

## Vice President's Message

For Your Information -- Linda Serra Hagedorn

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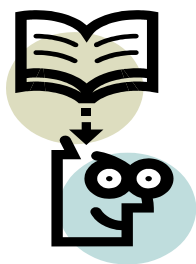
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Editor: Greg Dubrow,  
Florida International  
University

By now you should have registered your attendance, reserved your hotel, and booked an airfare for the 2005 Annual Meeting (April 11-15) in Montréal, Canada. Registration and online hotel reservation is available through AERA at [www.aera.net](http://www.aera.net).

The theme for this year's annual meeting is "Demography and Democracy in the Era of Accountability." It is a reminder of the growing diversity within the U.S. Diversity, of course, not limited to gender and ethnicity, but inclusive of language, urbanicity, disability, sexual orientation, to mention a few. The program committee has tried to incorporate this emphasis within many elements of the program.

### Division Reception

Don't miss the division business meeting reception/celebration. On Wednesday, April 13, 6:15 PM. in the Hilton Montréal Bonaventure - 1 Place Bonaventure Montréal Ballroom / Section: Westmont. Following our business meeting we will have a gala reception honoring Dr. John C. Smart (University of Memphis), for his 20 years of service as the editor of the Higher Education Handbook of Theory and Research as well as many years editing Research in Higher Education. The reception is jointly sponsored by Kluwer Publishers. This is a "not to miss" event. We will have special

music, food, and surprises!!! We will even be giving away copies of the Handbook and other desirable publications. This is THE EVENT of the year!

If you haven't been to the AERA website recently, you may be surprised at its updated look. Go to [www.aera.net](http://www.aera.net) and be sure to click on Divisions and check out the Division J Website. Our division webmaster, Chris Davis, has done a fantastic job of fashioning a division website we can all be proud of. As a matter of fact, at a recent vice-president meeting, Division J's website was used as a model for the other divisions. Yes, I was proud.

### Long-term planning

The 2006 meeting will be held in San Francisco. Note that NEXT year's meeting will have a modified schedule. The conference will begin on Saturday April 8 and end on Wednesday April 12. Typically, the annual meeting extends Monday through Friday. The changes to the San Francisco meeting were necessitated by hotel restrictions. However, the AERA council would like to use this modified schedule as an experiment of sorts. They feel that the use of the weekend may increase the participation of groups such as classroom teachers and college administrators. The 2007 meeting will be held in Chicago

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(April 9-13), the 2008 will be held in New York City (March 24-28), and the 2009 will be in San Diego (April 13-17). The choice of location is typically rotated between the east, west, and Midwest.

FYI:

Division J Membership: 1,395

### Highlights of the 2005 AERA-J Program Berta Vigil Laden 2005 Program Chair

Bonjour chers (ère) collègues. The 2005 forthcoming program for Division J in Montréal, Québec, offers an exciting array of over 70 sessions for our members this year. The 2005 Program Committee has worked diligently for nearly a year to put together an innovative series of sessions based on the proposals submitted, reviewers' feedback, and special topic areas. These offerings include 37 research paper sessions, 20 symposia, 24 posters, and over 60 paper discussions/roundtables as well as eight special topic invited sessions.

Paramount to the Program Committee was to make visible the theme of this year's annual meeting, *Demography and Democracy in the Era of Accountability*, as well as to infuse more comparative and international perspectives into our presentations in light of this year's annual meeting site in Canada, especially in the beautiful and historic bicultural/ bilingual province of Québec. Special invitational sessions along these themes are as follows.

*Achieving the Dream: Community Colleges Count* features scholars from across universities, institutes, and agencies that focus on issues of access, retention, transition, and completion for community college students. Presenters include J. Thomas R. Bailey, Thomas Brock, John Lee, Carol Lincoln, Kay McClenney, Nicole S. Norfles, Linda Serra Hagedorn, and Heather D. Wathington.

