
TOPICAL ARTICLES

Thriving at Liberal Arts Colleges: The More Compleat Academic

Dana S. Dunn
Stacey B. Zaremba
Moravian College

Few publications deal with professional advancement for psychologists employed outside research institutions. We believe that many junior faculty who pursue careers at liberal arts colleges do not know how to ensure their success in or out of the classroom, and this article is an attempt to remedy the situation. We offer representative strategies from the four traditional areas of faculty performance and evaluation—teaching, scholarship, service, and working with students.

Zanna and Darley (1987) edited a useful book designed for budding social scientists, particularly psychologists. The book deals with the experience of being an academic, including how to behave on interviews, securing a first job, teaching, conducting research, writing grants and publications, and coping with departmental politics. Zanna, Darley, and their colleagues provided a valuable service by writing this survival guide. Although we have relied on the book many times, taking solace in its collective wit and wisdom, we have been left adrift with respect to one issue—thriving outside major research settings.

We are not alone. Approximately 25% of those receiving doctorates in psychology each year obtain work in academic settings, and 20% of these take positions in liberal arts and teaching institutions (Makosky, 1994). Yet Zanna, Darley, and their colleagues are oddly silent about the needs of this group. There is an unhelpful aside in an otherwise insightful chapter by Taylor and Martin (1987, p. 40):

Some schools honestly do not care about research productivity, and instead make tenure decisions on the basis of teaching and service. If your institution is one of these schools, and you should know by now, then these comments will not fit for you.

What comments do fit psychologists who teach in liberal arts colleges? We believe—and conversations with numerous colleagues suggest considerable consensus—that many junior faculty in such settings do not know how to ensure their success in or out of the classroom. This article is meant to supplement Zanna and Darley's (1987) *The Compleat Academic*; that is, we make specific recommendations for thriving in liberal arts and teaching settings.

We use the phrase *liberal arts college* to denote 4-year institutions that emphasize undergraduate teaching in traditional areas, such as the humanities, social sciences, and natural sciences, versus research and graduate instruction.

These schools include small colleges, comprehensive institutions, and smaller universities.

There are many publications on professional development in higher education. Most colleges and universities provide new faculty with at least a handbook detailing rules, regulations, and institutional expectations. Beyond Zanna and Darley's (1987) book, there are other reference works available for psychologists (e.g., Keller, 1994; Rheingold, 1994) as well as general handbooks for faculty (e.g., Deneef, Goodwin, & McCrate, 1988), writings on professional development (e.g., Boice, 1992; Fretz, 1993) and organizing scholarly work (Wildavsky, 1989), and even trenchant observations on academic life and politics (Adams, 1976). There is an extensive literature on the teaching of psychology that runs the gamut from classic pieces (McKeachie, 1990) and recent handbooks (McGovern, 1993) to disciplinary periodicals such as this one. Nonetheless, beyond one general guidebook for new liberal arts faculty (Gibson, 1992) and some more personal accounts of liberal arts college life (e.g., Benjamin, 1994; Cameron, 1994; Kluge, 1993; Pritchard, 1995), our search revealed few works on the particular mission of faculty members in psychology departments (or social science divisions) of liberal arts colleges. Thus, we decided that addressing this constituency would be worthwhile.

The four sections of our article represent the traditional areas of faculty performance and evaluation—teaching, scholarship, service, and working with students. Given the varied demands for an instructor, we assume that no one person can excel in all domains, and we and others (e.g., Leary & Williams, 1989; Nocks, 1989; Weber, 1989) believe that trying to do so is unwise. Instead, junior faculty need to achieve a reasonable balance in their professional activities. In the following sections, we offer suggestions to aid novices and perhaps some seasoned professionals who wish to vary their routine. We recommend that readers select those that best fit their temperaments and institutional settings.

Teaching

A love for teaching is one reason psychologists seek employment at liberal arts colleges. Part of this love is linked to an appreciation for psychology's diversity, because faculty members at smaller colleges tend to teach a variety of courses, often outside of their specialty areas. Like love, teaching must be tempered by a degree of realism. In this section, we cover

some practical concerns confronting junior faculty in their teaching.

