

Creating the Future of Faculty Development

*Learning From the Past,
Understanding the Present*

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Creating The Future Of Faculty Development Learning From The Past Understanding The Present

Kay J. Gillespie, Douglas L. Robertson



Creating The Future Of Faculty Development Learning From The Past Understanding The Present:

Creating the Future of Faculty Development Mary Deane Sorcinelli, 2006 Efforts to support and enrich faculty work particularly in a changing context are critically important to faculty members institutional leaders and higher education itself This book surveys faculty development from its beginnings summarizes the challenges and pressures now facing developers and higher education as a whole and proposes an agenda for the future of faculty development Based on a study of nearly 500 faculty developers from all institutional types this book offers a vision of what the field might become addressing several key issues such as the structural variations among faculty development programs the goals purposes and models that guide and influence program development and the top challenges facing faculty members institutions and faculty development programs Contents include The Evolution of Faculty Development A Portrait of Current Faculty Development Personnel and Programs Influences on Developers and Programs Current Issues Addressed by Faculty Development Services Future Priorities for Faculty Development Future Directions for Faculty Development Open Ended Responses Faculty Development in the Age of the Network

A Guide to Faculty Development Kay J. Gillespie, Douglas L. Robertson, 2010-02-18 Since the first edition of A Guide to Faculty Development was published in 2002 the dynamic field of educational and faculty development has undergone many changes Prepared under the auspices of the Professional and Organizational Development Network in Higher Education POD this thoroughly revised updated and expanded edition offers a fundamental resource for faculty developers as well as for faculty and administrators interested in promoting and sustaining faculty development within their institutions This essential book offers an introduction to the topic includes twenty three chapters by leading experts in the field and provides the most relevant information on a range of faculty development topics including establishing and sustaining a faculty development program the key issues of assessment diversity and technology and faculty development across institutional types career stages and organizations This volume contains the gallant story of the emergence of a movement to sustain the vitality of college and university faculty in difficult times This practical guide draws on the best minds shaping the field the most productive experience and elicits the imagination required to reenvision a dynamic future for learning societies in a global context R Eugene Rice senior scholar Association of American Colleges and Universities Across the country people in higher education are thinking about how to prepare our graduates for a rapidly changing world while supporting our faculty colleagues who grew up in a very different world Faculty members academic administrators and policymakers alike will learn a great deal from this volume about how to put together a successful faculty development program and create a supportive environment for learning in challenging times Judith A Ramaley president Winona State University This is the book on faculty development in higher education Everyone involved in faculty development including provosts deans department chairs faculty and teaching center staff will learn from the extensive research and the practical wisdom in the Guide Peter Felten president The POD Network 2010 2011 and director Center for

the Advancement of Teaching and Learning Elon University 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 **Handbook of Research on Faculty Development for Digital Teaching and Learning** Elçi, Alev, Beith, Linda L., Elçi, Atilla, 2019-05-31 Faculty development is currently practiced in a variety of approaches by individuals committees and centers of excellence More research is needed to draw better benefit from these approaches in

the impending digital world by taking advantage of digitally enabled teaching and learning The Handbook of Research on Faculty Development for Digital Teaching and Learning offers holistic and multidisciplinary approaches to enhancing faculty effectiveness in teaching boosting motivation extending knowledge expanding teaching behaviors and disseminating skills in digital higher education settings Featuring a broad range of topics such as faculty learning communities FLCs virtual learning environments and professional development this book is ideal for educators educational technologists curriculum developers higher education staff school administrators principals academicians practitioners and graduate students

Faculty Development in Developing Countries Cristine Smith, Katherine Hudson, 2016-11-18 Learner centered approaches to teaching such as small group discussions debates role plays and project based assignments help students develop critical thinking creativity and problem solving skills However more traditional lecture based approaches still predominate in classrooms in higher education institutions around the world Faculty development programs can support faculty members to adopt new teaching methods even in situations where they face significant challenges due to lack of resources on going conflict political upheaval or the legacy of colonialism in their educational systems This volume presents research and practice on faculty development for improving teaching in developing countries Based on the concept that we teach as we were taught the case studies in this volume describe ways to organize professional development to help higher education faculty members shift from lecture based to active learning teaching for students who will become the next generation of teachers practitioners professionals and policymakers in their respective countries The Breadth of Current Faculty Development: Practitioners' Perspectives C. William McKee, Mitzy Johnson, William F. Ritchie, W. Mark Tew, 2013-03-19 With pedagogical philosophy and practice changing significantly faculty development has become much more important Each chapter in this volume identifies particular areas of opportunity and although the authors recognize that not every initiative suggested can be implemented by all institutions circumstances such as institutional mission available resources and governance issues will dictate that it is their hope that every reader will be able to glean details that might provide a spark or fan a flame on campus As educators themselves McKee Johnson Ritchie and Tew invite you to consider the challenges explore the possibilities and join them on the journey This is the 133rd volume of this Jossey Bass higher education series New Directions for Teaching and Learning offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers *The Palgrave Handbook of Academic Professional Development Centers* Otherine Johnson Neisler, 2022-11-30 This handbook provides a global overview of the design implementation and assessment of academic development centers within higher education institutions The current nature of our complex rapidly changing world makes it imperative that colleges and universities worldwide find ways to educate their students in new and better ways this is reflected in a change in focus from teaching and testing to maximizing student learning in line with the core mission of ADCs

