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Leaving the Dark Side for the Light: Twelve Strategies for Effective Transition from Academic Administrator to Faculty Member

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Copious literature is available to provide nascent administrators with guidelines and advice for being a successful administrator. Likewise, faculty new to academia have many available resources both from the literature and from campus-based support services, such as new faculty development programs, mentors, and special internal funding programs. However, there is a paucity of academic discussion explaining the process of the return of an administrator back to faculty. The purpose of this paper is to delineate strategies for the transition back to faculty from the administrative ranks. Twelve pragmatic strategies for re-entering the world of faculty teaching, research, and service are provided.

Keywords: *faculty development, career development, administration, higher education*

INTRODUCTION

An academic career most often takes one of two paths. Both paths usually begin with a faculty member taking a job as an assistant professor and then striving to meet their new institution's criteria for tenure and promotion to associate professor. Many then go on to pursue the coveted rank of full professor. Sometime after the acquisition of tenure and promotion, and either before or after the acquiring the rank of full professor, faculty members are often faced with a choice of whether to a) dedicate most of their effort to excelling in their discipline through research, including securing external funding, and service to the profession, or b) to dedicate most of their effort to service to their institution through progressively more responsible administrative assignments.

Faculty members on both paths are needed to create a vibrant institution that meets the needs of the students and the communities within which they are situated. Student learning and the creation and application of new knowledge are the primary functions of all institutions of higher education. Talented and dedicated faculty members who remain throughout their career as teachers and scholars—that is, those who remain on the "light side"—are needed to insure optimal accomplishment of the institutional mission. Ample information about how to be a "successful" faculty member can be found in the literature (Gaskin, Lumpkin, & Tennant, 2003). New faculty members are also afforded resources to help their advancement toward tenure and promotion through various professional development and mentoring programs (Jones, 2008; Ledford, Peel, Good, Greene, & O'Connor, 2006; Leslie, Lingard, & Whyte, 2005; McLean, Cilliers, & Van Wyk, 2008; Zeind et al., 2005).

Institutions must also be organized to respond to the needs and demands of their local, state, and sometimes larger communities. Full time administrators—often referred to as those on the "dark side" of the Academy—serve to organize resources and attend to the orderly management of the institution so that it can achieve its mission and meet the needs of students, faculty, and other constituencies. In the common shared governance model, both faculty and administration assume leadership of the institution, but the administration is held accountable to a much higher degree than faculty. For those who choose to move from a faculty role to dedicate most of their time to the administrative path, there are ample resources to describe how to succeed as a department chair (Buller, 2012; Chu, 2006; Gmelch, 2011; Hecht, 2004), a dean (Buller, 2007), a provost, (Ferren & Stanton, 2004; R. V. Smith, 2006) and a president

(American Council on Education, 2009; Bornstein, 2003).

The tenure of higher level administrators is, with notable exceptions, growing shorter. Some have cited the average tenure at the same institution of the provost as about 4.7 years, and the tenure of the president at 8.5 years (from the American Council of Education, reported in (Pierce, Susan, 2011). Indeed, most provosts and presidents acknowledge the brevity of their tenure as administrators and seek contractual language guaranteeing certain provisions, including tenure in a "home" department, as part of their initial contract.

For those former administrators who remain at their institution and who choose to remain professionally active, re-entry to the faculty ranks can be a challenge. While serving as an administrator, their professional networks have changed. If the returning administrator has not taught at the current institution, the former administrator is largely naïve to the student abilities and preferences at the institution. And, finally, teaching and research technology has advanced during their administrative service. During their administrative service, disciplinary knowledge has changed, new themes have emerged which effect funding opportunities, and licensure, certification, and/or professional accreditation standards have changed. Finally, they must navigate the interpersonal aspects of faculty life with colleagues who were most recently subordinates.

Little has been written about this often silent, obscure group of (re)turned professors. And, unlike the fanfare and resources associated with being a new faculty member or an administrator taking a new administrative position, former administrators have little formal assistance for their adjustment back into a faculty role. Without proper preparation, maladjustment can cause emotional turmoil and feelings of inadequacy for the returning faculty member, can create performance-based issues that must be addressed by current administration, and, tragically, the underutilization of the knowledge, skills and abilities of a seasoned veteran in higher education. The purpose of this paper is to delineate strategies for the transition back to faculty from the administrative ranks. After a brief discussion of the choice process of remaining at an institution after leaving administration, twelve pragmatic strategies for re-entering the world of faculty work—teaching, research and service—are discussed below.