Course Load and Time Management

For many, a heavy teaching load, defined here as three or more classes a semester, is the major adjustment to life at a liberal arts college. Faculty at liberal arts colleges do not usually have teaching assistants, but they often have high expectations for courses (i.e., multiple examinations, quizzes, several written assignments, lab projects, and presentations). Lecturing is fine most of the time, but active, participatory discussion and collaborative learning (e.g., Bruffee, 1993; Mathie, 1993) are now expected, if not required. Coupled with several course preparations, the reading for each course, grading students' work, and keeping office hours, the amount of time to accomplish all these teaching tasks places heavy demands on the teacher.

Time management and organization are essential for survival. Early in their teaching careers, many psychologists discover that there never seems to be enough time to accomplish all that needs to be done. Thus, one must maximize the available time. Determining how to make effective use of time is a major hurdle for new faculty members, but creating an appropriate balance among teaching, scholarship, and socialization can lead to success (Boice, 1992).

Two simple but helpful solutions are using a desk planner and making lists to structure each day. The planner allows you to block out times when you can prepare for classes, teach, and grade assignments, whereas a running list lets you delete course activities that have been accomplished (e.g., wrote a lecture) and keep track of what tasks remain (e.g., write PSY 101 test). You will also need to plan your office hours for meeting with students. One rule of thumb is to avoid scheduling office hours during the time of day that you are most productive. If you are a morning person, for example, work on your lectures and research in the mornings and schedule meeting times during afternoons.

Course Mechanics

When teaching a class for the first time, be realistic about the syllabus. First, select texts that will fit undergraduates' abilities rather than those that appeal to advanced issues or esoteric questions. This suggestion also holds true for ancillary course texts and reserve readings. Second, do not crowd the syllabus with so much material that you end up running a race devoted to coverage rather than depth. View the syllabus as a contract that is subject to minor revision (e.g., if an exam date must be changed, so be it, as long as you inform the students in a timely fashion). Third, beware of one of the most common mistakes of beginning teachers. Do not schedule term papers, exams, or major projects from your courses during the same week.

Faculty members vary widely in how they prepare for courses. Sometimes a person will write all lectures and tests for a course before the first class meeting. At other times, one

may use lecture material from graduate school. In some instances, one resorts to the "night before" method. We advocate moderation (and salvation) through use of the 2-week rule (i.e., one should have 2 weeks' worth of lectures, tests, and activities ready for each class). This cushion allows one to work ahead or occasionally to fall behind on the next few weeks of lectures, to revise material according to personal whim or pedagogical necessity, and to devote time to other necessary (e.g., grading and committee work) as well as more desirable (e.g., reading, writing, and research) activities.

How much time should be spent writing a lecture? Although some will argue that time allotment depends on the material, the level at which the lecture will be taught, and the discipline involved, empirical evidence suggests a more parsimonious account. By following cohorts of new faculty members, Boice (1992) found that those who were most effective spent moderate amounts of time on lecture preparation (no more than 1.5 hr of preparation for each classroom hour). Those faculty avoided the common pitfalls of overpreparation and undue perfectionism. Ironically, less effective faculty members spent considerably more time on lecture preparation and were much less satisfied with the results of their teaching (see Boice, 1992, for broader discussion of these issues). We are not suggesting that new faculty watch the clock while they prepare a class, but we do recommend establishing a regimen for preparing lectures.

How you determine grades on assignments and for courses depends on the class, departmental and institutional folkways, and your own standards. However, there are a few guidelines for grading that can help you do a better job. Always be specific about how you determine grades. Hints of vagueness only create worry in the students' minds. Using multiple grading measures (e.g., additional exams, several written assignments, and class participation) in addition to the traditional midterm and final exam provides students with opportunities to recover from mediocre or poor performance on any one task. When grading papers, provide detailed comments on writing style and content to substantiate assigned grades (see, e.g., Dunn, 1994; Willingham, 1990, for detailed recommendations). Try to return assignments within a reasonable amount of time. We do our best to return papers within 1 week to keep student morale high and our anxiety about an ever-increasing workload low. If you cannot adhere to your self-imposed deadline, then inform students that you will return assignments as soon as possible. Failure to report the status of graded work can inadvertently convey a lack of concern on your part and may even provoke resentment.