*Doctoral Student Attrition: A Common Interest in Australia, Canada, and the United States* provides a comparative perspective in a session presented by expert scholars on an issue germane to all graduate programs; namely, the departure of students before degree completion. Presenters are Martha Crago, Barbara Evans, Chris Golde, and Catherine Millet.

*Knowledge Production in the Era of Globalization* brings together scholars from various disciplines and who offer a rich array of global viewpoints given their expertise on this far-reaching topic. Presenters are Clyde W. Barrow, Henry A. Giroux, Peter McLaren, Shahrzad Mojab, and Imanol Ordorika.

*National and Multinational Funders and Funding Opportunities in Higher Education* provides an opportunity to hear from some of the executives of foundations who make key decisions on funding research in the various higher education sectors. Presenters include Mike McPherson from the Spencer Foundation, Gene Tobin from the Mellon Foundation, Tony Berkley from the Kellogg Foundation, and Bob Dickeson from the Lumina Foundation.

*Practice to Theory: Cross-Border Dialogues Through Multicultural and Diversity Policy Inquiry* features higher education and educational administration faculty members who have been co-teaching innovative multicultural and policy courses for several years in Canada-U.S. and Mexico-U.S. collaborations. Presenters are David Gilborn, Lauri Johnson, Reva Joshee, Carlos J. Ovando, and Edward Taylor.

*Contradictory Mission? The Community College Baccalaureate in North America* examines the growing movement to offer baccalaureate degrees in two-year institutions and implications regarding the historic community college mission to provide access and educational opportunity for a diversity of students. Presenters are Kevin Dougherty, Deborah L. Floyd, Michael L. Skolnik, Berta Vigil Laden, and Barbara K. Townsend.

*What Classification Means and What It Does: The Promise and Peril of Classification in Cross-National Context* presents an interactive discussion by scholars from four countries who focus on

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taxonomies and classification systems. Presenters are Alexander C. McCormick, Philip G. Altbach, Jeroen Huisman, Brian Denman, and Larry Orton.

*Where are the Academic Executives of Color?* brings together scholars from faculty and administrative leadership positions to discuss the disproportions that still exist between the rising number of students of color and the still low numbers of higher educational leaders of color. Presenters are Beverly Lindsay, Joyce E. King, William B. Harvey, and Jerlando F.L. Jackson.

We encourage our Division J member to attend these sessions. Each session will be two hours long to allow for development of the topic and for audience and presenters to engage in lively conversation. Au plaisir de vous voir à Montréal!

### 2005 AERA Division J Research Awards

Elizabeth Creamer, Virginia Tech

Members of the AERA Division J Research Awards are just about ready to wrap up the 2005 awards process with selection of the recipients of the two AERA Division-J research awards, the Outstanding Publication Award and the Exemplary Research Awards. Winners will be announced at the Division-J Business meeting at AERA in Montréal on April 13, 2005.

The AERA Division-J Outstanding Publication award recognizes a specific publication (book, book chapter, or journal article) that has made a substantial contribution to the literature in higher education by virtue of revising our knowledge or understanding of a particular problem in the study of higher education or by looking at a problem in a new or unusual way. Because no award was made in 2004, nominations for the outstanding publication award in 2004 were also considered in the 2005 review. Criteria used to evaluate the nominations for the outstanding publication award are: (1) importance, relevance, or salience of the problem addressed; (2) comprehensiveness of the literature review; (3) soundness of the research design; (4) originality or innovation of the methods or approach; (5) quality of the analysis; (6) contribution to the literature in higher education; (7) contribution to theory; and (8) contribution to practice in higher education.

The AERA Division J Exemplary Research Award

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### Graduate Student Report

Tricia Gallant, University of San Diego

Hugo A. Garcia, University of Southern California

There are three opportunities you don't want to miss at the AERA 2005 Conference. Mark these in your calendar now and work all of your other appointments, meetings, and sessions around these three pivotal events!

### Graduate Student Social

Tuesday, April 12<sup>th</sup>, 5:15-7:15 p.m.

