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Academic Intrapreneurs: Key Players in Finding New Funding Sources

By Bob Smith, PhD

We are all aware of entrepreneurs—people who assume risk in new business ventures. In contrast, an "intrapreneur" is one who works creatively within an institution to develop new associations and opportunities to advance institutional and individual professional development goals. The "academic intrapreneur" can be an administrator, faculty member, or staff person who seeks new resources and development opportunities to address the fiscal challenges faced by many higher education institutions.

The purpose of this article—beyond giving further life to the concept of the academic intrapreneur—is to offer a rationale for increasing resourcefulness in university enhancement coupled with ideas and strategies for finding new sources of funding.

Surveying the academic resource landscape

Higher education resources—particularly for public institutions—are tied to national and state economies. Accordingly, when economic conditions are poor, state support for higher education usually diminishes. This relationship seems self-evident but is complicated by priorities in state-government spending. Often, higher education becomes a fourth priority for legislators and other state-government officials—trailing behind support for state prisons, Medicare and Medicaid needs, and K-12 education (not necessarily in that order), the latter of which is often constitutionally protected. Given such a picture, one can better understand how state funding for many state universities and colleges in real dollars has decreased during the past decade, especially given the escalating demands for resources in areas such as criminal justice and health care.

When states' contributions to institutions' budgets decrease, there are the options of cutting back operations or finding other sources of revenue. Institutions often wind up doing both, but the pain of cutbacks is exacerbated by higher education institutional budgets that are typically laden with personnel costs (typically 60 percent or more overall, and in many academic units as much as 90 percent or more). Thus, budget cuts may come with prospects of layoffs.

While reallocations and cuts in programs are likely to be continuing challenges in higher education institutions—particularly those in the public sector—academic intrapreneurs should be working creatively to identify and pursue options for new resources and opportunities for faculty, staff, and students. Let's consider some relevant ideas in the areas of extramural grants, public-private partnerships, and private development.

Extramural funding

Sometimes people outside the academy ask, "What is extramural funding?" For most academics, the response entails non-gift funds attracted from outside the university, typically in the form of grants and contracts. The latter have so-called deliverables, which include research results, intellectual property (e.g., patented or copyrighted materials), reports, and services. Extramural grants and contracts also have negotiated indirect cost funds or overhead (in federal parlance: facilities and administrative costs), which provide for basic infrastructural goods and services (e.g., purchasing, accounting, and physical plant services) necessary to conduct research and other sponsored efforts.

As noted in *Academic Leader* in 2004 (Volume 20, Number 6), the University

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The Newsletter for Academic Deans and Department Chairs

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University of Phoenix Taps into Associate Degree Market

The University of Phoenix is making inroads into the community college market by offering six online associate degree programs—accounting, business, criminal justice, general studies, health administration, and information technology—through its Axia College.

Established in 2004, Axia College of the University of Phoenix is intended to meet the needs of a growing segment of the higher education market that lacks preparation for college.

"One of the reasons that Axia came about was the need to provide preliminary college preparatory coursework for students who didn't have access or didn't have the availability to get to local brick-and-mortar campuses. It's not necessarily a different population [than the University of Phoenix] but a different level of preparation. The University of Phoenix services those students coming in with some college work already. Axia is a little different in that it's geared to begin that college preparation on how to learn and how to be successful in college," says Dave Steffen, associate campus director for Axia College's Madison, Wisconsin, campus.

Axia students are required to take two courses per nine-week term. To make the programs convenient, the courses are completely online, and new classes begin each week. Each program consists of 60 credits, and most students complete their program within 20 months.

Axia's online learning model is similar to that of the University of Phoenix. The main difference is the duration of the courses. The University of Phoenix offers five-week terms, while Axia College's courses are nine weeks in duration "to make sure that students have an opportunity to grasp and understand the materials before they move forward in their programs," Steffen says. "One of the reasons we're set up this way is so that students have the ability to focus on one or two concepts at a time, rather than a traditional approach where students are looking to grasp five or more concepts at a time."

The traditional approach of taking four or five classes at a time makes sense for full-time students, but not for students who must also balance their education with their personal and professional lives, Steffen says.

Throughout each program, students are required to participate in threaded discussions at least three times per week. Each course is structured to alternate between "read-and-discuss" activities, in which students respond to discussion questions, and writing activities, in which discussion focuses on writing assignments. To further engage and support students, instructors are available for one-on-one interaction through email, telephone, instant messaging, etc., at least 20 hours per week, Steffen says.

