It is difficult to say—but one thing we do know is that as the population continues to age, political, legal, social, and economic forces are converging to create multiple administrative challenges for higher education, its leadership, and public policy makers. These challenges are complex, which is particularly apparent when we factor in different institutional settings, disciplinary contexts, and the increasing portion of the instructional faculty workforce teaching part time or off the tenure-track.

Much is at stake–and there is much work to do. One of the first steps is recognizing that transforming academic programs and institutions to serve the changing needs of a knowledge economy, and regenerating the faculty workforce go hand-in-glove. Inevitable retirements, changing student characteristics, and the need to transform academic programs all point to the need for re-focused attention on faculty, including supply and demand. Nationally, a complete picture of supply and demand of faculty is not available from any source. The complexity inherent in developing such a picture is vast given the diversity of institutions, disciplines, and employment relationships that would need to be taken into consideration. Without the benefit of a national context, institutions are left with myriad unknown variables. What are the givens?

Retirement age expectations are similar for full-time faculty in four-year institutions, regardless of discipline (Conley, 2007). Understanding the demographic characteristics of faculty within the context of the institution is part of the equation. Leslie, Janson, and Conley (2006) conclude "Institutions may want to encourage retirements or encourage retention, depending on their strategic position" (p. 82). Given that age is the main determinant of retirement, institutions should have good data on the age profile of their faculty by discipline (p. 83). Particularly when the size of the discipline is small and the age of faculty in the program is similar, chances are high that several faculty members will elect to retire at about the same time. This may lead to immense challenges or strategic opportunities, depending upon the program and institution. Supply is the other side of the equation. Although, institutions must track demand on their own, they can get a fairly good picture of supply from a combination of sources: Integrated Postsecondary Education Data System (IPEDS) Completions (degrees conferred by level), IPEDS Human Resources (new hires), and the National Science Foundation (NSF) Survey of Earned Doctorates (SED). The processes for accessing these resources have improved, but nonetheless require an in-depth understanding of the data to use it for decision-making.

Still– understanding supply and demand is not enough. Transformation and regeneration can only be achieved by understanding and overcoming fundamental challenges concerning faculty. These challenges may be grouped into three broad areas including (a) confronting the restructuring of academic work; (b) overcoming the general misunderstanding regarding the work faculty do and the outcomes of faculty work; and (c) responding to pressures to increase efficiency for competitiveness while maintaining quality educational processes.

Restructuring Academic Work: Strategic or Serendipitous?

Schuster and Finkelstein (2006) trace the restructuring of academic work and careers that has occurred over the past 3-4 decades. They use the most reliable sources of information available to document the shifts in the composition of faculty from a core tenured/tenure-track faculty to a contingent faculty workforce (i.e., part-time and full-time non-tenure track employees). They also document the decline in support staff including clerical, technical, and para-professional employees and the increase in professional, executive, and managerial staff. An unanswered, but implicitly debated question is whether or not this restructuring has been purposeful. Hiring faculty part time costs the institution less, both in terms of salary and benefits. Institutions also gain more flexibility by hiring individuals part time or full time off tenure-track. The AAUP contends: "The turn towards cheaper contingent labor is largely a matter of priorities rather than economic necessity" (AAUP, Background Facts on Contingent Faculty).

Do we get what we pay for? The extent to which the old adage rings true depends upon your perspective. Research regarding the effectiveness of part-time faculty is far from definitive. Banachowski's (1996) review of the literature demonstrated that the majority of studies were focused on counting the number of part-time faculty and determining an appropriate ratio of part-time to full-time appointments. Some researchers have shown a negative relationship between the increase in contingent faculty at 4-year institutions and graduation rates (Ehrenberg and Zhang, 2005). Others have demonstrated that there are no significant differences in teaching methods between part-time and full-time faculty when part-time faculty participate in professional development activities (Impara, Hoerner, Clowes, and Alkins, 1991; Kelly, 1992) . The

AAUP maintains "Many contingent faculty members are excellent teachers and scholars" (AAUP, Background Facts on Contingent Faculty). However, the AAUP also stresses "Excessive use of contingent faculty has costs" and "hurts students" (AAUP, Background Facts on Contingent Faculty).

