

Research, Theory, and Practice Within Academic Affairs



Faculty Success in the Academy

Tips, Tools, and Resources for Success

**Antione D. Tomlin
Hiawatha Smith**

Faculty Success in the Academy

Research, Theory, and Practice Within Academic Affairs

Series Editors

Antione D. Tomlin and Sherella Cupid

The mission of the *Research, Theory, and Practice Within Academic Affairs* series seeks to explore current trends, practices, and challenges within academic affairs.

This book series will include a plethora of topics with particular attention to the personal and live experiences of individuals who work in higher education academic affairs spaces in various colleges and universities. The intended audience is academic affairs administrators, leaders, educators, policymakers, researchers, and others interested in learning more about the experiences of academic affairs professionals.

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Faculty Success in the Academy

**Tips, Tools, and Resources for
Success**

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ABOUT THE EDITORS

Antione D. Tomlin, PhD: Rooted in core values like Autonomy, Flexibility, Learning, Respect, Transparency, Honesty, and Fun, I live and breathe principles that not only shape my life but also guide my interactions with others. As a proud native of Baltimore City, these values have been my compass in navigating life's journey. Being a first-generation undergrad and grad student, I recognize the transformative power of education, a value intricately tied to my passion for continuous learning. This passion steered me into a fulfilling career in higher education, where I've been teaching English since 2013. The classroom, for me, is an ever-inspiring space filled with dedicated students who continually fuel my curiosity and growth. Beyond teaching, I wear the hat of a trained and certified Life and Engagement Coach, proudly holding the Professional Certified Coach (PCC) credential from the International Coach Federation (ICF). Feel free to explore more about my coaching venture, Best AT Coaching!, LLC. As a Baltimore native, I earned my academic stripes from local institutions: a BS in psychology from Stevenson University, an MA in higher education administration and student affairs from Morgan State University, and a PhD in language, literacy, and culture from the University of Maryland, Baltimore County. My current research focuses on the experiences of Black and Brown faculty, staff, and students in higher education.

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Raleta Dawkins is an educator who is a true life-long learner. She brings experience teaching in both elementary and collegiate settings. She enjoys engaging and working with young scholars using authentic learning opportunities that impact their desire to grow and innovate. Dr Dawkins is a proud alumnus of North Carolina Agricultural and Technical State University (BS and MA in elementary education) and Old Dominion University (PhD).

Saleena Frazier is a childcare entrepreneur in Winston-Salem, North Carolina. Frazier holds a bachelor's degree in business administration and a master's in information and technology management from the University of North Carolina at Greensboro. In 2019, she received a Doctorate in Organizational Leadership with an emphasis on Organizational Development. She began her career within the banking industry in Charlotte, North Carolina in 1996 and since has worked dually as an Adjunct for various institutions of higher learning. Dr Frazier's goal is to meet the needs of the growing community and to maintain standards of quality in educating children while understanding the significance that early childhood education has on the future achievements of children, both in school and in life. She is excited to offer a highly individualized preschool program in the Forsyth County community and is looking forward to making a positive impact through research and voluntarism.

Mark C. Gillen started his career as a fifth-grade teacher. He also taught middle school English and Math, as well as running outdoor training trips, working in a day treatment program and for the last 20 years as a faculty member in the Counseling and School Psychology Department at the University of Wisconsin-River Falls.

Amir Asim Gilmore, PhD, is an Associate Professor in Cultural Studies and Social Thought in Education at Washington State University. His interdisciplinary background in Cultural Studies, Africana Studies, and Education allows him to traverse the boundaries across the social sciences, the arts, and the humanities. Amir's broad research interests are Black Aesthetics, Black Masculinities, Afrofuturism, Afro-Pessimism, and the political economy of schooling.