Evaluations and Development

Good teachers are not born; they are made through experience and conscious effort. The best teachers continue to refine their craft as well as their courses. But how do junior faculty learn to refine their teaching abilities? We suggest two straightforward techniques. Pay careful attention to course evaluations and seek peer feedback.

Students are our clientele, and we should take their opinions seriously. Most institutions administer some evaluation instrument, and student ratings are often used for purposes of contract renewal, salary increases, and eventually a tenure

decision. Understandably, many junior faculty dread reading their evaluations, and we will not argue that one should rush to embrace criticism. Extreme ratings from students stand out, but for assessing teaching the more useful index is consistency (what you do well and where you can improve).

One should not ignore laudatory comments; rather, such reports need to be understood from a proper perspective. For example, although it is gratifying to learn that students regard you as an expert in your area, your teaching will be helped more by discovering that you speak too quickly or in a monotone, that you rely too much on lecture or discussion, that your answers to questions sometimes seem clipped, and so on. Some variability in responses about your performance are to be expected; no one is perfect. Many junior faculty spend an inordinate amount of time and energy focused on one extremely negative comment while overlooking many favorable comments. Take negative comments seriously but always consider them in relation to what you do well.

Many new professors readily use student evaluations to improve their teaching, but end-of-the-course feedback is helpful only for the future. We advocate using an anonymous midsemester evaluation to learn how well a course is going. You should ask questions specifically addressing your course or teaching style. If all is well, you will find such reports gratifying; if not, you can still implement appropriate changes. Students appreciate the opportunity to make suggestions, and faculty can save a course before it is too late.

Faculty peers in or outside of your department can also provide helpful advice about teaching. Seeking information about grade distributions from colleagues who teach courses at the same level as your own can be insightful or reassuring. Borrowing an idea for a class activity, accepting a textbook recommendation, or even following another's syllabus format can be helpful to the junior faculty and flattering to the senior faculty. If a class or an activity did not go well, discuss the experience with a peer who may see problematic aspects that you overlooked. Similarly, if you taught a class in which your approach was highly successful, then share your success with a peer.

Finally, our experience in team-taught interdisciplinary classes has made us appreciate how much we can learn by watching peers teach and by having peers watch us. Learning to give and take peer feedback is a rare opportunity to improve oneself and to aid others. Although feedback from peers can be sobering, it may promote classroom innovation (Dunn, 1993; Fluck & Zaremba, 1995).

Careful scrutiny of one's evaluations and reliance on peer feedback can be augmented by attendance at and participation in teaching conferences and workshops. Such experiences are welcome opportunities for psychology faculty to acquire new methods and techniques for their courses or to share the fruits of their classroom labors through presentations and poster sessions. The Society for the Teaching of Psychology (Division Two of the American Psychological Association) and the American Psychological Society regularly devote portions of their annual conventions to teaching. Several regional and state organizations sponsor teaching conferences that are less expensive and more accessible for liberal arts faculty. Each issue of *Teaching of Psychology* lists detailed information about such conferences in its News Tips From *ToP* section.

We believe that good teaching is a skill that can be refined. Such a view combats the perspective that teaching is secondary to rather than complementary to scholarship.

Scholarship

In this section, we provide suggestions for overcoming many obstacles that can impede establishing a research program at a liberal arts college. In addition to heavy teaching loads, there may be a lack of resources, including limited research budgets. New teachers should first determine their institutional and departmental scholarship requirements for tenure and promotion (Taylor & Martin, 1987). Expectations for scholarship have increased for junior faculty at many liberal arts colleges (Boyer, 1990). Thus, one should know what the institution expects. Some schools merely want evidence of scholarly activity, but others make quantitative demands (e.g., four peer-reviewed publications in 6 years) or evaluate whether research is basic or applied. Other colleges treat institutional research as scholarship (discussed later in the Service section). Scholarship, like teaching and community service, is now required for tenure at many institutions. A successful program of scholarship involves obtaining funds, developing a program of research, collaborating with colleagues, reading, and writing.