Ehrenberg (2005) summarizes the challenges facing public institutions in a *Trends and Issues* report entitled *Assessing Public Higher Education At the Start of the 21st Century.* His assertion—public institutions have not had a choice:

> As the overall slice of state budgets allocated to higher education has declined significantly over the past three decades, public institutions are faced with enormous challenges of trying to maintain quality while preserving broad-based access to education. Institutions have been forced to hire more part-time and adjunct faculty instead of higher-cost tenured or tenure-track faculty, which, according to recent research, can result in higher drop-out rates among students. As the resources of state institutions have fallen relative to those of private institutions, it has become more challenging for state institutions to lure top talent and the research dollars they attract (p.2).

Private institutions face a unique set of challenges. These institutions also face budget deficits due to rising costs, market limits on tuition increases, reduced private giving, and declining endowment income. There is variation among private institutions that make generalizing among them difficult. Elite private institutions are very different from small religiously based institutions, which are very different from for-profit institutions offering most of their curriculum online. Higher education administrators responsible for hiring should consider individual decisions within a broader context of human resources planning at the institution to ensure further shifts in the distribution of the higher education workforce are purposeful.

Whether purposeful or not, Gappa, Austin, and Trice (2007) argue "These significant shifts require a rethinking of faculty work and workplaces" (p. xiii). They call this higher education's strategic imperative and offer a framework to successfully meet the challenge including five key elements: equity, academic freedom, flexibility, professional growth, and collegiality. They focus on strategic approaches to support faculty and highlight respect [emphasis added] as the foundation for the essential elements, regardless of appointment type. In fact, they maintain today's academic profession must rely on diverse appointments to meet diverse needs and to attract and retain excellent faculty.

Is this a call to abandon the tenure process? No. The authors note that "Tenure confers an important status on faculty members, and long-term employment allows individuals the requisite time for the reflective thought and study so essential to scholarly work" (p.193). They also point out that "no better model has been found for academic careers" (p.193). Regenerating the faculty workforce demands a fresh look at faculty as a profession and the importance of academic freedom and tenure to a culture of continuous innovation and quality improvement, necessary for developing new pedagogies, curricula, and technologies to improve learning. However, rethinking faculty work and workplaces does suggest what is needed to convince policymakers that the investment in support of faculty work and tenure are worthwhile—a better understanding regarding the work faculty do and the outcomes of faculty work.

Understanding What Faculty Do: Outcomes of Faculty Work

Many within the world of academe have lamented a lack of recognition for the role faculty play and the deprofessionalization of faculty leading to difficulty recruiting and retaining quality faculty. If you ask individuals within academe about faculty work, invariably their responses will include a reference to three traditional categories— teaching, research, and service. If you ask people outside of academe what faculty members do, responses focus primarily on teaching. There is sometimes an acknowledgement that *some* faculty members conduct research, but there is little awareness of service, or the nature of faculty work outside of the classroom.

Yet, the inextricable link between research and teaching has been vehemently defended and researchers have documented differences in salary rewards that accrue to different types of faculty activities. Evidence suggests that the rewards of research are significant (Fairweather, 1996).

Schuster and Finkelstein (2006) summarize the pressures on American higher education to reduce costs and expand faculty productivity, which have "translated into imperatives for faculty to do 'more'—especially to ratchet up efforts that contribute directly to the improvement of undergraduate education. In other words, the heat has been turned up to refocus faculty attention on student learning and thereby reverse what is commonly perceived to be the inexorably expanding claim of research at the expense of teaching, virtually throughout the academy" (p.75). The result has been increasing expectations regarding *both* teaching and research. Regenerating the faculty workforce requires that we define realistic expectations for all aspects of faculty work. But, in order to define expectations, we must first adequately understand the outcomes of faculty work.