Steffen does not view Axia as competition for community and technical colleges, but rather as a way to meet a growing demand for flexible associate degree programs.

"[Many] brick-and-mortar community colleges exist, but they're focused in metropolitan regions and really don't service some of the outlying areas that are becoming more populated. So students are looking for that flexibility to be able to obtain higher education but don't necessarily want to get in their cars and drive an hour and a half to attend class three times a week," Steffen says. ▼

Departmental Culture Change

By Dave Frock

"If your actions inspire others to dream more, learn more, do more, and become more, you are a leader."
— John Quincy Adams

The challenge of change. It is an issue we face regularly with varying levels of drama. Am I ready to change careers, start a diet, buy a house, or try a new vacation spot? Many profess the concept that change is good and brings the excitement of new opportunities. In the workplace, however, change is often met with skepticism, rolled eyes, and the all-too-familiar "here we go again …"

I had been in a very stable environment, safe in my position, with a high-functioning staff to work with and secure that I knew what each new day would bring. I had time to relax, with no fires burning around me or on the horizon. In many ways, this stability was what I was trying to achieve.

When I found myself in that all-too-glorious position, my patience level lasted about three days, until I was breaking things just to fix them! I realized that for some time my creativity had been put in storage. The process for creating new services and programs was very thorough. It ensured that mistakes were caught and the departmental image was maintained, which are very good things. For me, however, I missed the excitement of trying new things and risking failure. The choice was simple: be challenged and grow or remain safe and become stagnant. More important, if personal development was what I preached to my students and staff, could I justify standing still? Feeling all of these emotions and a few unmentioned, I recently made a leap of faith, changed positions, and moved to a new area.

As I entered my new position, I found those nervous butterflies in my stomach were back. A few years of experience reminded me that they were a good thing and, more important, I understood that all my new teammates probably had them as well. The same experiences taught me not to move too fast in my new environment. I had to scope out the landscape, develop a historical appreciation for the way things were done, and learn as much as possible about the individuals in the department.

I arrived at a difficult time. It was October, so the program and academic schedule were in full swing. My position of departmental chair had been vacant for a long time, and other positions in the organization had been empty as well. Due to the poor state of the organization and facilities, the assembled team had bonded closely as a result of the firestorm they had been through together, and I was an outsider. Beyond that, this was a two-year college, with which I had no experience, and just about everyone on staff had been in the field longer than me. In fact, the faculty member with most tenure had been teaching about as long as I had been alive. To say the least, I walked into the challenges I wanted.

After gaining a better understanding of my new environment, it was time to identify our new direction. The most fundamental component for changing the culture was to clarify our mission and values, which would serve as our guiding principles. This led us to create specific goals we could get behind as a group, see improvement and progress along the way, and be proud when we talked about them. It took a few months of meetings, discussions, and clearly defining the role of each individual to establish this baseline. For my part, I had to be patient and occasionally slow down the process so everyone would stay on board.

Having established a framework and parameters that everyone agreed to, each person was encouraged to run his or her own area of responsibility as if it were their personal enterprise. The parameters set were the key factors. Coupled with the mission and our values, individuals could plan programs and services and develop their own staff in a variety of ways that all met similar goals. We check in with each other at regular intervals, making sure the direction is on point, and most have found the independence invigorating.

Faculty have been a key element in the momentum we have gained. The instructors with the most tenure could push us forward or stop us in our tracks. For the most part, the conversations I had with them were philosophical in nature. I asked them questions and let them talk about the college, their history as educators, and what they identified as right and wrong with the system. Instead of focusing energy and time on their processes, pedagogy, or curriculum, our conversations addressed what positive impacts they could have on the classroom, the college, and, most important, their students. It was clear the passion to teach and make a difference was present in most. What seemed to work best was to remind them what an important role they played and to ask them to consider the legacies they would eventually leave.

For me, the culture change came as a result of identifying why we are here. Our department consists of recreation centers, academic coursework supporting degree programs, and community wellness services. We serve four campus locations and a growing number of collaborative efforts in our region. Being spread

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How to Develop and Manage Effective Service Learning Opportunities

By Kevin Christophersen, MA

As a marketing communication faculty member at Columbia College Chicago, I have assembled structured service learning opportunities with various classes and select not-for-profit organizations. Businesses I have partnered with include a community life enrichment center in the Midwest that serves people of all ages with developmental disabilities, a not-for-profit AIDS service organization that combines direct services and prevention programs, and, finally, an all-volunteer not-for-profit corporation that donates all proceeds to select gay and lesbian and HIV/AIDS service organizations.