Funding

Once you are offered a tenure-track position, you can negotiate start-up funds for equipment, software, and the like that are essential to your program of research. New faculty should also inquire about the availability of faculty development and/or research funds at their institutions. Many colleges have committees that fund research activities in the form of summer grants, start-up money, and so forth. Obtain information about application requirements and deadlines from a faculty member, relevant dean, or committee; if possible, examine copies of funded proposals. Senior faculty members in your department may offer guidance in this area.

When start-up funds are unavailable, consider borrowing equipment from a colleague or even your mentor. Competitive funds are available from outside granting agencies. Take advantage of grants designed for junior faculty and young investigators, such as the Behavioral Science Track Award for Rapid Transition program run by the National Institute of Mental Health or the National Institutes of Health Area Grants designed for faculty who teach at small colleges.

Developing a Program of Research

In developing a program of research, we suggest a minimum of one research project per year. The critical need is to establish a coherent ongoing research agenda. Plan projects at their onset in a manner similar to a thesis or dissertation study. Identify dates when each step should be completed, and regularly monitor your progress. Once you have established a program of research, you should begin to stagger your projects (i.e., you should plan data collection for your next project

while you write up a current one). Staggering your work in this manner ensures that you will always be involved in some aspect of your research program, whether it is collecting data, preparing a conference presentation, or writing an article (see Taylor & Martin, 1987, on the research “pipeline”).

Collaborating

One way to increase scholarly productivity is to collaborate with colleagues. Research has shown that faculty who collaborate, conduct, and publish more research than those who work alone (Whicker, Kronenfeld, & Strickland, 1993). Collaboration may be especially useful for junior psychologists who are eager start their research careers but lack resources such as time, graduate students, and research space. Although collaborating can be helpful as well as efficient, junior faculty should pick their colleagues carefully (for tips, see Taylor & Martin, 1987; Whicker et al., 1993). Most teachers can recall group efforts that failed because of the unreliability of some participants.

Make certain that you are first author on some of the collaborative projects. Always negotiate authorship order at the start of the project. Most authorities interpret first authorship as a sign that you had primary responsibility for a research project. Order of authorship is especially important when your collaborator is a senior faculty member (see also Taylor & Martin, 1987).

Reading and Writing

Staying current in your specialization is essential, but keeping abreast of every important development is difficult. Some areas have many periodicals, and reading all of them is probably impossible. We found three strategies especially useful. Set aside time each week to read; be selective about what you read by focusing on key references in your field; and, whenever possible, assign key references as reading for your classes.

One other strategy for keeping current with the literature is to serve as a reviewer for journals, conferences, or even academic publishers. You can become actively involved in reviewing manuscripts by answering calls for reviewers, networking with colleagues at research institutions, or contacting publishers. Book reviews can serve as academic publications when they appear in a journal such as *Contemporary Psychology*.

As noted by some highly productive psychologists, scholars must establish a regular time for writing (Boice, 1992; see also, Sternberg, 1988, on task management). Many junior faculty members delay writing until they are settled in other aspects of their position (lecture preparation, committee meetings, etc.) or until semester breaks or the summer months. The key is to schedule writing time the way you schedule office hours and committee meetings. Our advice is simple: Do not delay—write something. Do not wait until you have time or resources to collect new data. Revise your dissertation for publication, draft a teaching article or conference presentation, or start a literature review. Above all, write regularly.

We have also found goal setting very useful. Identify a finite task. Schedule time to write a page, compose an outline for a paper, or write a section of an article. Writing conference

papers as a step toward a complete article has been a useful strategy for us because such papers easily serve as first drafts (see also Taylor & Martin, 1987).

After writing a draft, step away from your work for a while and return to it with a fresh eye and possibly the opinions of others. Although peer review can be painful, we have found it invaluable. Always ask your colleagues for feedback on what you write. Fellow psychologists can provide substantive comments, and colleagues in other disciplines can comment on clarity and style.

Service

The life and work of colleges depend on faculty participation. A greater percentage of liberal arts faculty versus faculty at other types of institutions rated “service within the university community” as very important for granting tenure in their departments (Boyer, 1990). Psychology faculty at small colleges often assume many roles, and one survey (Hettich & Lema-Stern, 1989) demonstrated a positive relation between the number of roles and the perceived impact of the roles. Specifically, the authors suggested that “as the number of roles increases, so does the influence of those roles on personal satisfaction, advancement, presentations and publications, recognition from colleagues, professional skills, job satisfaction, and thinking about career planning and career changes” (p. 15). We do not suggest that junior faculty should spread themselves thinly across many responsibilities. One must be wary of a super citizen syndrome. However, when judiciously managed, varied roles can promote a sense of accomplishment.

