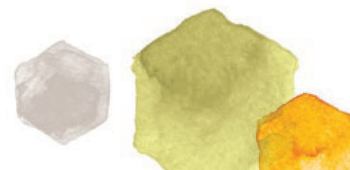


Beyond the Academic Gateway

Looking Back on the Tenure-Track Journey

Timothy M. Sibbald and Victoria Handford



What are the experiences of academics around the time they earn tenure? This book explores the experiences of a collection of authors from universities across Canada. The experiences are, doubtlessly, representative of the academy, and bring a wealth of insight for graduate students (and prospective students), professors, and administrators.

“Taken as a whole, the chapters in *Beyond the Academic Gateway* provide demonstrative evidence that the journey to tenure and earning of tenure is not a simple process. The chapters of this book show myriads of experiences, none of which say it is a ‘walk in the park.’ This is not to suggest that graduate schools are not preparing students with relevant skills—they are, yet in spite of years of preparation, this collection says the experience remains arduous.”

Tenure is a pivotal decision for the academy. If it is earned, it provides security and permanence, creating further academic freedom to pursue research and interests important to the institution and to society. If it is not earned, then the peer review process provides clarification for why it has not been earned. This book brings together lived experiences of academics around the time of the tenure decision. While the book is stand-alone, it has the same collection of authors who wrote about their tenure-track experiences in *The Academic Gateway*, making the pair of books a remarkable longitudinal collection.

The authors in this book explore the complex relationship between academics, the academy as an ideal, and universities as an enactment of that ideal. Personal growth is evident and shows diversity of experience, as the maturing relationships with the role and workplace unfurl. Where tenure-track is a very personal journey, the period around tenure is necessarily a form of engagement with peers. Yet it has challenges, particularly in a milieu where academic freedom is being nurtured. Individual authors negotiate their choices between their personal objectives and institutional mandates and policies. Simultaneously, after years in the tenure-track, they continue to be evolving as academics, whether through personal growth or by seeking changes in the academy itself.

Timothy M. Sibbald is an associate professor with the Schulich School of Education at Nipissing University. He has varied interests, which includes examining experiences of professors in higher education, self-study of the instructional-learner interaction that includes his own migration from high school teacher to teaching pre-service and graduate students, and a variety of research projects in mathematics education.

Victoria Handford is an associate professor in the Faculty of Education and Social Work at Thompson Rivers University. Her ‘path to the gateway’ included roles as teacher, vice-principal, principal, and provincial roles in JK-12 education.

La titularisation est une étape marquante dans le monde académique. Une fois acquise, elle procure la sécurité et la permanence, de manière à accroître la liberté intellectuelle dans la poursuite de recherches et d'intérêts importants, à la fois pour l'établissement et pour la société.

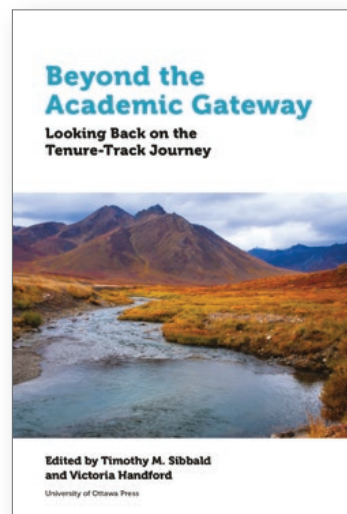
Si le parcours vers la titularisation est très personnel, la période de titularisation elle-même procure une tribune pour engager la conversation avec ses pairs. Cela implique des défis, surtout dans un milieu où la liberté intellectuelle est encouragée.

Les auteurs doivent faire des choix qui leur permettront d'atteindre leurs objectifs personnels tout en répondant aux mandats et aux politiques institutionnels. En même temps, après des années de titularisation, ils continuent d'évoluer en tant qu'universitaires, en poursuivant leur cheminement personnel ou en cherchant des changements au sein du monde académique.

Cet ouvrage rassemble les expériences vécues d'universitaires qui explorent la relation complexe entre eux, le monde académique en tant qu'idéal et les universités en tant que réalisation de cet idéal durant la période menant à la titularisation.

Timothy M. Sibbald est professeur associé à la Schulich School of Education à Nipissing University. Parmi ses nombreux intérêts de recherche figure l'expérience des professeurs dans l'éducation supérieure, l'étude autonome de l'interaction entre instructeur et élève qui comprend sa propre migration de l'école secondaire à la formation dispensée aux futurs enseignants et une variété de projets de recherche en éducation aux mathématiques.

Victoria Handford est professeure associée à la Faculty of Education and Social Work à Thompson University. Ses « premiers pas dans la profession » incluent ses rôles d'enseignante, de vice-directrice, directrice, et ses rôles provinciaux en éducation JK-12.



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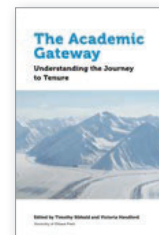


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Understanding the Journey
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