These strategies will be presented from the perspective of a returning upper level administrator—provost or president. They will also be most useful to longstanding deans who may be stepping back into a faculty role. While some of the strategies may be useful for a Department Chair, the physical proximity to the department, the often concurrently assigned teaching duties, and the day to day contact with students and colleagues in closely related disciplines make re-entry into the faculty role less problematic. Longstanding deans, provosts and presidents are typically much further removed from daily faculty life and have been away for a longer period from the teaching, research, service responsibilities of a faculty member. The term "returning faculty member" will be used throughout this paper to mean longstanding deans, provosts, and presidents who have vacated their positions and who have the opportunity to return to the faculty based on their tenure status at the institution. Obviously, there will be administrators who do not have that option or who choose during transition negotiations to give up tenure and/or the right to return as faculty.

CHOOSE, PLAN, NEGOTIATE

Choose

Most administrative positions do not become vacant without warning; the incumbent has had enough experience to see the signs of an impending change. These transitions at the higher level are somewhat predictable and often occur with a change of board or presidential leadership.

Administrators themselves may decide that they will return to the faculty for the joy of being a faculty member. Conversely, perhaps there is a sense by the faculty or superiors that a "change of direction" is needed (with or without a no confidence vote!). Regardless of the reason for the change, like the *choice* to become an administrator, the *decision* to return to a faculty position at the same institution should be *deliberate* and undertaken in consultation with trusted friends, colleagues, and family members.

The decision process should begin well before the soon to be ex-administrator completes their administrative duties and before the administrative change is a *fait accompli*. Factors such as projected faculty member income, commitment to the institution including its students and mission, and the ability of the institution to serve the needs of the

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returning faculty member's new research agenda should all be considered during this decision process. The returning faculty member must also carefully self-assess their resiliency and humility, because returning to the faculty is emotionally taxing and, like the *choice* to enter administration, is a career changing *decision*.

The focus on internal locus of control at the decision points is a critical starting point for effective re-entry. An ex-administrator who does not want to be a faculty member can often turn into an embittered colleague if he or she resents being in the faculty ranks. Conversely, one who perceives that returning to the faculty was their decision (even if under stressful circumstances) will likely be more positive, productive, and collegial.

Plan

Upper level administrators should be cognizant of the time limited nature of their appointments and of common signs associated with impending change. Often those wishing to remain in administration (albeit at another institution) will begin job seeking well before announcing a resignation or before a transition is forced. Administrators who desire to stay at an institution should plan their stay with the same dedication of a job search. Table 1 delineates some of the planning questions that should be addressed prior to a step back to faculty. Note that current provosts and presidents are likely to have ready access to data sources required to answer these questions. While conversation with the faculty, department chair, or dean may be possible, this may not be desirable at this point in time. Therefore, the data sources listed can be accessed quietly. Access to the data *after* stepping down from the administrative position may be limited or awkward to obtain.

Table 1. Questions to Consider when Deciding whether to Return to Faculty

Questions	Data Sources
Are there adequate institutional resources to refine knowledge of the discipline?	Paid leave Access to journal articles Conference travel funds
Are there adequate physical resources (e.g., labs, computer hardware and software, specialized materials) to support teaching and research in the area of interest?	Space studies Asset inventories of hardware, software and other equipment (both for individual and departmental use)
Are resources available to initiate intra and inter departmental collaboration, along with inter-institutional collaboration?	Faculty rosters Budget documents
Will there be personnel support (e.g, clerical, teaching, and research assistance)?	Organizational charts Budgets
Are start-up funds for re-entry regularly given?	Policy documents Budgets
Will merit raises be available?	Policy documents Post tenure review documents
Will the salary be sufficient after a return to faculty status?	Budget documents CUPA data History of others who have returned

Negotiate

It is almost always in the best interest of the institution that the returning faculty member be satisfied with the terms of the return to faculty. Therefore, as an administrator makes known a proposed departure to their superiors, or vice versa, a period of negotiation for the return to faculty begins. This may occur over weeks or days, or even just hours, and with or without legal counsel or a third party mediator. It is beyond the scope of this current discussion to detail at length negotiating strategies for the myriad of situations possible in a transition. However, answers to the major questions asked in the planning phase yield a beginning point for negotiations. Table 2 provides examples of some negotiating points as they relate to the previous questions. Each situation will provide unique opportunities and constraints. Negotiation will be guided by institutional or state rules and policies, budget, and institutional master agreements, if any, and/or the administrator's existing employment contract.