Beyond teaching and research, psychology faculty can serve the college community in various ways. We offer three suggestions: become known on campus, serve on committees, and conduct institutional research. We close this section with recommendations to combat the isolation faculty often feel when they first arrive at a liberal arts college.

Becoming Known

Casual observation suggests that many junior faculty at liberal arts colleges risk floundering during their early years because they do not become politically or socially known to faculty members outside their departments. Such faculty risk not being judged collegial (Whicker et al., 1993), which is an indirect way of suggesting that they have not developed into good college citizens. Many faculty can become tied down by the important work of teaching and research that must be accomplished before worrying about what seems to be a secondary concern. Do not be fooled. Being unknown on campus is a blessing in some universities, but in liberal arts settings being unknown is a curse. Why a curse? Liberal arts faculty are typically expected to play a large role on campus, so one needs to become known as an esteemed colleague.

First, there is a pragmatic concern. At a liberal arts college, you are judged as much by colleagues outside your department as by those in it. At evaluation time, a subset of the former group will likely constitute the promotion and tenure committee. Right or wrong, one of the most frequent measures of faculty evaluation in smaller colleges is how well you interact

with your peers on campus (see also, Hettich, Lema-Stern, & Rizzo, 1981).

Second, you are not merely a representative of your department or discipline. You are, first and foremost, a representative of the institution. As such, you may be called on to meet visiting dignitaries, participate in panel discussions, serve as a recruiter at the college's open houses for potential applicants, and even play in faculty-student sporting events.

Third, despite what your graduate mentor said, there is more to life than psychology and work. You will want to develop friendships and a social life, which need not be limited to the members of your department. Some detachment from psychology colleagues may be healthy. One of the pleasures of life at a liberal arts college is learning about the work of colleagues from other fields. Moreover, there is some intriguing research demonstrating that time spent socializing with campus colleagues is linked with professional success, including scholarly productivity (Boice, 1992; Creswell, 1985).

Committee Work

Collegiate governance depends on faculty involvement, including membership on committees, task forces, and the like. One way to become known is to seek positions on key committees, which are often the lifeblood of the institution. Committees frequently orchestrate all aspects of a college's life, including admission standards, curricular changes, personnel decisions, student life, and various aspects of the budgetary process. Membership on committees is by appointment (usually made by the dean), recruitment (often by the committee chairperson), or nomination and subsequent election by faculty.

Working on a committee draws attention to your good efforts and provides exposure outside your department. Committee service gives you a different perspective about your institution, how it operates, and how it might be improved. There are two chief caveats about committee service, however. First, committee work can be extremely time-consuming, often more demanding than course preparation; hence, it can divert your time away from other pressing matters. Attention to balancing your various commitments is essential. Second, if possible, avoid any committee that is unproductive, is not valued by the faculty or administration, or is run more as a fiefdom than an important institutional resource. Such committees will not contribute to personal satisfaction or professional development.

Institutional Research

Conducting research for the good of the institution is another way to contribute to community life while engaging in professional development. In this era of student enrollment and retention difficulties, psychologists can conduct relevant research on variables that predict academic success at the institution (e.g., Scholastic Aptitude Test scores, high school grade point average, and class rank). Dana S. Dunn, the first author of this article, for example, studied two simultaneously operating undergraduate curricula to compare student performance and the quality of liberal education (von Allmen,

Dunn, & Deeds, 1994). A survey conducted by Hettich and Lema-Stern (1989) indicated that many chairpersons at small colleges participate in institutional research and program evaluation. When carefully balanced with other professional commitments, institutional research helps the college and provides professional development for faculty.

Combating Isolation

Finally, participating in college life can counteract feelings of professional isolation. Many new psychology faculty may be the only representative of their specialty in the discipline. This sense of isolation can be compounded by contrasting the intellectual exchanges concerning one's disciplinary niche that were routine in graduate school but that are rare in small psychology departments.

