

Assessing and Addressing Faculty Morale: Cultivating Consciousness, Empathy, and Empowerment

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Academic freedom and First Amendment rights are perennial topics of discussion on college campuses (Bollag, 2004; Fish, 2004; Hollingsworth, 2000; Howard, 2004), yet it is clear from even casual conversation that individual faculty members often feel constrained when discussing their own professional experiences with colleagues. Junior faculty may worry that honestly voicing difficult experiences or negative impressions will be interpreted as unprofessional or that their comments will offend senior colleagues who are positioned to influence their future success (Bullough, 2000; Gubitosi, 1996; Guilfoyle, 1995; Newman, 1999). Even established,

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