Table 2. Negotiating Points during the Transition

Areas for consideration	Negotiating points
Increasing disciplinary knowledge	Paid leave Conference travel Course assignment
Insuring adequate physical resources (e.g., labs, computer hardware and software, specialized materials)	Assignment of office space Acquisition of new hardware, software and other equipment (both for individual and departmental use)
Initiating intra and inter departmental collaboration, along with inter institutional collaboration	Joint appointments Concurrent funding and/or travel with departmental colleagues Conference travel Opportunities for co-teaching (e.g., seminars, doctoral dissertation work, etc.)
Insuring personnel support (e.g, clerical, teaching, and research assistance)	Time limited additional personnel, including secretarial, undergraduate workstudy, and graduate research/teaching assistance
Securing funds for re-entry	Time limited dedicated travel funds Equipment purchase, set-up, and maintenance
Merit raises	Establish post-tenure review timeline Designate modified merit criteria for first three years
Salary	Present analysis of current salary in department Present data from sources such as CUPA and AAUP Get it now!

Even though this is often a difficult time for all involved, reasonableness must and most often does prevail. As in any negotiation, getting to a "win-win" situation is an optimal outcome. The agreement should be in writing—players change and so do memories! Most often, negotiation will lead to a paid leave of absence or sabbatical. After resting (take care of yourself!) for a period of time, refocus on returning now to the light side: that role we envisioned as we exited graduate training and took our first position.

The next sections of the paper will detail strategies for planning teaching, research, and service reentry. Upper level administrators rarely have unscheduled time. A lack of structure during the paid leave is at best disorienting and, at worse, can be the source of tremendous undue stress near the beginning of the first semester as a full time faculty member if the time has not been used wisely. Whether the paid leave is for a year, six months, or less, a plan is essential for effective reentry. The plan should be written with goals, outcomes, and intermediate and final target dates for expected milestones (see "Personal Goal Setting - Goal Setting Tools from MindTools.com," n.d.)

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LEARN, TALK, TEACH

Neumann (2005) notes that "Learning, as changed cognition, involves the personal and shared construction of knowledge; it involves coming to know something familiar in different ways, or to know something altogether new, from within one's self and often with others" (p. 65). An administrator returning to faculty is indeed going to know something familiar in different ways! New knowledge within the discipline, knowledge of new teaching techniques, and knowledge and skills in software, including learning management systems need to be acquired prior to the first day of teaching. Additionally, teaching norms for the department (e.g., number of assignments, intensity of writing assignments, etc.) as well as student abilities must be learned by a returning faculty member who has not previously taught in the new department. Six suggestions may ease the return to teaching:

1. Get assigned courses soon. If courses were not assigned during the negotiation phase of your transition, sit down with your department chair early in your leave to decide which courses you will teach during your first semester. This will allow you to target areas in your discipline that you will first need to research. For example, new federal definitions and criteria for assignment of categories to young people with disabilities required a significant learning effort during my transition back to the classroom. Clearly, the longer one is away from the field the more one needs to study new or reinterpreted disciplinary knowledge.

2. Secure course materials from colleagues. Colleagues who have recently taught the assigned courses are a valuable trove of information that will help you design newly assigned courses. Talk with them early in the sabbatical period. Most will willingly share syllabi, textbook recommendations, notes, assignments and other course materials. In addition to the expected content to be covered in a given course, these materials will also provide insight into the department's teaching philosophy, practices, and general expectations. One can gain a sense of where to set the bar for student workload, etc., and review common practices such as attendance, cell phone and computer use in class, and accessibility of the instructor can be gauged from these syllabi. For example, text messaging did not exist at the time of my previous teaching. My colleagues regularly provide their cell numbers to graduate students and encourage the use of texting. Though completely foreign to me and seemingly intrusive, there were student expectations, and I conformed. I thank them for the expectation as I find the technology quite useful—it has not been abused by students! Additionally, a review of the syllabi will also provide ready-made boilerplate text for standardized statements, such as Equal Opportunity statements, incomplete procedures, and how to access disability services. These boilerplate statements are often required by the institution to be in syllabi and having copies in one place will save time!

Many colleagues will give you permission to use their materials *carte blanche*. It is important to give proper attribution to the materials that you use that colleagues have developed. Several of my syllabi still carry that attribution, even though I have made changes. And I readily give my syllabi to anyone who asks.