Tierney B. Hinman, PhD, is currently an Assistant Professor of Literacy Education with the Department of Curriculum and Teaching at Auburn University. Her research focuses on culturally and linguistically responsive literacy instruction in the content areas, including supporting teachers in critically implementing disciplinary literacy in ways that value and leverage students' family, community, and cultural knowledge in the sensemaking process. To interrogate and take action for change in her own teaching practice, Dr Hinman also participates in a long-term self-study community of practice centered on equity and social justice in teacher preparation. Dr Hinman identifies as a motherscholar with three young children who are often, in one form or another, research and teaching/learning partners.

Christopher A. Hinton, PhD, MBA, dynamic scholar-practitioner whose career spans higher education, organizational leadership, and community impact. He currently serves as Vice President of Institutional Advancement at Barber-Scotia College, Project Manager for Campus Life at Winston-Salem State University, and Chief Operating Officer of the Academy Network of Winston-Salem, overseeing a network of early learning centers. With a PhD in Global Leadership from Indiana Institute of Technology, an MBA in Human Resource Management from North Carolina A&T State University, and dual undergraduate degrees from Appalachian State University, Dr. Hinton's academic background reflects a deep commitment to lifelong learning and equity-centered leadership. His research centers the lived experiences of Generation Z Black professionals in Historically Black Colleges and Universities (HBCU) student affairs leadership. An accomplished educator, he has taught business and management courses at High Point University, North Carolina A&T, and beyond—integrating innovation, inclusion, and critical thinking into every learning space. His leadership extends beyond the classroom through board service with the YMCA of Northwest North Carolina, the Child Care Resource Center, and Delta Fine Arts Center. A celebrated leader, Dr. Hinton has been recognized with

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Sabrina F. Hinton is an entrepreneur, early childhood specialist, licensed teacher, childcare advocate, motivational coach, and educational trainer who is a highly regarded administrator in the private and public preschool sector. Hinton is the recipient of multiple professional and community awards which include the prestigious Outstanding Leadership and Service to our Community Award from the city of Winston-Salem and The Winston-Salem Mayor's Council for Persons with Disabilities Citizen Involvement Award. Currently, Hinton is engaged in research and service that impacts the quality of life of the citizens of Forsyth County at the local, state, and national levels. She works closely with educators, students, families, and children to build a greater framework of quality in the early childhood arena. Hinton quotes "I am committed to cultivating a vibrant and engaged community in Forsyth County and beyond. And I pray my impact is felt throughout the world."

David L. Largent, MS, is a Senior Lecturer in the Department of Computer Science at Ball State University in Muncie, Indiana, USA. Dave enjoys being part of other's learning, and especially likes seeing a "light bulb" turn on when something suddenly "clicks" for a learner. He was awarded the 2022 Outstanding Faculty Award, BSU's highest faculty award. This earned him the responsibility of delivering the summer 2023 BSU commencement address! Dave occasionally dabbles in research focusing on pedagogy, alternative assessment, and diversity, equity, and inclusion. University teaching is a second career for him, having worked in industry as a computer programmer and department manager, after earning a BS in social work and an A.A. in computer applications from Manchester University. He left industry after nearly three decades, earned a master's degree, and has been teaching for over a decade since then.

Suelle Micallef Marmara', PhD, is an Assistant Professor in Counseling at the Hofstra University in New York. She earned a PhD in Counseling Education and Supervision from Old Dominion University and a dual Master's in Transcultural Counseling from the University of Maryland College Park and the University of Malta. She worked with hospitalized patients, persons experiencing domestic violence, immigration, and prisoners following drug rehabilitation programs. She established the counseling services of a new infertility clinic at Malta's General Hospital and directed the counseling services in seven different government schools in Malta. She served as a council member on the counseling council, which regulates

Malta's counseling profession. Dr Micallef Marmara' has a research background in transcultural issues, clinical supervision, and counseling in hospital settings. She delivered several presentations, published research on healthcare professionals' perspectives on mental health counselors' tasks in hospital settings, and co-authored a book chapter on counselors as agents of social justice.