Division J Vice-Presidential Suite, Le Sheraton

Take this time to socialize with other graduate students in Division J, as well as some of our faculty and Division J board members. This is an informal time to connect with others and plan out the rest of your week!

### Division J Business Meeting & Reception

Wednesday, April 13<sup>th</sup>, 6:15 – 8:15 p.m.

Montreal Ballroom-Westmount, Hilton

Take this time to find out more about the business of Division J. You will hear reports from each of the areas (e.g., newsletter, membership) and be able to listen in on future plans for Division J. After the meeting, the Division J board will be hosting a reception for all Division J members and their friends! Stay for some wonderful Montréal finger foods and network with your colleagues in a more informal setting.

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2005 AERA Division J Research Awards Continued from page 3

honors a scholar whose published research has made an outstanding contribution to knowledge and understanding in the field of higher education. This is not a career award, but an award that acknowledges the substantial nature of a scholar's publication record. Criteria used to review the nominations for this award are contribution to the (1) literature in higher education, (2) theory, (3) practice, (4) mentoring, and (5) strength of the overall record.

The awards committee was divided into two subcommittees: one that was responsible for reviewing the nominations for the Outstanding Publication Award and a second that reviewed the nominations for the Exemplary Research Award.

We thank the following members of the two subcommittees for their service to the profession:

**OUTSTANDING PUBLICATION**

*Elizabeth G. Creamer (Chair)*  
Associate Professor  
Educational Leadership and Policy Studies  
Virginia Tech University

Lori J. Vogelgesang  
Director, Center for Service Learning  
Research & Dissemination  
Higher Education Research Institute  
University of California, Los Angeles

Melissa S. Anderson  
Associate Professor of Higher Education  
University of Minnesota

Rick Wagoner  
Center for the Study of Higher Education  
University of Arizona

**EXEMPLARY RESEARCH AWARD**

*Elizabeth G. Creamer (Chair)*  
Associate Professor  
Educational Leadership and Policy Studies  
Virginia Tech University

John M. Braxton  
Professor of Higher Education  
Department of Leadership, Policy, and Organizations  
Vanderbilt University

Cheryl D. Lovell  
Associate Dean, College of Education  
Associate Professor and Coordinator of  
MA Program in Higher Education  
University of Denver

Rozana Carducci (Student Member)  
Higher Education and Organizational Change  
University of California, Los Angeles

Michael Mills  
Assistant Professor  
University of South Florida

Christopher C. Morpew  
Associate Professor  
University of Kansas

Even as the awards committee wraps-up the process for 2005, we hope that PEN readers will begin thinking about appropriate candidates for next year's competition.

The awards committee continues to seek ways to create a diverse pool of strong candidates. The most effective nominations are those where an individual coordinates the effort and generates multiple letters of support, including from senior people in the field.

Graduate Student Report

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**Fireside Chat**

Thursday, April 14<sup>th</sup>, 10:35 a.m. - 12:05 p.m.  
Montreal Ballroom-Mount Royal, Hilton

Come sit by the fire of leadership and change with Drs. Fullan & Levine.

You have the unique opportunity at AERA 2005 Conference to sit down for an intimate conversation with two of our most esteemed higher education colleagues in North America. Dr. Michael Fullan and Dr. Arthur Levine will be speaking with graduate students on the following theme:

“Leadership and Organizational Change: Crises and Choices.”

**Fireside Chat Guest Speaker Bios**

**Michael Fullan** is the former Dean of the Ontario Institute for Studies in Education of the University of Toronto. Recognized as an international authority on educational reform, Michael is engaged in training, consulting, and evaluating change projects around the world. His ideas for managing change are used in many countries, and his books have been published in many languages.

If you want to read some of Dr. Fullan’s books before the session, here is a listing of his leadership and change related books: *Change Forces* (trilogy), *The New Meaning of Educational Change* (3rd Edition), *Leading in a Culture of Change* (awarded the 2002 Book of the Year Award by the National Staff Development Council), and *Leadership and Sustainability: System Thinkers in Action*.