I believe outside collaboration is essential for student development as advertising professionals. In fact, I believe all students, regardless of major, benefit from working with community service organizations. The total learning experience is reinforced when students are encouraged to construct models of reality based on actual experience. Therefore, developing service learning opportunities that utilize the community as a classroom can shape perceptions and lead to greater respect and tolerance for others. Understanding "differences" can have a positive impact on emotions, attitudes, and values and, ultimately, impact the capacity for personal growth.

The success of a project can be dependent on how well the process is managed. Over the past several years, I have developed a strategy that can facilitate the success of any service learning opportunity and benefit both the students and organization involved.

Find the right match

Partner with organizations that need help and are appreciative of additional support. This is important because oftentimes organizations have their own agendas and utilize volunteers for jobs that may not present learning opportunities. Therefore, ensure that your students will benefit from the experience. After all, this is about service learning, and students should walk away with an increased understanding of and appreciation for civic engagement.

Too, it is best when students also have evidence to illustrate what they've learned, whether it's work for their portfolio or accomplishments for a resume. Jonathan Lalla, research analyst for product design and development at Synovate and former Columbia CollegeChicago student, says that it is "extremely beneficial as a student to partner with not-for-profit organizations while in college because they allow students to creatively and effectively showcase their talents while assisting them with their goals. This was great for resume work, and the lesson learned that assisting the community is lifelong."

Set realistic objectives

Meet with the organization so as to understand their needs. Once you have a clear grasp of what needs to get accomplished, write specific goals. Objectives should be clear, time-bound, and measurable. Present the objectives to the service organization and to your students. If both parties know what is expected, the project should be easier to manage and evaluate.

Establish a timeline

Sounds like a "no-brainer," but I've worked with organizations that didn't have exact deadlines. In order to meet your objectives and keep the students motivated, a clear timeline should be produced. In fact, it works best when students develop the timeline. This small step shifts the power to the students so they assume ownership over their work, overall increasing their enthusiasm for the project.

Communicate effectively with the organization

Communication is an essential part of any successful service learning partnership. Schedule regular internal meetings to discuss project progress, next steps, and other opportunities with the student team. Too, students should schedule and conduct meetings with members of the non-profit organization, as this provides experience in dealing with efficient meetings.

If time is of the essence and face-to-face meetings are not possible, students should conduct conference calls. Calls should cover the status of the project and allow an exchange between the organization and the students. As a result, another business tool is easily integrated into the learning process.

Finally, establish a lead contact from the student team who will be the liaison between the class and the organization. The lead should email the organization at regular intervals to be proactive, ensure effective client service, and strengthen the overall student-client relationship.

Allow room for mistakes

Organizations must understand that this is a learning opportunity for students. Therefore, create an atmosphere in which mistakes are valued as learning tools. When a problem occurs, discuss how to develop a strategy to modify the challenge into an opportunity. Students will benefit, as they will ascertain that mistakes are universal; it's how you deal with them that matter.

Develop a teamwork rubric

Teamwork almost always plays a part in service learning opportunities. In order to effectively accomplish objectives while simultaneously improving class participation, incorporate peer evaluation into the program. Create a teamwork rubric that rates student attendance and

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Evaluating Faculty with Specific Concerns: What, Why, and How

By A. C. "Buddy" Himes, PhD

Evaluations mandated by institutions generally assess application of faculty expertise to teaching, research, and service. But as Keig (1994) states in *Collaborative Peer Review*, "Clearly, there is more to teaching than having a command of the subject matter, as essential as that is." How can objective data be gathered on faculty issues unrelated to expertise that may be affecting the unit?

According to Hecht (1999) in The *Department Chair as Academic Leader*, "Rather than relying on consistent criteria applicable to a broad range of persons, the criteria may be specific to a discipline, or even individuals within that discipline." One way to gather pertinent data is with a supplementary formative evaluation.

What: the top 10 list

Experiential research demonstrates that concerns for specific faculty members are usually related to how they relate to students and other faculty, not with expertise. Ferdinand Fournies (2000) confirms this in *Coaching for Improved Work Performance:* "One of the most common reasons why employees do not get promoted is ineffective people-to-people relationships."