3. Explore campus based and other teaching technologies. Things have definitely changed since most upper level administrators last taught! For example, most campuses now utilize some type of Learning Management System (LMS) such as Blackboard™ to allow students to access materials anytime and anywhere. Returning administrators must at least become knowledgeable about the structure and utility of these systems as they begin to plan for their teaching. Some campuses have staff dedicated to working with the subject matter expert and then creating digitally based materials and activities. However, many administrators who are returning to teaching must themselves construct the digital materials. Students are likely to now expect you to use these systems and will expect you to maintain an online presence. It is beneficial to create an LMS shell or test space early in the sabbatical so as to develop skills and fluency in the preparation of digital materials and activities.

A number of campuses also use other technology aids to facilitate teaching. These range from the now basic classroom technology console, including a projection system tied to a computer, to classroom based recording systems such as Tegrity™, to automatic student response systems that allow an instructor to ask a class a question and then instantly obtain their responses via handheld devices (e.g., Turning Point Technologies™). Additionally, instructors have an ever-expanding array of free, internet based services that they can use a*l a carte*. Examples include audience response systems such as Poll Everywhere™, which records and displays answers to questions via students' text messages; SurveyMonkey™, which allows quick surveys of students' attitudes and knowledge; and, Dropbox™, which

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allows students to turn in papers electronically. These are but a few examples of current technologies available to assist in instruction. I use mainly *The Chronicle of Higher Education's* ProfHacker blogs and the EDUCAUSE materials to become familiar with new technology based teaching techniques.

4. Expand your repertoire of teaching techniques. Knowing the format of the course (large lecture, seminar, practicum, etc.) will also allow you to focus on redeveloping specific methodologies for teaching the assigned courses—new teaching strategies have emerged since your trip to the dark side. For example, in my previous teaching life, a "flipped classroom" meant I needed better classroom management techniques. During my administrative service period, flipped classroom techniques have taken on a different meaning (i.e., using face to face class time to work on problems, cases, etc. instead of lecturing) and have emerged as common practice for some topics and disciplines (see Lage, Platt, & Treglia, 2000). The use of microlectures (short, focused lectures, usually less than 20 minutes) is another example of an emerging instructional technique that was not feasible during my previous teaching career (see EDUCAUSE, 2012). I use the *Teaching Professor* and *Faculty Focus* (Magna Publications, 2013) to keep me abreast of new media and non-media based techniques and conversations about teaching. Materials from the EDUCAUSE Learning Initiative (ELI) have also been helpful as I have learned to navigate this new digital world.

5. Practice with real students. The students that returning administrators will teach are from a different generation, have different experiences, and have different expectations of instructors. Undergraduate students have never known a world without the internet, and most graduate students grew up with computers. Indeed, the current generation has been referred to as the "net generation." Even if your most recent experience has included some of this generation, YOUR teaching skills have become rusty while attending to administrative duties. I have yet to decide which conjured more fear: testimony in front of legislators or my first class session with undergraduate students after returning to the classroom! As one tries to remember about basic teaching skills such as wait time and open ended questioning and also tries to integrate unfamiliar teaching technologies with a group of students who have different expectations, unpleasant physical reactions can occur. This can be remedied by asking several colleagues if you can teach a session or two of their course during the latter part of your sabbatical. By then you will know about the various teaching technologies available on your campus. You will have to remember and utilize teaching techniques *in vivo* while utilizing the projection system and other technologies which are probably unfamiliar. This will give you confidence when you have to make the first impression during the first session of your course.

6. Get help from colleagues! Teaching, like administration, is best executed in a collaborative way. Returning administrators who are paid to project confidence to faculty may be reticent to seek advice and coaching from those who they were most recently in front of as an academic leader. Ask colleagues to review your syllabi. Talk with them about what techniques they have tried and found to be successful (and unsuccessful). Learn about their experiences with various technologies. In addition to providing you with valuable information, the activity of talking with new colleagues about content will allow them to see you in a much different role—a role like theirs!