For more information about Dr. Fullan and his writings, please go to [www.michaelfullan.ca](http://www.michaelfullan.ca)

**Arthur Levine** is president and professor of education at Teachers College, Columbia University. A 1982 Guggenheim Fellowship winner, Mr. Levine’s other awards include a 1998 listing in *Change* magazine as “One Of The Most Outstanding Leaders in the Academic Community,” the 1996 Council of Independent College’s Academic Leadership Award, the American Council on Education’s “Book of the Year” award in 1974 (for *Reform of Undergraduate Education*), the Educational Press Association’s “Annual Award” for writing in 1981, 1989, and 1993, and 16 honorary degrees. He has served as consultant to more than 250 colleges and universities.

Mr. Levine is the author of dozens of articles and reviews. Three particular pertinent books are: *When Hope and Fear Collide: A Portrait of Today’s College Student* (1998) and *Higher Learning in America 1980-2000* (1994). Dr. Levine also has a very applicable chapter, entitled Higher Education as a Mature Industry, in the book, *In Defense of American Higher Education* (2001).

For more information about Dr. Levine, please go to [www.tc.columbia.edu/faculty/index.htm?facid=ael17](http://www.tc.columbia.edu/faculty/index.htm?facid=ael17)

## More AERA Announcements

### Election for Members-at-Large

Linda Hagedorn, University of Southern California

Thanks to all who participated in the recent AERA-J election for Member at large. The division is blessed with talented individuals who are willing to run for volunteer offices that provide responsibility, work, and little recognition. There were three slots with different service commitments. Dr. Deborah Carter will serve for three years, Mitchell Chang will serve for two years, and Anthony Antonio for 1 year.

### Outstanding Dissertation Award, 2004 AERA-J

J. Douglas Toma, University of Georgia

The American Educational Research Association, Division J (Postsecondary Education) is pleased to announce the result of its inaugural competition for recognizing the outstanding dissertation of the year in postsecondary education. For 2004, AERA-J recognizes two scholars as winners of this award:

Jeffrey P. Bouman (Ph.D. 2004, University of Michigan): NONSECTARIAN, NOT SECULAR: STUDENTS CURRICULAR AND CO-CURRICULAR EXPERIENCE WITH CHRISTIAN FAITH AT BROWN UNIVERSITY, THE UNIVERSITY OF MICHIGAN, AND CORNELL UNIVERSITY, 1850-1920.

Michael S. Harris (Ed.D. 2004, University of Pennsylvania): THE BUCK STOPS WHERE? A THEORY-BASED ANALYSIS ON THE RISE OF CAMPUS-INITIATED TUITION INCREASES AND THEIR EFFECTS ON THE UNIVERSITY OF NORTH CAROLINA

The division also recognizes for excellence:

Rauna Johanna Kuokkanen (Ph.D. 2004, University of British Columbia): TOWARD THE HOSPITALITY OF THE ACADEMY: THE (IM)POSSIBLE GIFT OF INDIGENOUS EPISTEMES

A committee of six faculty and two graduate students determined the award:

J. Douglas Toma, University of Georgia (chair, non-voting)  
John Cheslock, University of Arizona  
Matthew Hartley, University of Pennsylvania  
Claire Major, University of Alabama  
Maricela Oliva, Texas A&M University  
Robert Teranishi, New York University  
Paul Umbach, University of Iowa  
Jennifer Hoffman, University of Washington (graduate student member)  
Sherry Thompson, University of Utah (graduate student member)

The committee wishes to acknowledge the contributions of all of the nominees for the award and the faculty mentors who wrote in support of each nomination.