Although access to the Internet allows teachers to maintain graduate school ties or forge new professional relationships, we recommend battling isolation by starting a discussion group. Such groups can have regular meetings at which interested faculty read and discuss a book or article, share research or teaching ideas, or debate contemporary issues affecting the campus or the country. Whether formal or informal, these groups provide an opportunity for faculty from different disciplines to share ideas (see Giordano et al., 1995, for discussion of an interdisciplinary group devoted to teaching issues). Stacey B. Zaremba, the second author of this article, helped form a group to discuss women's issues and academic life.

Alternatively, the discussion group could focus more on the discipline. If an institution belongs to a scholastic consortium, established lines of communication are often very helpful. Psychologists from different colleges who share an interest in a common theme can arrange to meet or correspond on a regular basis. Weber (1989) called this arrangement an "invisible college" or network of psychology faculty who together can tackle "the common problem of local isolation" (p. 114). Such ties can launch collaborative research projects that allow a degree of professional activity that may normally be prohibited by teaching load or resource limitations. Discussion groups also provide a social outlet for junior faculty. Socializing can lead to friendships that combat isolation and promote ties to the extended academic community.

Some institutions also fund faculty development seminars. Our college, for example, has competitive funds available for faculty-led summer seminars. Interested faculty suggest a topic, write a short proposal, and invite colleagues from all departments to meet regularly during the summer to read and discuss materials on a common theme (a recent one was "moral relativism and interdisciplinary education"). Such seminars promote collegiality and an interdisciplinary spirit on campus.

Working With Students

One of the main advantages of teaching at a liberal arts college is the contact one has with students in and out of the classroom. In this section, we describe supervising undergraduate research assistants, directing honors and independent study projects, advising majors and student organizations, and maintaining a balance in one's relationships with students.

Undergraduate Research Assistants

In contrast to colleagues at research institutions, faculty in liberal arts colleges commonly rely on undergraduates as research assistants. Typically, our students have great responsibilities and an active role in research projects because we believe that such experience is valuable for them and gratifying for us as mentors. Intensive interactions with research assistants also facilitates active learning.

However, faculty should stay actively involved in all aspects of a project from data collection to writing the report. By keeping tabs on all aspects of a project, one can ensure that everything runs smoothly. If a presentation or publication is likely to result from student collaboration, you should have an explicit policy about authorship with students.

You should also be realistic about what to expect from students. Even sophisticated assistants may make errors that experienced researchers avoid. The second author of this article, for example, found that weekly lab meetings were an effective way to supervise several undergraduates. Such meetings serve practical as well as educational functions, and they instill and maintain an enthusiasm for research.

Honors and Independent Studies

At most liberal arts colleges, students and faculty have ample opportunities to collaborate on independent study and honors projects. Virtually all departments offer independent studies, which can range from a program of supervised reading to a one-semester research project. Many programs also offer capable students the opportunity to conduct an honors project, consisting of a year-long intensive research project.

We strongly recommend that you be selective in the number and types of students with whom you work. Be forthright about areas of research you feel qualified to supervise. Do not hesitate to say no.

When participating on a project with a student, exercise control without taking over the project. Set deadlines for students, and insist that they meet them. Have regular meetings to keep all parties abreast of the project's status and any problems encountered as you proceed. Encourage students to submit their research for presentation at national, regional, or state meetings and at undergraduate research conferences. For particularly strong research projects, students should consider sending their work to one of several journals that publish undergraduate research (e.g., *Modern Psychological Studies* and *Psi Chi Journal of Student Research*).

Academic Advising

Academic advising is more than discussing class schedules and signing students' registration forms. An effective adviser helps plan a student's course of study and provides perspective on the discipline of psychology and on a liberal arts education. Academic advising also allows you to assist students in choosing electives that will complement their academic and career goals. In short, academic advising provides opportunities to build relationships that center around students' education as a whole.

Although the role of academic adviser is important, students must retain ultimate responsibility for their own education. Faculty must encourage students to learn about program requirements and to be self-reliant in selecting courses. The promotion of such student initiative, however, should be coupled with an adviser's interest in students as individuals who have unique and important ideas and opinions (see Ware, 1993, for more detailed comments on academic advising in psychology).