A solution found to be effective is a survey instrument created specifically for the academic unit. Depending on rank, tenure status, or concerns for faculty performance, the survey may be required of certain faculty and optional for others. However, whether for a first-year instructor or for a tenured associate professor seeking promotion, only members of a committee of senior faculty (who would later be making actual personnel recommendations) would complete the survey. Converting observations into empirical data is accomplished by stating each criterion in the affirmative and providing numerically ranked "strongly," "somewhat," or "do not agree" responses. Provision should also be made for anonymous written comments.

A "Top 10" listing of criteria for such a survey could include:

1) Understands what is motivational to student learning.
2) Is flexible, can adapt to evolving situations.
3) Holds high standards without being perceived as negatively critical.
4) Makes appropriate attempts to respond to concerns of students.
5) Treats all students equally.
6) Promotes faculty unity, demonstrates ability to function as a team player.
7) Makes plans in the context of the overall unit.
8) Considers how comments will be perceived by others before they are made.
9) Assumes responsibilities in a timely manner.
10) Is an active and willing participant in committee work and collaboration.

Why: everybody wins

A supplementary evaluation should create a win-win situation. It should be about edification of the individual and bringing his or her strengths into alignment with departmental needs. The goal is to produce a valued colleague who contributes fully toward the unit's mission.

Benefits for the unit—Faculty members typically perceive relatively little autonomy over their units. A supplementary evaluation could serve to change this inasmuch as the process is completely what the faculty chooses to make of it. Hecht illustrates this: "Evaluation is made worthwhile by the promise of improvements for the unit and the expanded influence it gives the unit over its fate."

Benefits for the individual—No one goes to work intending to do a bad job. Indeed, it is human nature to perceive oneself as doing a good job. Yet, to the contrary, Fournies demonstrates that, "In a survey of 4,000 managers the question was asked, 'Why don't employees do what they are supposed to do?'" One of the most frequent responses was, "They think they are doing it." Hence, a supplementary evaluation could benefit individuals by removing a scotoma and providing insight as to how they may enhance their opportunities for advancement.

How: communication

According to Fournies, "In the study of human behavior, psychologists discovered that feedback is one of the most critical requirements for sustained high-level performance of any human act." And when relaying concerns, there is no substitute for a face-to-face interaction between the executive and the individual faculty member.

A "together we can work this out" approach is the key to keeping communication open. Let the individual know that you have confidence in his or her ability to make a change and, just as important, that you are charging him or her with conforming to this expectation.

Fournies presents a guide for the face-to-face meeting: "If you want people to select better alternatives, let them understand the consequences of the alternative they are selecting and give them more alternatives to select from." Academic executives should have a wealth of experiences to draw from for advice (or know where to go to find these). Some tried-and-proven methods include suggesting self-help or psychology readings, funding attendance at a motivational workshop, recommending professional counseling,

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of Arkansas instituted a salary incentive plan that rewards intraprenuerial efforts of faculty by providing opportunities for salary bonuses when regular academic year salary support is incorporated into grants and contracts obtained from the federal government, foundations, and private industry but not state agencies (to avoid the appearance of "double-dipping"). The plan and its attendant policies represent a tangible example of opportunities for individual intraprenuerism. But what are other activities that faculty and academic leadership can engage in to enhance institutional intraperneurial efforts? Let's consider public-private partnerships.

Public-private partnerships

During the past few decades, universities have entered into a variety of public-private partnerships to benefit teaching, research, and service programs. The efforts range from relatively modest residence inns that support baccalaureate hotel and restaurant or hospitality programs to high-technology business incubators and research parks that support technology transfer and economic development efforts. The college or university may provide land or facilities for lease. The private partners provide financial investment in business or other efforts. The benefits to the college or university partner include enhanced opportunities for research grants, student internships, and jobs for students and alumni.

Are there other public-private partnerships that one might conceive of through the intrapreneurial mindset? Clearly, one can imagine other possibilities, perhaps in professional areas such as architecture or public relations. Might it be possible, for example, to attract private firms or non-governmental organizations to universities for infrastructure development and special training opportunities for students? These possibilities deserve the creative thinking of faculty and staff across the academic community.

Yes, tax laws and conflict-of-interest policies have to be considered in crafting public-private partnerships. But prospective arrangements can be scrutinized and aired publicly before initiation and represent worthy efforts to explore broadly.