The three scholars recognized are invited to present their work at a special session at the AERA annual meeting scheduled for: Wednesday, April 13, 2:15pm-3:45pm, InterContinental Montreal, Maisonneuve Room

**2005 Annual Meeting Graduate Student & New Faculty Mentoring Seminar**

Adrianna Kezar  
University of Southern California

Marilyn Amey  
Michigan State University

In just a month, the graduate student and new faculty mentoring seminar will be offered at the AERA annual conference. The theme for this year is *Designing a career with passion*. One of the ongoing struggles for graduate students and new faculty is creating a pathway that meets the objectives of the institution and position in which you are located, and to also feel that you are nourishing your soul and heart with work that you care deeply about. Research with new faculty members finds that they enter the academy with a great deal of enthusiasm and passion that often becomes deadened as they try to meet the publication, teaching, and service requirements for tenure. For many faculty, losing their passion also results in them leaving the academy. In this two-day seminar we hope to share advice about how you can balance your own passion and interests with the demands of an academic career. The featured speaker for the session on designing career with passion are on Anna Neumann and Caroline Turner.

The seminar will also tackle those day-to-day topics that are important to survive and obtain tenure such as proposal writing, balancing teaching and research, challenges for faculty members of color, sustaining and developing a research agenda, and balancing career and family.

Marilyn Amey, chair of the new faculty mentoring seminar, and Adrianna Kezar, chair of the graduate student seminar want to thank the many members of the planning committee and Linda Serra Hagedorn for their support of this important program. We hope that you will communicate the importance of the seminar to your graduate students and new faculty and encourage them to apply for next year. I attended this seminar my last year of graduate school and it was an invaluable opportunity to meet other graduate students from across the country, faculty members in various higher education programs, and to learn a set of skills and capacities that have helped me ever since.

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### General Announcements

Marc Cutright, Ohio University, is co-author with several others of the book *Achieving and Sustaining Excellence in the First College Year* (2005, Jossey-Bass). Thirteen institutions from community colleges to research universities are profiled for their strategies for excellence in first-year-student education. The book is a project of the Policy Center on the First Year of College.

Doug Toma (University of Georgia), Greg Dubrow (Florida International University) and Matt Hartley (University of Pennsylvania) are the co-authors of *The Uses of Institutional Culture: Building Campus Community and Enhancing External Relations*, an ASHE Monograph coming this April.

Chris Davis, AERA-J web master, and his wife Tena had a new baby, Jaeden Michael, November 18. He joins brother Whitten and sister Aspen. Also, Chris has been accepted as a Peer Reviewer for the Higher Learning Commission of the North Central Association for both AQIP and PEAQ programs.

AERA has implemented a new system to support the AERA and Divisional web sites. If you have any feedback or suggestions for additional items to be included in the AEAR-J web site, please let Chris Davis (chris.davis@baker.edu) know.

## Publication Opportunities

### ASHE Monograph Series

The ASHE Monograph Series (formerly the ASHE-ERIC Report Series) is currently seeking proposals. Now under the editorship of Drs. Kelly Ward and Lisa Wolf-Wendel, each monograph is a definitive analysis of a critical higher education issue, based on thorough research of pertinent literature and institutional experiences. Proposals on all topics pertinent to higher education are welcomed. Proposals and completed manuscripts are peer reviewed. Please see the Jossey Bass website for more information on the monograph series, past issues, and details on proposal submission <http://www.josseybass.com/WileyCDA/WileyTitle/productCd-AEHE.html>.

The Monograph series is designed to synthesize and analyze current issues in higher education. The Monographs are well known resources for they integrate current research, theory and practice on given topics. Individual and institutions can subscribe to the annual report collection or purchase individual copies. Jossey Bass will be at the AERA meeting and purchases can also be made online.

If you have questions about the series or want to talk to the editors at the AERA meeting please feel free to contact Lisa Wolf Wendel ([lwolf@ku.edu](mailto:lwolf@ku.edu)) or Kelly Ward ([kaward@wsu.edu](mailto:kaward@wsu.edu)).



### Review of Higher Education Book Reviews

The Review of Higher Education is a peer-reviewed journal of the Association for the Study of Higher Education. The book review initiative seeks to publish 60 succinct reviews of significant books in higher education per year, approximately 15 per quarterly issue. Since the primary audience for the reviews is researchers, scholars and policy makers, research based books and those which address significant current issues in higher education are emphasized.