What do we know about the outcomes of faculty work? Not as much as we should, but more than we think. Blackburn and Lawrence (1995) examined how faculty and administrators view faculty work. They focused on motivation, expectation, and satisfaction regarding research, teaching, service and scholarship. Their research demonstrates the multifaceted nature of faculty work and contributes to our understanding of why faculty do what faculty do. Not surprisingly, they found faculty and administrators often have different views of the world, and the work environment in particular.

> In every institutional type, administrators believe that support services for teaching (laboratory facilities, computers, libraries clerical assistance) and collegial resources (faculty to contribute to each other's classes and persons with whom to discuss appropriate topics) are more available or more plentiful than the faculty believe they are (Blackburn and Lawrence, 1995, p.260).

They found motivation and expectation predicts behavior more strongly than do sociodemographic and career variables. Their work also revealed that many administrators never held a faculty position.

Fairweather (2002) asserts "much of the policy debate about the nature of faculty work is shrouded in myth, opinion, and conjecture" (pp. 26-27). He delineates *Mythologies of Faculty Productivity* and suggests implications for institutional policy and decision making. Specifically,

Fairweather (2002) addresses the notion that faculty members can be simultaneously productive at high levels in teaching and research. His analysis of national data showed simultaneously high levels of productivity are rare. "For most faculty members, generating high numbers of student contact hours diminishes publication rates, and vice versa" (p.44). Furthermore, he notes "Untenured faculty members are the least likely to attain high levels of both research and teaching productivity during a given two-year period" (p. 44). He stresses the importance of making certain that the untenured faculty shift their work focus during the pre-tenure period to achieve sufficient productivity in both teaching and research. Typically five or six years, the tenure process is designed to provide sufficient time to allow faculty members to demonstrate excellence in all of the traditional functional areas (teaching, research, and service).

The acknowledgement that faculty must prioritize how they spend their time has led to discussions of differentiated workload. These discussions may prove useful, particularly if administrators look for ways to reach out to faculty who have been successful at various points during their career, but who may not be as productive during the later stages. Schuster, Wheeler, and Associates (1990) recognized this need, but unfortunately their work was narrowly identified with faculty development. In *Enhancing Faculty Careers: Strategies for Development and Renewal*, they stressed the importance of having specific faculty development initiatives and activities targeted to faculty at various stages of their careers.

Some have advocated permanent differentiated workload or "unbundling" faculty roles. Paulson (2002) explains "Few authors have defined unbundling in relation to the faculty instructional role, although many have used the term" (p. 124). She describes unbundling conceptually as a method of formalizing differentiation. Specifically, activities within each of the traditional functions are identified, and individuals and resources to meet functional requirements in the aggregate are then allocated. For example, individuals who are hired exclusively to conduct research and are the principal investigator (PI) or co-PI and who supervise students or other professional level assistants who are collaborating on or assisting with research are designated "Research Faculty" to distinguish them from regular teaching faculty. Schuster and Finkelstein (2006) call it "respecialization of academic work" characterized by academic function rather than academic field.

Bundled or unbundled, given the multifaceted nature of faculty work, it is a challenge to describe outcomes from it. The Out-of-Classroom *Faculty Activity Study*, a component of the Delaware Study of *Instructional Costs and Productivity*, includes metrics designed to measure outcomes of specific aspects of faculty work including teaching, research and scholarship and service to the profession, institution, and community. Thus, the output measures for out-of-classroom faculty activity include a variety of things including the number of refereed publications, juried shows and performances, externally funded contracts and grants, institutional service, faculty mentored student research, academic advising, and thesis/dissertation committee involvement (Middaugh, 2001). Taken together, the *Delaware Study* and the *Faculty Activity Study* give institutions a tool for benchmarking who is teaching what to whom at what cost, as well as how faculty spend their time outside the classroom and the resulting products. The expressed purpose of these studies is to provide a more complete picture of faculty activity, facilitating educated decision-making regarding personnel and fiscal resources.