to ensure students achieve the best possible learning outcomes This handbook builds on this transformation as well as the foundational ADC structure and programming guidelines established by the Professional and Organizational Development Network to offer a comprehensive exploration of professional development in the sector This handbook is global in scale and comprehensive in scope addressing various key topics such as organizational structure and leadership funding and program design It calls for professors and academics to reflect on and adapt their methods of teaching independent to their research and provides helpful frameworks and case studies for researchers designing centers or seeking models for additional programs

Understanding Educational Developers Leslie D. Cramblet Alvarez, Christopher M. Hakala, 2024-12-30 Much has been written about centers for teaching and learning at the university level but little about the professionals who work within them This book gives educational developers the space to tell their stories and capture what it means to be in the profession Through a blend of scholarship and personal narratives this book asks and answers important questions about who educational developers are how they transitioned to the work what they do and the skills and competencies they need to be successful Readers will come away with an understanding of the nuances challenges and joys of working with both students and faculty to create outstanding learning environments Understanding Educational Developers is a must read for both new and experienced educational developers as well as university administrators who are positioned to advocate for center staff

The Changing Academic Profession in Hong Kong Gerard A. Postiglione, Jisun Jung, 2017-05-05 Hong Kong's universities have been transformed by the move from elite to mass higher education from government support to market driven finance from academic management to professional management from local to cross border and international outreach from China's education bridge to China's education window and from a colonial model of curricular specialization to a postcolonial model emphasizing broader intellectual development and service As the landscape of Hong Kong higher education has undergone change so have the backgrounds specializations expectations and work roles of academic staff The academic profession is ageing increasingly insecure more accountable more international at the same time more Mainland focused and less likely to be organized only along disciplinary lines The academic profession today is expected to be more innovative in teaching more productive in research and more entrepreneurial in fundraising New approaches to governance have evolved and blurred the boundaries between academic and managerial roles within the university The power to appoint members to university councils has become an area of contention It has come increasing differentiation and changing expectations about knowledge creation and application This has expanded the role of the academy and challenged the coherence and viability of the traditional academic role and loyalties to original disciplines Based on the multitude of challenges in Hong Kong higher education this book explores the future direction of Hong Kong academic profession Hong Kong has arguably one of the best higher education systems in the world At the heart of this system and indeed of any system is the academic profession The Changing Academic in Hong Kong provides a convincing and multifaceted analysis of the

professoriate This book is essential for understanding Hong Kong's success and it has lessons for a broader understanding of the academic profession Philip G Altbach Research Professor Boston College USA The one book that has presented a complete portrait of recent changes and challenges to Hong Kong's academic profession the book should be recognized as a classic Futao Huang Professor of Higher Education Hiroshima University Japan Gerard Postiglione and Jisun Jung have successfully pulled together a strong team of researchers making significant contributions to the debates of changing academic profession especially as universities in Hong Kong are developing new performance indicators in response to the University Governance Review by Sir Howard Newby This volume is timely and highly relevant to researchers academics and policy makers in higher education with critical reflections on academic profession in Hong Kong Ka ho Mok Vice President Lingnan University Hong Kong b A very thorough analysis of the situation of the academic profession and its environment in Hong Kong A setting which calls for and provides opportunities for internationality of higher education in a unique way but concurrently is tempted to make it itself a victim of the world wide inclination of over emphasizing visible research productivity Thus the case of Hong Kong is presented as both exceptional and as prototypical for the search of the balance across the functions of higher education Ulrich Teichler Professor International Centre for Higher Education Research Kassel University Germany Hong Kong's higher education sector is a microcosm of many of the world's other systems intensely urban experiencing significant transformation attuned to rankings and peer comparison watchful toward government intervention anxious about funding and always on the lookout for new performance indicators for faculty Anyone interested in Hong Kong will find *The Changing Academic Profession in Hong Kong* a good read but so will those of us concerned about trends challenges and possibilities at university systems in the rest of the world particularly Asia William G Tierney Professor University of Southern California USA *The Online Teaching Survival Guide* Judith V. Boettcher, Rita-Marie Conrad, 2010-05-13 The Online Teaching Survival Guide offers faculty a wide array of theory based techniques designed for online teaching and technology enhanced courses Written by two pioneers in distance education this guidebook presents practical instructional strategies spread out over a four phase timeline that covers the lifespan of a course The book includes information on a range of topics such as course management social presence community building and assessment Based on traditional pedagogical theory The Online Teaching Survival Guide integrates the latest research in cognitive processing and learning outcomes Faculty with little knowledge of educational theory and those well versed in pedagogy will find this resource essential for developing their online teaching skills Praise for The Online Teaching Survival Guide At a time when resources for training faculty to teach online are scarce Judith Boettcher and Rita Marie Conrad have presented a must read for all instructors new to online teaching By tying best practices to the natural rhythms of a course as it unfolds instructors will know what to do when and what to expect The book is a life raft in what can be perceived as turbulent and uncharted waters Rena M Palloff and Keith Pratt program directors and faculty Teaching in the Virtual Classroom Program Fielding