Advising Student Organizations

In addition to academic advising, faculty members are often expected to advise student groups and organizations. The number of such advising opportunities can be overwhelming to the new faculty member. Be selective in assuming these responsibilities. When serving as an adviser, you may be tempted to exercise undue control. Remember you are an adviser, not an organization member or officer. As an adviser, your primary function is to assist the organization as much as possible, but remember that the student organization must be run by students. Empower students to make decisions and plan events, using you as a sounding board and not a decision maker.

Finding a Balance

We have found that undergraduates actively seek out new faculty members. Students see new faculty members as open to new ideas, having fresh perspectives, or being accessible and energetic. Junior faculty may be young and seem more approachable. Intensive student interaction is often why faculty choose to teach at liberal arts colleges. Student contact outside the classroom can be gratifying but problematic. Some student contact demands much time. Furthermore, if we do not set limits, students can presume more about the faculty-student relationship than is appropriate. The counsel of a colleague is appropriate: "Be friendly, not friends."

To thrive in an academic career, junior faculty must find ways to cope constructively with the students' need for contact. Establishing limits to your accessibility allows you to balance your time wisely. As an example, you may need to modify your open-door policy. Determine a reasonable number of office hours for your department or institution, and set your own hours accordingly. Encourage students to call for an appointment if they need to see you at other times. Make your work style and availability explicit to students at the outset, rather than changing your approach during the semester. You will be a role model for students as they develop their own work habits.

Conclusions

Success as a faculty member in a liberal arts college involves careful planning of many activities, including teaching, scholarship, service, and working with students. Faculty members also need to maintain a healthy balance among these areas while displaying a touch of unabashed self-promotion. Our purpose has been to provide a variety of adaptive strategies for

junior colleagues. We hope that our suggestions will help them to thrive in their institutions and profession.