Administrators should keep in mind that understanding outcomes of faculty work is different from measuring productivity for performance. In the extreme, if faculty members are

overworked, overtired, and burned-out then the outcome of faculty work is a disgruntled, unmotivated faculty, which results in decreased productivity and performance. Regenerating the faculty workforce requires recognizing the contributions of faculty work in meaningful ways, identifying strategies to support the multifaceted nature of faculty work, and providing resources (including time) to allow faculty to focus on developing new pedagogies, curricula, and technologies to improve learning. New and improved processes will be needed to respond to pressures to increase efficiency for competitiveness without sacrificing quality.

Competitiveness and Quality: Academe's Double-Edged Sword

The temptation to focus on efficiency to be competitive and to make the most of resources without understanding the impact on quality is real. Academic capitalism and the new economy (Slaughter and Rhoades, 2004), striving for prestige (Slaughter, 1993), and the rise of the entrepreneurial university (Slaughter and Leslie, 1999) have all added to the pressure the National Science Foundation (NSF) sees faculty members facing. NSF notes in their *Annual Report to Employees* "a perceived increase in institutional pressures on faculty members to get grants to achieve promotion and tenure and to support their students and labs" (p. 11).

Rhoades and Slaughter (2004) define academic capitalism as "colleges and universities engaging in market and market-like behaviors" (p. 37) and distinguish this behavior from traditional operations by "depth and breadth" because the activities have become a basic source of income for the institutions. Sure– institutions have historically engaged in revenue generating activities such as operating book stores, offering continuing education, etc., but these operations have traditionally been labeled and treated as auxiliary. Academic capitalism suggests the emphasis on generating revenue is central and encompasses the core academic mission of the institution.

In turn, increased competition for scarce resources has given rise to the entrepreneurial university. In education generally, quality is associated with resources (inputs). Higher quality demands more resources. Paradoxically, a decline in resources is associated with increased efficiency. Rhoades and Slaughter (2004) observed an extreme case where a department head was focused exclusively on delivering courses as cheaply as possible (i.e., by increasing course offerings by graduate teaching assistants) in a budgeting system based on student credit-hour production. Institutional effectiveness is achieved when an appropriate balance is struck between quality and efficiency. The current emphasis on outcomes will not suffice without commensurate attention to input and process.

McMillin and Berberet (2002) and the Associated New American Colleges (ANAC) have called for a *New Academic Compact*, a "circle of value" comprised of a symbiotic relationship between faculty member and institution. The fundamental principle on which the compact rests is reciprocity. The compact calls for institutions to provide an environment conducive for faculty to succeed and develop professionally over the stages of their careers; and for faculty to align their work with the priorities of the institution. This compact has the potential to provide institutions with the necessary framework to respond to the challenges on the road ahead, while strategically leveraging opportunities.

Leveraging Opportunities

In the face of this significant challenge—regenerating the faculty—there are also opportunities. Ironically, many opportunities may also spring from the same source: an unprecedented number of retirements and departures from colleges and universities nationwide. What are some of these opportunities? There are several including the opportunity to (a) increase diversity among the faculty ranks; (b) reform the tenure process and policies which may be making faculty careers less attractive, especially for women; (c) enhance interdisciplinary collaborations both within and between higher education institutions; (d) re-define and enhance the faculty role; (e) expand access; (f) integrate Science, Engineering, Technology, and Mathematics (STEM), into all disciplines through general education and a strong Liberal Arts and Sciences undergraduate curriculum; and (g) to integrate assessment and accountability into the regular work of faculty and the academy through the scholarship of teaching, learning, and assessment.

Leveraging these opportunities will require retaining and supporting current and future faculty members. In short, to regenerate the faculty workforce we must improve the quality of work life. Studies have highlighted junior faculty, women, and faculty of color have to manage and cope with a departmental climate that may hinder their progress towards tenure and/or promotion and often experience a different departmental climate than their counterparts (August & Waltman, 2004; Parker et al., 2003; Prentice, 2000). The *Tenure-Track Job Satisfaction Survey* provides institutions participating in the Collaborative on Academic Careers in Higher Education (COACHE) with a management tool that can be used as a powerful lever to improve the quality of work life for junior faculty. Each section of the survey was designed to result in a report of actionable diagnoses for institutions committed to doing things differently. These institutions are taking the first steps toward regenerating the faculty workforce by engaging in conversations to improve the quality of work life for faculty. Emerging from these conversations may be ideas about how faculty work should change in response to changing student and societal needs.