Graduate University Developed from years of experience supporting online faculty Judith Boettcher and Rita Marie Conrad's book provides practical tips and checklists that should especially help those new to online teaching hit the ground running Karen Swan Stukel Distinguished Professor of Educational Leadership University of Illinois Springfield This book blends a fine synthesis of research findings with plenty of practical advice This book should be especially valuable for faculty teaching their first or second course online But any instructor no matter how experienced is likely to find valuable insights and techniques Stephen C Ehrmann director Flashlight Program for the Study and Improvement of Educational Uses of Technology vice president The Teaching Learning and Technology Group **Higher Education in South Africa** Eli Bitzer, 2009-10-01 Higher Education in South Africa should be of considerable interest to higher education researchers outside of South Africa as well as within for the general and comparative assessments it makes The South African higher education researchers included within its covers have clearly engaged with research and writing from many parts of the world which they have then applied to make sense of their own condition Malcolm Tight Lancaster University UK

Enhancing Teaching and Learning through Assessment Steve Frankland, 2007-10-16 Assessment is the daily life of a teacher designing plans setting questions giving feedback and grading are all activities that teachers undertake on a regular basis This book provides a practical guide on the effective use of assessment It includes the use of assessment tools and pedagogical design that help students deepen their learning Major issues on assessment and some excellent examples are presented as a useful resource to university teachers in enhancing teaching and students learning Understanding Minority-Serving Institutions Marybeth Gasman, Benjamin Baez, Caroline Sotello Viernes Turner, 2008-03-13 Understanding Minority Serving Institutions explores these important institutions while also highlighting their interconnectedness with the hope of sparking collaboration among the various types Minority serving institutions MSIs enroll and graduate the majority of students of color in the United States and traditionally include historically Black colleges and universities Hispanic serving institutions tribal colleges and more recently Asian American and Pacific Islander serving institutions The book's contributors focus on several issues including institutional mission faculty governance student engagement social justice federal policy and accreditation They critically analyze the scholarship on MSIs not only describing the existing research and stressing what is missing but also providing new lines of thought for additional research Handbook of College and University Teaching James E. Groccia, Mohammed A. T. Alsudairi, William Buskist, 2012-01-17 Enhance your teaching style with James E Groccia's systemic and insightful seven variable model using a truly international perspective The need to understand learning and teaching from multiple cultural perspectives has become critically important in educating the next generation of college students Using a unique global view this comprehensive volume presents international perspectives on critical issues impacting teaching and learning in diverse higher education environments Education experts from around the world share their perspectives on college and university teaching identifying international differences and similarities The chapters are

organized around a model developed by James E Groccia which focuses on seven interrelated variables that must be explored to develop a full perspective of college and university teaching and learning These interrelated variables include teacher learner learning process learning context course content instructional processes and learning outcomes Using this logical model the contributors provide readers with a guide for systemic thinking about how to improve teaching and learning curriculum development and assessment

Leading for Tomorrow Pamela L. Eddy, Elizabeth Kirby, 2020-06-19 When faculty climb the ranks into leadership positions they come with years of knowledge and experience yet they are often blindsided by the delicate interpersonal situations and political minefields they must now navigate as university administrators What are the specific skills that faculty need to acquire when they move into administrative positions and how can they build upon their existing abilities to excel in these roles What skills can other mid level leaders learn to help in their positions Using an engaging case study approach *Leading for Tomorrow* provides readers with real world examples that will help them reflect on their own management and communication styles It also shows newly minted administrators how they can follow best practices while still developing a style of leadership that is authentic and uniquely their own The book's case studies offer practical solutions for how to deal with emerging trends and persistent problems in the field of higher education from decreasing state funding to political controversies on campus *Leading for Tomorrow* gives readers the tools they need to get the best out of their team manage conflicts support student success and instill a campus culture of innovation that will meet tomorrow's challenges