RETURNING TO RESEARCH

Based upon a survey of department chairs returning to the faculty, Smith, Rollins, and Smith (2012) concluded that "The primary concern for chairs returning to the faculty included securing funding and establishing their research productivity as time required for serving as chair had severely encroached on this aspect of their faculty responsibilities" (p. 10). The principles of the scientific method have not changed during your administrative service; however, many other aspects of conducting research and securing external funding may have changed since you last engaged in the methodological study of a research question or prepared a grant application. For example, your previous research agenda may now be obsolete; someone else may have answered your substantive questions or a new technology may have rendered the questions moot. And while the principles of the scientific method have not changed, there is an expanding set of new tools to facilitate research in a more timely and cost effective manner. Priorities from research agencies have also changed during your administrative service, as well as the requirements of proposal submission, grant implementation, and grant monitoring/outcome reporting. Several suggestions for the administrator who is returning to faculty research are listed below:

7. Re-establish a research agenda. It is likely that our initial research agenda was some combination of what we were interested in, what our major professor was interested in, and what funding was available to support the work

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during our doctoral program. After receiving the terminal degree, the work became more focused, funding was secured, and life was good on the light side. When the step was taken to become a full time administrator, our time was divided, and, if we moved up the administrative ladder by changing institutions, our research dwindled to near extinction. Indeed, the decision to move to administration has been called by others the "kiss of death" for scholarship (Aggarwal, Rochford, & Vaidyanathan, 2009). One's perspective changes as we progress through life (see Maslow & International Study Project, 1979). Returning faculty must assess their current interests, which may have changed since the execution of their last research agenda. Realistic goals should be set based upon current interests, disciplinary directions, funding priorities, mission of the current institution, availability of collaborators, and the time horizon remaining in the faculty member's career. Reconnecting through conferences and professional meetings (if funding for this was negotiated), joining disciplinary specific web blogs, browsing journals, and reviewing funding agency priorities/recently funded proposals are excellent beginning points for setting this agenda.

8. Review established and emerging methodologies and technologies. The fundamentals of analysis of variance, regression, and factor analysis have remained essentially unchanged in recent decades. However, returning faculty may need a refresher to rediscover knowledge in these and other areas related to statistics and research design. Both quantitative and qualitative research methodologies have expanded during your administrative service period. For example, mixed model studies have recently emerged to explain to a deeper level observed phenomena. Content analysis has been significantly extended through the development of computational algorithms. The internet has opened new methods for conducting large scale surveys, and "data mining" techniques have allowed more robust analyses of large datasets. These new methods may shorten what would have been a decade of research into a mere year's worth of research. The returning faculty member should be aware of these new methods. Talking with current graduate students and reviewing the materials used in doctoral level research courses in the department (or a related department) is an excellent way to brush up on old and new research methods.

Database search engines and anytime-anywhere access to reference material via the internet have reduced the physical effort needed to find material related to one's research agenda. Gone are the days of hours of work sitting with large volumes of "rotated display" of terms just to identify topic areas. Using aggregators such as EBSCO Host™ several mouse clicks now yield a list of sources that would have previously taken days to compile. Inter-library loan departments are thriving because of the inter-connectedness of vast repositories of information. Month-long waits for a document from another library has now often been shortened to a day, which in turn has increased the speed at which one can understand the extant knowledge base on a topic of interest. Returning faculty members should (swallow their pride and) schedule time with the library staff at their institution to learn about local and digitally connected resources and services. Two hours spent becoming familiar with the institutions services can save a tremendous amount of research time for either you or a research assistant you negotiated for during your transition.

Finally, methods for collaborating with colleagues have reduced the time and expense of joint research projects. DropBox™ was mentioned earlier in the context of teaching, but can also be useful in as a repository for developing collaborative papers. Likewise, free cloud based web services like Zotero™ facilitate citation management and document gathering and allow access to multiple simultaneous collaborators on a given project. Internet voice and video services (e.g., Skype™) have reduced the need to travel to collaborate in real time with others on a project. ProfHacker (Chronicle of Higher Education) and EDUCAUSE provide good collections and reviews of these productivity tools.

9. Become knowledgeable about internal and external funding mechanisms. Upper level administrators facilitate faculty acquisition of public and private dollars through resource allocation, encouragement and affirmation, and sometimes persuasion. However, there is often little time for administrators to write and submit a proposal—they have people for that. After the transition to faculty, the returning faculty member becomes those people! Like the dwindling or extinct research agenda, the once fully funded faculty member turned administrator has often been unable to remain connected to their network of program officers (government funders) or heads of philanthropic organizations (private foundations). Those networks must be re-established. This often means travel to the funding organization (negotiated during the transition) or at least regular phone contact. A careful review of the current organizational structure of government agencies will most often reveal a change in organization resulting in a change in funding mechanisms within an agency. Similarly, funding priorities have certainly changed to reflect advances in the field. With tentative research agenda in hand, the returning faculty member should spend time with staff in their

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institution's office of sponsored programs and the institution's advancement office (or equivalents on their campus). They will have their fingers on the pulse of a wide variety of potential funders. Often these offices will have regular workshops that will be helpful as a returning faculty member begins their quest for external funding.

