Dramatic shifts in the demographic and labor diversity of American faculty have pressed institutions and the profession to clarify who the #real# faculty are, from tenured to adjunct faculty. Efforts to equalize respect, resources, and treatment, although laudable, may be missing a vital aspect of the conversation: the role of collegiality and the collegium.

Collegiality, the cultural, structural, and behavioral components, and the collegium, or the shared identity collegiality serves, are ancient concepts that raise timely questions for the faculty profession:

- What is it about the history of the professoriate in America that has rendered the collegium inadequate and yet so important in an age of differentiated labor?

- How might a renewed vision for collegiality bring clarity to the question of which faculty should be regarded as experts?

- How can we adapt and leverage these important concepts for a professoriate that is increasingly diverse by demographics and employment category in ways that result in a more inclusive and robust profession?

Engaging in these questions through the extant literature will call readers into a compelling new conversation about the needs of and possibilities for the professoriate.

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