One of the great advantages of public-private partnerships is that they offer private partners opportunities to learn more about a college or university. And such arrangements can lead to enhanced development and private gift giving, which we consider next.

Development efforts

Fund-raising is "big business" at most colleges and universities, and the efforts are typically administered at the level of the vice chancellor or vice president. At many institutions, advancement activities are managed through a so-called centralized-decentralized model, which involves a "central" university development group and a series of "decentralized" development offices and professionals in all major collegiate or other units. These collective organizations are largely responsible for the phenomenal successes major universities have had in raising billions of dollars for everything from scholarships and fellowships to endowed faculty professorships and chairs to capital construction support.

Intraprenuers who wish to inspire involvement of academic colleagues in development work need to signal that fund-raising proposals are not the exclusive purview of a few. Rather, ideas for proposals come from a variety of faculty and staff intrapreneurs, and the ideas need to be vetted through the appropriate decentralized unit. But intrapreneurs need to know that if they volunteer ideas they should also be prepared to help with proposal development efforts—recognizing that benefits may accrue to their department or themselves.

As faculty and staff intrapreneurs become more involved in development work, they usually become more cognizant of restrictions that accompany most private gifts. During my academic administrative career, I have heard suggestions that gift money be used for everything from faculty and staff salary increases to general tuition offsets to bailing out faltering programs. But few gifts can be applied to just any need. Rather, gifts are typically made for specific purposes, and the purposes cannot be altered. Otherwise, the trust between institutions and donors is violated.

The most positive message for private development is this: Private gifts provide support for the margin of excellence among our faculty, students, and programs. The funds are rarely intended to supplant state or tuition support, but rather provide for extraordinary efforts that help to convert a good institution into a great one.

Summarizing, this article should help illuminate the concept of the "academic intrapreneur," enhance understanding of sources of revenue, and provide some ideas for new intrapreneurs in the areas of extramural grants, public-private partnerships, and private development. Comments and suggestions are welcome and can be directed to Bob Smith as noted below.

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This article has been excerpted from R. V. Smith, *Where You Stand Is Where You Sit: An Academic Administrator's Handbook*, University of Arkansas Press, 2006. ▼

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so thin in a large area, we needed a point to focus on as we provided our services. The key element was identifying the development of student employees at our center. Our facilities would be active learning labs for students to manage, program, interact with participants of all types, and develop positive work habits that would transfer to any occupation they might choose in the future.

To do this, the professional staff had to change their approach. Previously they planned and executed all activities. Now, our student employees manage various functions, determined by their individual experience and knowledge. The key role for the professional staff became that of guiding and possibly mentoring the student staff. This model encourages them to teach what they know, pass along their experience, empower the students to take ownership in the program, and take a personal interest in employees' professional development.

As a result, our entire department has found synergies in most things we do. We can share common experiences and work interdependently to help our students, fix our problems, and grow our programs. The entire model is based on trust: trust between students and supervisors and trust amongst our team. Our culture is about developing leaders who will have a positive impact in their chosen field. The ability to identify and create an engaging work environment is a desirable item for any workplace. Placing student employee development at the core of our department has improved our atmosphere and strengthened relationships. The shift in roles for the staff to serve as guides and role models is critical to achieving these outcomes.

In the end, we can all look back and be proud of our work in education. Every campus in the country works hard to provide students with a great experience. The important thing for us is how we go about creating these experiences. Developing our students to be as prepared professionally as they are academically is a unique opportunity for this department and something we cannot afford to pass up. We are coming to realize that our entire staff shares in the successes and missteps along the way. Being together on a journey with such outcomes feels like it will be worth the trip.

Dave Frock is chair of the wellness, fitness, and sports department at the College of Southern Maryland. ▼

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cooperation, overall contribution, and team playing level. Keep each evaluation confidential, allowing students to feel free to judge their peers without fear of repercussion. This is important and provides yet another valuable tool to evaluate students.

Conduct job performance reviews

Utilize performance reviews, which are similar to corporate job reviews. Just like businesses, service learning programs benefit from better communication and management. Performance review systems will improve communications while motivating students to increase their own effectiveness and clarify their own jobs and responsibilities.

During performance reviews, openly discuss all issues pertinent to the project and provide feedback to clarify problems so that they can be corrected and higher performance can be rewarded. Progress should be evaluated at predetermined times in order to remain fair and to correct any necessary issues. This tool should increase the performance level of the class while encouraging students to work together with common goals and fewer obstacles.