References

- Adams, H. (1976). *The academic tribes*. New York: Liveright.
- Benjamin, L. T., Jr. (1994). An academic odyssey: Experiences in a small college and a major research university. In P. A. Keller (Ed.), *Academic paths: Career decisions and experiences of psychologists* (pp. 57–68). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Boice, R. (1992). *The new faculty member: Supporting and fostering professional development*. San Francisco: Jossey-Bass.
- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professorate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.
- Bruffee, K. A. (1993). *Collaborative learning: Higher education, interdependence, and the authority of knowledge*. Baltimore: Johns Hopkins University Press.
- Cameron, S. M. (1994). Reflections on the richness of a small college career. In P. A. Keller (Ed.), *Academic paths: Career decisions and experiences of psychologists* (pp. 51–56). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Creswell, J. W. (1985). *Faculty research performance* (ASHE-ERIC Higher Education Report No. 4). Washington, DC: Association for the Study of Higher Education.
- Deneef, A. L., Goodwin, C. D., & McCrate, E. S. (Eds.). (1988). *The academic's handbook*. Durham, NC: Duke University Press.
- Dunn, D. S. (1993). Integrating psychology into the interdisciplinary core curriculum. *Teaching of Psychology*, 20, 213–218.
- Dunn, D. S. (1994). Lessons learned from an interdisciplinary writing course: Implications for student writing in psychology. *Teaching of Psychology*, 21, 223–227.
- Fluck, S., & Zaremba, S. (1995, June). *Designing a course that empowers your students*. Paper presented at the Second Annual Workshop on Pedagogy, Moravian College, Bethlehem, PA.
- Fretz, B. R. (1993). The compleat scholar: Faculty development for those who teach psychology. In T. V. McGovern (Ed.), *Handbook for enhancing undergraduate education in psychology* (pp. 93–121). Washington, DC: American Psychological Association.
- Gibson, G. W. (1992). *Good start: A guidebook for new faculty in liberal arts colleges*. Bolton, MA: Anker.
- Giordano, P. J., Awalt, H. M., Ingham, R. O., Simpler, S. H., Sims, G. E., & Kendall, E. D. (1995). Enhancing teaching by participation in an interdisciplinary faculty improvement group. *Teaching of Psychology*, 22, 123–125.
- Hettich, P., & Lema-Stern, S. (1989). Professional development opportunities in small colleges. *Teaching of Psychology*, 16, 12–15.
- Hettich, P., Lema-Stern, S., & Rizzo, J. V. (1981). Dear graduate student (and future professor):. *Teaching of Psychology*, 8, 156–158.
- Keller, P. A. (1994). *Academic paths: Career decisions and experiences of psychologists*. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Kluge, P. F. (1993). *Alma mater: A college homecoming*. Reading, MA: Addison Wesley.
- Leary, M. R., & Williams, J. E. (1989). A system for balancing departmental teaching and research. In M. R. Leary (Ed.), *The state of social psychology: Issues, themes, and controversies* (pp. 119–123). Newbury Park, CA: Sage.
- Makosky, V. P. (1994, January/February). Employment in liberal arts colleges. *Psychological Science Agenda*, pp. 11–12. Washington, DC: American Psychological Association.
- Mathie, V. A. (1993). Promoting active learning in psychology courses. In T. V. McGovern (Ed.), *Handbook for enhancing undergraduate education in psychology* (pp. 183–214). Washington, DC: American Psychological Association.
- McGovern, T. V. (Ed.). (1993). *Handbook for enhancing undergraduate education in psychology*. Washington, DC: American Psychological Association.
- McKeachie, W. J. (1990). *Teaching tips: A guidebook for the beginning college teacher* (8th ed.). Lexington, MA: Heath.
- Nocks, E. C. (1989). Roles and respectability in social psychology. In M. R. Leary (Ed.), *The state of social psychology: Issues, themes, and controversies* (pp. 105–110). Newbury Park, CA: Sage.
- Pritchard, W. H. (1995). *English papers: A teaching life*. Saint Paul, MN: Graywolf.
- Rheingold, H. L. (1994). *The psychologist's guide to an academic career*. Washington, DC: American Psychological Association.
- Sternberg, R. J. (1988). *The triarchic mind: A new theory of human intelligence*. New York: Penguin.
- Taylor, S. E., & Martin, J. (1987). The present-minded professor: Controlling one's career. In M. P. Zanna & J. M. Darley (Eds.), *The compleat academic: A practical guide for the beginning social scientist* (pp. 23–60). New York: Random House.
- von Allmen, P., Dunn, D. S., & Deeds, W. C. (1994). Evaluating two liberal arts curricula: An initial assessment of comparative performance. In R. Kelder (Ed.), *Selected papers from the Third Annual Conference of the Institute for Postsecondary Pedagogy: Interdisciplinary Curricula, General Education, and Liberal Learning* (pp. 70–77). New Paltz, NY: State University of New York.
- Ware, M. E. (1993). Developing and improving advising: Challenges to prepare students for life. In T. V. McGovern (Ed.), *Handbook for enhancing undergraduate education in psychology* (pp. 47–70). Washington, DC: American Psychological Association.
- Weber, A. L. (1989). Teachers who research versus researchers who teach. In M. R. Leary (Ed.), *The state of social psychology: Issues, themes, and controversies* (pp. 111–118). Newbury Park, CA: Sage.
- Whicker, M. L., Kronenfeld, J. J., & Strickland, R. A. (1993). *Getting tenure*. Newbury Park, CA: Sage.
- Wildavsky, A. (1989). *Craftways: On the organization of scholarly work*. New Brunswick, NJ: Transaction.
- Willingham, D. B. (1990). Effective feedback on written assignments. *Teaching of Psychology*, 17, 10–13.
- Zanna, M. P., & Darley, J. M. (Eds.). (1987). *The compleat academic: A practical guide for the beginning social scientist*. New York: Random House.

Notes

1. Portions of this article were presented at the annual meeting of the Eastern Psychological Association, Boston, March 1995. Our work was partially supported by awards from the Moravian College Faculty Development and Research Committee.
2. We thank Sarah Dunn, Dagmar Hemmerich, Matthew Schultz, Barbara Nodine, Peter von Allmen, Jeanine Stewart, Elissa Wurf, Charles L. Brewer, and the anonymous reviewers for comments on an earlier version of this article.
3. Correspondence concerning this article should be sent to Dana S. Dunn, Department of Psychology, Moravian College, 1200 Main Street, Bethlehem, PA 18018-6650; e-mail: dunn@moravian.edu.