Reviews are published in print as well as on-line, <http://www.ashe.ws/reviews.htm>.

The book review editor, Kevin Kinser, in consultation with the RHE Editor and Editorial Board, identifies reviewers and potential books for review. Reviewers volunteer their services and provide information as to their areas of interest and expertise, and books are selected from recent publishing catalogues or are suggested by scholars and authors in the field. At present, the RHE book review database contains information for almost 200 reviewers, and for each quarterly issue approximately 50 books are considered for review. Books that are selected for review are matched with potential reviewers appropriate to their subject matter, and formal requests for a review are then made.

Once a reviewer has accepted a review request, the book is forwarded to him/her along with review parameters and due dates. Reviews are approximately 1000 words, and provide a brief summary of the book along with a critical analysis of its content. Reviewers are given approximately six weeks to complete and return the review, at which time it is edited for content and formatted, and resubmitted for the reviewer's approval prior to its final submission for publication.

Please contact Kevin Kinser, [kkinser@albany.edu](mailto:kkinser@albany.edu), if you would like to volunteer to be a reviewer or to recommend a book for consideration.

## The Personal Side of an Academic Move

Linda Serra Hagedorn

Currently: University of Southern California

Soon to be: University of Florida

Signs of early spring include warming weather, daffodils, and announcements of academic moves peppered with conversations; “did you hear that ‘so and so’ is moving to the U of whatever? ---- Are you kidding??.” Being one of those individuals who is making a move, I thought I might reflect a bit on what it means to make that jump, how it affects one’s career, students, and finally our discipline.

Most academics will change institutions sometime in their professional lives. Many will change multiple times. I personally had no intention of leaving my current institutional home. Frankly speaking, the new opportunity was very inviting. I suspect that my story reflects that of most “movers”--- much less of a “I want to leave” and much more of a “I think this may be a positive move for me.”

There is general agreement that some amount of faculty mobility is necessary and keeps a department healthy and vibrant. However, the negatives include disruption of research, teaching, and the creation of student “orphans” who must be adopted by other faculty (Ehrenberg Kasper, & Rees 1991). There are also administrative costs associated with recruiting, training, and developing new faculty (Mowday, Porter, & Steers 1982). Workplaces with high turnover rates have been associated with negative outcomes such as low job satisfaction, high employee stress levels, low productivity, and poor morale (Olsen, 1993).

Statistics specifically on faculty turnover are difficult to find. Harrigan (1999) reported faculty attrition rates based on her review of the literature as well as an email survey, as being between 5 and 6 percent per year. Turnover among college faculty appears to be much less than that in the general labor market. According to the latest Bureau of Labor Statistics (2004), the general national turnover rate for the month of December 2004 was 3.2% (note that is a monthly and not an annual rate. The annual rate is the sum of the 12 monthly rates). Results from a longitudinal survey of individuals born between the years of 1957 to 1964 found that the average worker held 10.2 jobs (Bureau of Labor Statistics, August, 2004).

### Making the Jump



Deciding to leave one’s current academic home means a departure from a level of former comfort. Even for those who express dissatisfaction with their current institution, leaving incurs a change from the status quo without guarantee of future suitability. Leaving means forsaking relationships with colleagues that despite times at national conferences, emails, or phone calls will never be as close. Relationships with students are curtailed and often instill significant difficulty for both the faculty member and the students who

have invested deeply in the professional relationship. Finally, making the move almost always means moving a household and changing one’s personal life in significant ways.

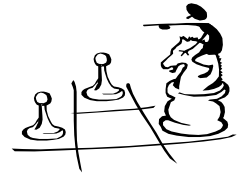
The personal toll is often not discussed, but probably is one of the largest deterrents to making the jump. It may be especially difficult for academics with children, elderly parents, and/or working spouses or partners. Thus the contemplation of moving involves the investigation of job possibilities for others, the quality of the school system, the housing market, and availability of necessary medical facilities.