Evaluation

Utilize members of the organization to evaluate the project. If possible, set up a predetermined assessment by which students will receive feedback on their progress. This is significant, as it provides students with outside perspective and allows them to incorporate any revisions that will help strengthen the program.

At the culmination of the course, have a final meeting to discuss the results. Use the original objectives as a benchmark in order to determine whether the goals were met or whether the student team exceeded the organization's expectations.

In addition, use this juncture to determine what can be improved for future projects. Constant revision and modification will only increase the overall success of service learning opportunities.

Explore other opportunities

Is the community organization interested in building an ongoing relationship with your class or college? If so, sit down and discuss other service learning opportunities that would be a good match. Also, prepare a priority list of projects that would be mutually beneficial to students and organizations. If an organization does not have any additional projects, ask if it has any relationships with other community-based organizations. Most leads are based on referrals, and if the project was a success, other nonprofit organizations may desire to pursue a future collaboration with your class or college.

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Rethinking Scholarly Publication for Tenure

By Thomas R. McDaniel, PhD

Well, here we go again. The Daily Princetonian reports on its Web news page a story about the Modern Language Association's task force recommendation regarding "ways in which universities should rethink how they 'admit' professors and later decide on their tenure." Rosemary Feal, executive director of the MLA, said, "We wanted data that we could analyze in light of the changes in the scholarly community."

Now, lest you think this is yet another effort to jettison the tenure system from the "scholarly community," let me hasten to assure you that is not the object of this MLA report. After all, tenure foes are much more likely to come from outside academe than from within—and the MLA is about as "within" as anyone can get. No, this is an effort, as Feal puts it, to respond to the "major changes in the way scholarship is published."

Because colleges and universities—especially top-tier and/or research-oriented institutions—are increasingly emphasizing scholarship as a condition for tenure, and because it is increasingly difficult for professors to find traditional journals willing and able to accept narrowly focused research articles (partly a consequence of shrinking library budgets), a broader definition of "publication" is desirable. Princeton itself seems comfortable with its current scholarship requirements (according to Dean of the Faculty David Dobkin) primarily because, as Feal observed, "it can attract the greatest experts in their field," those who have ready access to scholarly journals for their work.

But what about the lesser lights, those faculty squeezed out of the most prestigious research journals? This problem is what the MLA's efforts might rectify. We will await the full report and subsequent action following the author's presentation of results at the annual meeting of the Association of American Colleges and Universities in New Orleans in late January. In the meantime, a few "parting shots" seem in order:

First, let us ask if the premise of the report is valid. Logic suggests that it is. No doubt even those non-elite, non-research institutions (including small liberal arts colleges) that populate the higher education landscape in the United States have ratcheted up the scholarly publications criteria for tenure over the last decade. And no doubt library budgets (and the rising costs of journals) work against the publishing prospects of younger faculty without name recognition in the academy. The squeeze is on!

Second, the alternatives to the prestige print journals—notably, the growing respectability of electronic "online" journals—suggest that the "new media" should not be discounted as legitimate outlets for publication. Peer review is still essential to protect the integrity of the "publication" process, but faster, cheaper (if not better) forms of publication are likely to grow in popularity and respectability.

Third, recall that the MLA is addressing an old problem, not a brand-new phenomenon. At least as far back as 1990, when Ernest Boyer, on behalf of the Carnegie Foundation for the Advancement of Teaching, published Scholarship Reconsidered: Priorities of the Professoriate, leaders in our field have argued for a broader definition of scholarship itself to reflect the interests and needs of what Boyer termed "a new generation of scholars."

So long as the MLA has reopened this issue, let academic leaders consider not only the means of scholarly publication but also the ends. A rereading of Boyer's classic text would be a good beginning place for this aspect of the "publish or perish" tenure conundrum for college professors today.

Given the glut of newly minted humanities Ph.D.s seeking tenure-track positions and the extensive use of adjuncts by cost-conscious institutions, and given the high rate of tenure-track candidates who achieve tenure (about 90 percent by some estimates), there will not likely be much impetus for institutions, especially the most prestigious, to relax or redefine scholarship requirements. And as for those who would argue for the elimination of tenure altogether? That is an argument for another day.

Send your comments to partingshot@magnapubs.com.

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or identifying a trusted faculty member as a mentor. If none of these activities seem appropriate, ask the individual to develop his or her own plan and use this as a benchmark to measure progress. The responsibility for change is, after all, with the faculty member, not the executive.

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