



COLLEGE OF LIBERAL ARTS



Renewal Of The Teacherscholar Faculty Development In The Liberal Arts College

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Renewal Of The Teacherscholar Faculty Development In The Liberal Arts College:

Renewal of the Teacher-scholar William C. Nelsen, 1981 Issues pertaining to effective faculty development programs at colleges and universities are considered based on interviews with faculty members administrators and students at 20 liberal arts colleges The book is also an outgrowth of the author's role in the Project on Faculty Development in 1979 at the Association of American Colleges Faculty development is viewed as encompassing four specific areas professional development scholarship improved research skills broadening of scholarly areas instructional development pedagogy improved teaching skills learning of new changes in current offerings development of interdisciplinary courses and organizational change enhancing faculty renewal through alterations in committee systems reward structures and new campus wide goals Approaches to renewal of the faculty member as scholar include the award of competitive grants for research travel or study providing released time to a faculty member for study or research and faculty student research grants Among the effective approaches to teaching development are teaching institutes skill oriented and subject oriented workshops mentorship by senior colleagues taking a colleague's course and teaching consultation Five areas involving changes in college policies and practices that could change faculty attitudes toward renewal include the reward structure the committee system on campus faculty support systems personnel management and faculty evaluation policies Attention is also directed to the way that faculty renewal programs are conducted Brief descriptions of specific faculty development programs and a list of faculty development resources compiled by Michael E Siegel are appended SW

Faculty Development in the Age of Evidence Andrea L. Beach, Mary Deane Sorcinelli, Ann E. Austin, Jaclyn K. Rivard, 2023-07-03 The first decade of the 21st century brought major challenges to higher education all of which have implications for and impact the future of faculty professional development This volume provides the field with an important snapshot of faculty development structures priorities and practices in a period of change and uses the collective wisdom of those engaged with teaching learning and faculty development centers and programs to identify important new directions for practice Building on their previous study of a decade ago published under the title of *Creating the Future of Faculty Development* the authors explore questions of professional preparation and pathways programmatic priorities collaboration and assessment Since the publication of this earlier study the pressures on faculty development have only escalated demands for greater accountability from regional and disciplinary accreditors fiscal constraints increasing diversity in types of faculty appointments and expansion of new technologies for research and teaching Centers have been asked to address a wider range of institutional issues and priorities based on these challenges How have they responded and what strategies should centers be considering These are the questions this book addresses For this new study the authors re surveyed faculty developers on perceived priorities for the field as well as practices and services offered They also examined more deeply than the earlier study the organization of faculty development including characteristics of directors operating budgets and staffing levels of centers

and patterns of collaboration re organization and consolidation In doing so they elicited information on centers signature programs and the ways that they assess the impact of their programs on teaching and learning and other key outcomes What emerges from the findings are what the authors term a new Age of Evidence influenced by heightened stakeholder interest in the outcomes of undergraduate education and characterized by a focus on assessing the impact of instruction on student learning of academic programs on student success and of faculty development in institutional mission priorities Faculty developers are responding to institutional needs for assessment at the same time as they are being asked to address a wider range of institutional priorities in areas such as blended and online teaching diversity and the scale up of evidence based practices They face the need to broaden their audiences and address the needs of part time non tenure track and graduate student instructors as well as of pre tenure and post tenure faculty They are also feeling increased pressure to demonstrate the return on investment of their programs This book describes how these faculty development and institutional needs and priorities are being addressed through linkages collaborations and networks across institutional units and highlights the increasing role of faculty development professionals as organizational change agents at the department and institutional levels serving as experts on the needs of faculty in larger organizational discussions *Socialization in Higher Education and the Early Career* John C. Weidman,Linda DeAngelo,2020-02-17 This book celebrates the contributions of John Weidman and his colleagues to the understanding of student socialization in higher education It includes innovative chapters reflecting new approaches to higher education student socialization with respect to students of color gender STEM and students in higher education systems outside the USA Specifically the book examines socialization between and within in a range of groups including national international and minority students parents doctoral students early career faculty and scholarly practitioners The book assesses methodological approaches and suggests directions for reformulating theory and practice Using sociological perspectives to address issues and concerns at both the undergraduate and graduate levels the book gives renewed life to the college impact literature It includes revisions and expansions of the original Weidman frameworks based on the synthesis of existing research with new work reflecting unique perspectives by a variety of authors John Weidman has been an indisputable force in the study and understanding of student socialization in higher education This new book by Weidman and his coeditor Linda DeAngelo represents an undeniably significant and welcomed expansion of the original Weidman model of student socialization In updating and revising the original model chapter authors give attention to various contemporary issues such as student diversity gender differences early career experiences and internationalism Whether one samples only some of the articles that constitute this book or reads all of them the professional payoff will be substantial Kenneth A Feldman Professor of Sociology Stony Brook University John Weidman has made a number of groundbreaking contributions to our understanding of student socialization in postsecondary education This book edited with Linda DeAngelo brings together a group of fine scholars whose contributions will push our understanding even further It is a significant

addition to the college impact literature Ernest T Pascarella Petersen Chair in Higher Education University of Iowa

Resources in Education ,1999-10 The Professors of Teaching Richard Wisniewski,Edward R. Ducharme,1989-04-08 In *The Professors of Teaching* nine scholars pool their insights and their divergent experiences within the profession to discuss and elucidate the origins productivity dilemmas and future of the professorate Emphasizing the need for professors of education to satisfy the norms of scholarship appropriate to the university the contributors also underscore the need for the education faculty to work closely with those in the practicing profession teachers in our nations schools The result is a frank and candid expos which provides a clear sense of what must now be done in order for professors of education to be not only accepted but also respected within the academy and the teaching profession Professionals administrators policy makers all those concerned with teacher preparation and practice will be challenged by the authors of *The Professors of Teaching*

Exploring Faculty Development in California Higher Education: Appendix Paul Berman,Berman, Weiler Associates,1987

Exploring Faculty Development in California Higher Education Paul Berman,1987 *Proceedings of Faculty Evaluation and Development* ,1986 *The Academic Chairperson's Handbook* ,1990-01-01 Between 1990 and 2004 universities and colleges will compete fiercely for 335 000 new faculty members That is just one challenge looming for chairpersons whose domain has been transformed by changing departmental missions Until now the academic chair has received little guidance not only in dealing with new trends but in the daily running of a department *The Academic Chairperson s Handbook* is an important resource book for leaders who can make a positive difference This handbook draws on interviews with two hundred successful academic chairpersons from seventy campuses who discuss their solutions to typical problems that occur in bridging the relations between faculty administration students and the public The first of ifs two parts presents fifteen strategies for developing a department exercising leadership and reaching out to faculty The second part applies these strategies to the everyday business of improving teaching performance and promoting scholarship hiring and dealing with personnel conflicts Based on a national project supported by TIAA CREF *The Academic Chairperson s Handbook* will be indispensable to department heads at colleges and universities of all sizes throughout the United States **Improving Undergraduate Education Through Faculty Development** Kenneth Eugene Eble,Wilbert James McKeachie,1985

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