Latonia V. Moss, EdD, MFA, is a renowned educator and motivational speaker with over two decades of experience in higher education. She advocates for educational reform, emphasizing the importance of instilling soft skills in students to foster confidence and character. Dr Moss is a passionate advocate for diversity, equity, and inclusion in academia, addressing racial inequities within curricula. As a representative for Black students, she shares her own journey, highlighting education's transformative power in shifting her from delinquency to purposeful upward mobility. Dr Moss has contributed to various publications: *Exploring DEIA: Outside and Inside the Margins*, *The Prophesied Place: Navigating a Career in Higher Education and Supporting Students of Color in Language Learning Environments*. Beyond academia, she is a playwright, poet, and is currently working on her debut novel, *Mind the Glass*. Dr Moss is a dynamic force for positive change, using her diverse talents to impact education and beyond.

McKenzie Rabenn, PhD, a resident of Eagle River, Wisconsin, shares her passion for education as an Adjunct Professor in literacy education at both UW-River Falls and UW-Superior. Additionally, she serves as a professional development facilitator for the University of North Dakota. Her extensive career in elementary education spans across the Midwest, culminating in the attainment of a PhD in Teaching and Learning from the University of North Dakota (UND). Driven by a fervor for enhancing educational practices, Dr Rabenn's research interests revolve around online learning, teacher professional development, literacy, and rural education. Through her scholarly endeavors and unwavering commitment to teaching, she endeavors to bring about positive transformations in the lives of both educators and students. Her dedication to fostering impactful educational experiences stands at the forefront of her endeavors.

Mary E. Robinson has over 20 years of experience as an Educator. She is an English and Reading Professor/IERW Coordinator at Montgomery College in Maryland who teaches face-to-face or distance learning courses. As a proponent of the value of professional development, she is the recipient of Open Education Resource and MOST Fellowships. Mary is the Membership Chairperson for NOSS MD and has earned—micro-credential badges for OERs, Hypothesis AI, and Quality Assurance. In addition, Mary is a QM Peer Reviewer, content expert, and/or dissertation Chair for GCU and

other graduate students seeking to attain their doctoral degrees. Mary has peer-reviewed AERA and the Journal of Interdisciplinary Studies in Education articles or proposals. Professor Robinson is the MC 2020–2021 Faculty of the Year. Mary is a lifelong learner and enjoys teaching and advising students to attain their academic goals. In her spare time, Mary enjoys swimming and bowling.

Stephan E. Sargent, EdD, after graduating from Oklahoma State University with a bachelor's in education, Dr Sargent taught elementary school in Ponca City, Oklahoma. Dr Sargent graduated from The University of Tulsa with a master's in school counseling and Oklahoma State University with a doctorate in reading/literacy. Dr Sargent has also taught developmental reading to adults, reading methods courses, and study skills courses. Later, he began work at Northeastern State University (NSU) in Oklahoma as a professor of reading methods. He teaches graduate and undergraduate courses in reading methods and works extensively in the NSU Reading Clinic. Dr Sargent works closely with area schools, teaching the majority of his courses in clinical settings. Additionally, Dr Sargent works closely with school accreditation at all levels. He received the Cognia Excellence in Education Award for Oklahoma.

Karen R. Tellez-Chaires, PhD, is an Assistant Professor at Cal Poly Pomona in the Department of English and Modern Languages. Her educational background and research interests are in border, feminist, and cultural rhetorics. She is a Graduate Assistant advisor for Rhetoric and Composition and works with undergraduate students as a mentor for The Research through Inclusive Opportunities (RIO) program. Her work has appeared in the interdisciplinary journal *Writers, Craft, and Context*, and has a forthcoming chapter in the edited collection, *Revising Moves*. Karen is also the recipient of the 2022–2023 NCTE Early Career Educator of Color Leadership Award.