Where Do We Go From Here?

Altbach (1999) predicted the professoriate would face "harsh realities" in the new century. External pressure for accountability and efficiency in higher education has prompted many administrators to search frenetically for best practices transferable to different institutional contexts. There are some tools available to help those searching for comparative information (e.g., *Delaware Study, Faculty Activity Study, Tenure-Track Job Satisfaction Survey*). What is needed in addition to these tools is a process for reconciling competing demands for resources without sacrificing quality, strategically focused on regenerating the faculty workforce for the 21st century. To illustrate, consider the following realities. When an individual retires, faculty worry about how the person will be replaced. Who will teach their courses? Who will take on the additional advising load, service responsibilities, etc.? Deans and other academic administrators may see the retirement as an opportunity to restructure program offerings. While this opportunity may be seen beyond the boundaries of the school or college, at some level there must be attention paid to the renewal of the institution as a whole.

A major omission from staffing practices is attention to exit or separation from the institution, whether for retirement or for some other reason. Separation needs to be fully integrated into staffing practices and human resource planning models in higher education institutions. To be successful in regenerating the faculty workforce, we must be purposeful. Institutions should actively engage in human resources planning at the academic unit and the academic support unit level. These models should be disaggregated to the unit level and fully integrated within the overall planning framework of the institution. The models should incorporate succession planning for academic programs, faculty and staff development, and strategic planning processes for colleges, schools, and the institution as a whole. Key indicators monitoring renewal should be integrated into both short-term and long-range planning at the institution. Currently, many institutions have insufficient data to support regenerating the faculty workforce or they make ineffective use of data and information to support decision making related to renewal. These challenges demand a reinvigorated research agenda to study faculty, including supply and demand, and outcomes of faculty work. This undertaking requires investments in human resource planning and institutional research at the national, state, and institutional level.

Faculty work should be more transparent, more collaborative and engaged, and expanded beyond the traditional categories of teaching, research, and service. On the surface, it seems ridiculous to talk about encouraging faculty to disclose the findings of their work. After all, faculty work is among the most scrutinized there is through the peer review publication process. But, how does faculty work—and in particular research and creative activity—contribute to economic or cultural development, for example? If faculty work is only disclosed through the publication process, how can we expect it to be used to solve the world's problems? This need points to a specific faculty development challenge to ensure faculty have a bigger picture view (beyond the discipline) and understand the contributions of their work. It also points to the need for additional support– to repackage outcomes of faculty work for different audiences and to assist in the dissemination of results.

But, we must also understand relationships between institutional characteristics and individual circumstances crucial for success. Regenerating the faculty workforce requires nothing short of a culture shift within the academy and depends upon making priorities and goals explicit—not the least of which may be academic restructuring, downsizing, and right-sizing institutions. But, a culture shift is needed not just among faculty. To restore the faculty role "to a better, higher, or more worthy state" (http://www.m-w.com/dictionary/regenerate) we must recognize that faculty expertise is needed throughout higher education– in administration, student support, pedagogical innovation, and assessment. Toward that end, institutions should re-focus and invest in faculty, seek to understand all outcomes of faculty work, and develop programs and processes aimed at faculty engagement in addition to faculty development across stages of faculty careers.

Critics warned that ending mandatory retirement for tenured faculty would result in an unproductive, irremovable professoriate, but we must not forget that faculty members are full partners in our colleges and universities. Perhaps now more than ever before there is a need to return to the principles within the AAUP Statement on Shared Government of "shared responsibility and cooperative action" and to what Ferren and Stanton (2004) call "collaborative leadership" to ensure higher education is up to the task of regenerating the faculty workforce.

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