On a personal note, this move is slightly easier than the one I made before when I had a daughter in high school who was very adamant about not wanting to go. My husband is retired and my former nest of four children is now empty. But even within that seemingly enviable situation, I will be taking my mother, age 84, with Alzheimer’s disease, from her current assisted living facility to one on the other side of the country.

Further, although my children are all married and three of the four do not live in the Los Angeles area, my youngest son is still a graduate student at the University of Southern California. While I comfort myself with the thought that he will be embarking on his own national search in about a year, I will be leaving the closeness of our current location to move far away. I have a home to sell, am leaving a network of personal friends. Thus even in the best of circumstances, pulling up stakes is difficult and challenging.

### **Career Effects**

Academic moves are generally focused on career advancement. Of course some faculty make the move to be in a location they prefer, to be closer to family, or to a position that will allow a more comfortable transition to retirement. But on a whole, few academics would make the jump for a job with a lower academic rank or one that paid a lower salary. While I could not find the supporting statistics, anecdotal information suggests that many faculty move to obtain a promotion in rank and/or to obtain tenure. There is also evidence that the expectations of promotion and tenure committees have increased (Fogg, 2004), therefore making promotion and tenure more likely when moving than it would be by staying.



Changing institutions allows the faculty member to hone negotiation skills. Offering advice to those negotiating their first academic job, Chris M. Golde (1999) boldly tells new faculty to look out for their own interests. With respect to salary, she urges “Whatever you are offered, ask for more.” While Golde is writing to new faculty, the advice is probably well-taken even by those who are making a move later in life.

There is also another effect that I must include, although I find it disconcerting. Frequently faculty, who have been offered a position involving higher salary from another institution are offered a matching or better offer to stay. I find it curious that a faculty member’s worth can be determined by “who else wants her/him.” True, we live in a market driven society and one in which prices are determined by what the market will bear, but it is more than a little upsetting to see that salary often depends on one’s ability to find a competing offer. My discomfort comes not from individuals seeking better compensation, nor from Deans who want to keep faculty for reasons of stability in their schools, but more from the amount of expenses and time wasted by search committees and others whose work will not result in a hire. The academic job market should not be a playing field nor one that is entered solely to seek a better offer. I also object to this from the standpoint of equity.

I have been honest in this essay and have related personal stories. The personal side of my changing institutions is that it involves a promotion in rank and salary. Indeed, I would not have considered moving without such a promotion. My former Dean did offer to negotiate to keep me, but I chose not to discuss it. Before I spoke with her; I had made up my mind that changing institutions was the right career move for both personal and professional reasons. It was a hard decision, but one that I wanted to make without the additional complication of considering a matching offer. My former Dean understood and wished me well.

### **Academic Life**

So what does all of this moving from institution to institution say about academic life? Unlike most careers, academics can be professionally attractive later in life. Being in one’s 40s, 50s, or even 60s does not eliminate an academic from seeking a new institution. When tenure is transferred, the jump from one institution to another is met with a sort of cushion that eases the landing and adjustment to the new locale. There is just something reassuring about being able to start again (and again) in middle life.

I am foregoing the comfort of my former home, a prestigious university, and a support structure of wonderful faculty and administrators. Awaiting me is a new life in a new state in a new university with new opportunities, new friends, and new colleagues. I am proud that my new university has confidence in my professional abilities. I will do my best to live up to that confidence. Time is always the test for wisdom. As a seasoned student, I hope it is a test that I pass with a very high grade.

Best wishes to all of the “movers” of Division-J. May we all find our new homes to be what we expected.

Go Gators!

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### **REMINDER – DIVISION J RECEPTION**

Please join the friends and colleagues of Dr. John C. Smart for a reception honoring his leadership, service, and the editorship of the 20th volume of the Higher Education Handbook of Theory and Research as well as his long term editorship of the Research in Higher Education journal.

Reception follows the AERA- Division J Business Meeting

Wednesday, April 13, 6:15 PM.

Hilton Montréal Bonaventure - 1 Place Bonaventure  
Montréal Ballroom / Section: Westmont