Anne K. Weed, PhD, began her career as an adjunct teaching composition for Keuka College before joining the faculty full time in 1997. She is emerita professor of English at Keuka College where she has held numerous leadership roles. She has chaired the Humanities and Fine Arts Division and served as Interim Associate Provost and Vice President for Academic Affairs. Additionally, she has served as a peer reviewer and visiting accreditation team member for the Middle States Commission on Higher Education. She was named Keuka College's 2007 Professor of the Year. Anne holds a PhD in English from the University of Rochester and has a BA in English and French from Goucher College. She lives in the Finger Lakes Region of New York.

Kevin L. Wright, EdD, a proud native of Las Vegas' Historic Westside and descendant of African, Creole, and Indigenous ancestry, serves as a faculty member at Southern New Hampshire University. He specializes in raising consciousness, building equity-centered skills, and developing strategies to shift organizational cultures and systems. His work is rooted in a deep commitment to racial justice and advocacy for historically marginalized communities. Kevin holds a bachelor's in Business Communications from Northern Arizona University, a master's in Student Affairs Administration from Lewis & Clark College, and a doctorate in Organizational Leadership from Northcentral University.

NAVIGATING ACADEMIA: ILLUMINATING PATHWAYS TO FACULTY SUCCESS

McKenzie Rabenn
University of Wisconsin-River Falls, USA
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As we embark on our journey through academia, we often find ourselves navigating uncharted waters, seeking guidance, inspiration, and, above all, a sense of belonging in this diverse and dynamic landscape of higher education. It is a journey filled with opportunities and challenges, where the quest for success is met with myriad experiences, both enriching and demanding.

The experiences of first-year, tenure track faculty have been missing in the literature about new or junior faculty for many years (Cole et al., 2017). I find myself in a unique position as I pen these words, just one year removed from the completion of my own PhD, navigating the labyrinthine halls of academia. It's a journey that I continue to embark upon, with every day presenting new opportunities for growth and learning. This journey, while often viewed as idyllic from outside the academy, poses significant challenges, particularly for newcomers. As research has demonstrated (e.g., Austin et al., 2007), new faculty members are typically highly committed and enthusiastic about their choice of career. However, they often encounter negative emotions and obstacles early on that can temper their idealism and reduce their effectiveness (Fayne & Ortquist-Ahrens, 2006). For many, the entry period, lasting from one term to several years, is marked

by anxiety, pressure, and stress stemming from ambiguous expectations, a sense of isolation, and a lack of balance between personal and professional life. “Faculty Success in the Academy: Tips, Tools, and Resources for Success” is a beacon of wisdom and support for those who embark on this academic odyssey, including those, like me, who are just beginning to find their way.

Within the forthcoming pages, you will uncover a wealth of knowledge, heartfelt advice, and inspiring anecdotes shared by faculty members representing the full spectrum of higher education. It transcends the boundaries of public and private institutions, encompassing research-intensive universities and teaching-focused colleges, both predominantly white institutions (PWIs) and Minority Serving Institutions (MSIs). This book illuminates the journey from instructors to assistant professors and revered emeriti professors, serving as a wellspring of motivation and a trove of insights that intricately weave the tapestry of higher education, catering to the needs of both new and seasoned faculty members.

This book embraces a diverse academic community, resonating with the experiences of individuals from both historically majority and marginalized groups. Specifically, for faculty of color, who research has shown face racism, tokenism, and hostile campus environments (Jayakumar et al., 2009; Stanley, 2006), this can result in negative experiences including isolation, questioning of qualifications from students, invalidation of research from colleagues, and disproportionately high expectations of service (Diggs et al., 2009; Stanley, 2006; Tomlin, 2023; Tuitt et al., 2009). This guide serves as a beacon for all who have chosen the academic path, from those early in their career to those who are well into their careers. It has the potential to help each to better navigate their journey, embrace their unique identities, and thrive in the diverse realm of higher education across varied settings.