A final word about the processing of grant submissions is in order. Government agencies now mandate electronic submission of grant proposals, as do many private foundations. The days of yore when faculty used to rush to find the post office or delivery service location that stayed open the latest so that proposals could be dropped at the last second of the mailing date are gone. Faculty members must now complete web based materials about themselves and their institutions prior to the electronic grant submission. Budgets, narratives, and support materials are submitted differently than was the case in the previous light side days. This requires a different planning schedule than earlier in one's career. It can be frustrating, demoralizing, and sometimes humiliating to have to submit materials repeatedly before they are electronically accepted. Improper electronic preparation may ultimately result in a missed deadline. Again, staff in the office of sponsored programs should be able to help with this process. Begin early with grant submissions until you have become thoroughly familiar with the process.

SERVICE

A faculty member's choice to become a full time administrator is based at least in part with their desire to serve the institution. Once an administrator, service consumes the large majority of one's day: committee meetings, internal and external board work, mediation among various groups, etc. Indeed, service is the one area that becomes more refined as a result of moving to the dark side. And, this the most recently familiar role experienced by the returning faculty member. However, caution in the service area for the several years after a return to faculty is warranted.

10. Choose service opportunities wisely. Administrators are selected because of their ability to lead and to get things done. The returning faculty member's new chair and dean know this well and may request significant service effort within the department or college. As a senior faculty member, the returning faculty member has a responsibility to shoulder significant responsibilities. However, like brand new faculty members, returning faculty members must prioritize teaching and research activities during the first several years of returning to the faculty. Especially during the year of the sabbatical, returning faculty members should refuse service assignments. This time is for re-establishing teaching and research prowess. Administrators are also often placed on external boards due to their position. Returning faculty members should make a graceful exit from those boards unless the service work directly related to the individual's discipline. This will free up the position should the organization want to offer a position to the succeeding administrator.

Returning faculty members should be cognizant of service work that may lead to conflict with succeeding administrators. For example, even though former provosts have a vast array of institutional knowledge, service as a faculty union representative or on the faculty senate may present problems for the returning administrator and the institution which is now led by new leaders. The right to enjoy the full privileges of a faculty member should be balanced against the need to maintain a healthy separation between current and former administration. Prudence would suggest a several year absence from these potentially adversarial situations.

11. Be conscious of what you say and how you say it. Members of certain committees may give deference to your opinion as a former administrator, thus bestowing upon you more power within the committee than the other members have. Indeed, returning administrators have just left an environment in which it was important to speak with authority in order to persuade others. This can cause resentments and may even cause less tenured faculty members to inhibit their opinions on committee matters. Likewise, administrators may be asked for their knowledge of "facts" about a given situation. It is wise to remember that some of these facts have likely changed since the transition. Talking with authority when current information is unavailable is very risky for the reputation of the returning faculty member and the current administrators. Again, the guidance and input should be given as a participating faculty member, but should not be given with any greater authority than that given by other committee members.

12. Remember role perspective. Situations may arise in which a colleague on committee may question or challenge a decision made during your administration. Collegial disagreements are common and are a hallmark of a healthy institution. The policy and practices established during a returning faculty member's administration were made at a

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given time under given circumstances. Those circumstances may or may not be known to fellow committee members and may or may not be available for public dissemination. Returning faculty members must hold in confidence those matters that cannot legally or ethically be discussed. Additionally, if additional information can be provided that justified a decision, that information should be shared to fully inform committee deliberations. Deliberateness in word choice and tone is important to avoid the perception of defensiveness.

Finally, it is likely that you made decisions at the administrative level that you did not agree with individually, but were in the best interest of the institution *at the time*. At this new time in the life of the institution and in your new role as a faculty member, you may be placed in a situation where you speak or vote against your own previously implemented policy or practices. It is incumbent that the returning faculty member clearly state why she or he has changed their mind on a given position. This will provide additional insight to fellow committee members and will communicate reasonableness on your part.

CONCLUSION

Leaving an administrative position and returning to faculty is a stressful time in the career of an academic. Regardless of the reason that an administrator has returned to faculty, a systematic reentry is beneficial to both the faculty member and the institution. The twelve strategies presented in this paper will facilitate the transition and increase the probability that the returning faculty member will remain productive during the remainder of their tenure at the institution.

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