“Faculty Success in the Academy” is a testament to the power of mentorship, guidance, and shared experiences. It underscores the importance of building bridges, forming connections, and fostering a sense of belonging for all who aspire to thrive in the academic sphere. It provides invaluable tools and resources, coupled with stories of resilience, perseverance, and achievements, which will inspire and empower the next generation of academics, including those like me, who are one year removed from the halls of academia.

This comprehensive guide offers invaluable insights, strategies, and personal narratives from a diverse group of faculty members, illuminating the path to success within the academic world. Success in the academy can look different for different people, but many of the elements to success are found within this book. The book is divided into three essential sections, each focusing on a critical aspect of faculty life: mentorship, navigating academia, and networking.

SECTION 1: NETWORKING

It's not just what you know, but who you know and are connected to

In this section, readers will explore the significance of networking within academia. Discover how individual, unique identities can be leveraged to navigate academic institutions that prioritize productivity. The chapters in this section redefine networking to include not only traditional definitions of productivity but also the overall well-being of individual members in the network. Learn from personal experiences and be inspired to re-imagine your own supportive academic network.

SECTION 2: MENTORSHIP

I can't do this on my own, you can't either

In this section, readers will discover the profound impact of mentorship on faculty members' careers. Personal narratives provide readers with valuable lessons on how to navigate academia in a way that nurtures personal and professional growth. In this section, readers will learn how mentorship can help overcome challenges, gain recognition, and ultimately, contribute to the broader academic community.

SECTION 3: NAVIGATING ACADEMIA

Learn the system, beat the system

In this section, readers will navigate the essentials within the complex landscape of academia as faculty members share their transformative journeys. From early challenges to emerging recognition, these narratives delve into the intricate tapestry of academia, uncovering strategies for success. Anchored in transformational leadership theory, this section offers insights and guidance for those embarking on similar trajectories.

This volume is more than just a guide; it's a call to action, reminding us that each of us brings a unique perspective and voice to the academy. It celebrates the remarkable contributions faculty members make daily to higher education and the broader community. It recognizes that the path to success is not a solitary one but a shared voyage filled with hidden opportunities for those who dare to explore.

“Faculty Success in the Academy” is a guiding light for those seeking to thrive in the vibrant tapestry of academia. Whether you’re a new faculty member in need of guidance, a seasoned educator in search of new perspectives, or an academic leader dedicated to supporting your colleagues, this book offers valuable insights, encouragement, and a supportive community to help you excel in the diverse world of academia.

It’s a collaborative effort that provides a community of wisdom, a shared journey, and a call to action for all faculty members, regardless of their career stage. With gratitude to the authors, editors, and contributors who have shared their wisdom, experiences, and stories, we invite you to embark on this transformative journey through the pages of this book. May it inspire, guide, and empower you to reach new heights of success in your academic endeavors.

As you embark on this enriching journey through the pages of this book, I encourage you to immerse yourself fully in its contents. Take a moment to contemplate your academic positionality and note areas where growth and improvement are beneficial for your success. Delve into the table of contents and author bios, identifying chapters and contributors that directly resonate with your immediate needs and aspirations. Remember, each chapter within these pages offers a unique opportunity for growth, regardless of your career stage. Embrace this diversity of perspectives and knowledge, allowing each word to enrich your understanding and propel you forward on your academic path. May this book be not just a source of information, but a catalyst for your personal and professional development.

More specifically, I suggest the following:

- Reflect on your current positionality as an academic. In what areas are you currently shining? In what areas do you feel you need a jumpstart?
- Explore the table of contents and author bios. Identify those that might provide an immediate need for your success.
- Read through all of the chapters, while the author might be at a different stage in their career, there is a space for growth through their experiences.
- Make a running list of ideas and strategies that you can immediately implement as well as those that you can work toward in the near future.

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SECTION 1

IT'S NOT JUST WHAT YOU KNOW, BUT WHO YOU
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