Enhancing Quality in Higher Education Ray Land, George Gordon, 2013-06-19 Interest in the quality of higher education provision has been steadily increasing over the last twenty years This has been driven largely by the international creation of explicit policies and reporting requirements to review audit and evaluate provision The interest is associated in many countries with the granting by governments of greater autonomy to higher education institutions This crucially comes bound with increased requirements for accountability in the exercise of such power Enhancing provision promoting innovation cultivating exploration and adopting information led approaches to practice are at the very heart of higher education As such quality enhancement comes in many guises and is under constant scrutiny *Enhancing Quality in Higher Education* looks critically at recent developments in higher education taking snapshots of changing practices around the world and analysing the varied theoretical perspectives of quality enhancement that are emerging The opening section draws upon this theoretical base whilst the second section contextualises it through the analysis of a diverse range of international case studies The concluding section considers future prospects for the enhancement agenda in the light of the international pressures facing all systems of higher education in the future Policy will inevitably be shaped by the historical contexts within which national systems are located The book draws on a wide range of international case studies examined by a host of contributing experts The movement towards quality enhancement can be seen as stimulating action at the grassroots of the academy to self generate improvement It is a counter to the prevalent view that change in higher education

is essentially about the institutional response to increasing societal pressure and state control and as such is a welcome contribution to the literature This comprehensive volume is essential reading for anyone involved in higher education and educational policy *Integrating the Sciences and Society* Harriet Hartman,2008-10-01 Many people think of social problems as involving poor and powerless individuals in society This work seeks to improve the balance by adding a focus on important and powerful institutions It discusses policy sciences public policy analysis and public management It addresses operations and design issues for government organizations *Building Gender Equity in the Academy* Sandra Laursen,Ann E. Austin,2020-11-24 An evidence based action oriented response to the persistent everyday inequity of academic workplaces Despite decades of effort by federal science funders to increase the numbers of women holding advanced degrees and faculty jobs in science and engineering they are persistently underrepresented in academic STEM disciplines especially in positions of seniority leadership and prestige Women filled 47% of all US jobs in 2015 but held only 24% of STEM jobs Barriers to women are built into academic workplaces biased selection and promotion systems inadequate structures to support those with family and personal responsibilities and old boy networks that can exclude even very successful women from advancing into top leadership roles But this situation can and must change In *Building Gender Equity in the Academy* Sandra Laursen and Ann E Austin offer a concrete data driven approach to creating institutions that foster gender equity Focusing on STEM fields where gender equity is most lacking Laursen and Austin begin by outlining the need for a systemic approach to gender equity Looking at the successful work being done by specific colleges and universities around the country they analyze twelve strategies these institutions have used to create more inclusive working environments including implementing inclusive recruitment and hiring practices addressing biased evaluation methods establishing equitable tenure and promotion processes strengthening accountability structures particularly among senior leadership improving unwelcoming department climates and cultures supporting dual career couples offering flexible work arrangements that accommodate personal lives promoting faculty professional development and advancement Laursen and Austin also discuss how to bring these strategies together to create systemic change initiatives appropriate for specific institutional contexts Drawing on three illustrative case studies at Case Western Reserve University the University of Texas at El Paso and the University of Wisconsin Madison they explain how real institutions can strategically combine several equity driven approaches thereby leveraging their individual strengths to make change efforts comprehensive Grounded in scholarship but written for busy institutional leaders *Building Gender Equity in the Academy* is a handbook of actionable strategies for faculty and administrators working to improve the inclusion and visibility of women and others who are marginalized in the sciences and in academe more broadly

Handbook of Research on Human Development in the Digital Age Bryan, Valerie C.,Musgrove, Ann T.,Powers, Jillian R.,2017-07-13 The rapid evolution of technology continuously changes the way people interact work and learn By examining these advances researchers can further optimize the various opportunities that technology provides The

Handbook of Research on Human Development in the Digital Age is a pivotal reference source presenting the latest scholarly research on the impact of technology on the population through different theories and perspectives. Featuring extensive coverage on a broad range of topics such as cyberbullying, mobile technology, and social skills development, this publication is ideally designed for academicians, researchers, and practitioners seeking current research on new trends in technology that impact society.

Case Studies on Blended Learning in Higher Education Santosh Panda, Sanjaya Mishra, Pradeep Kumar Misra, 2024-12-29

This book presents a collection of curated case studies written by esteemed international experts focusing on planning, management, and evaluation of designing, developing, and delivering high-quality blended programmes and courses. Embracing a holistic perspective of online and blended learning and based on the mapping of diverse national and institutional education systems, it offers an insightful exploration of innovative and best practices through case studies on policy planning and management and quality assurance for blended learning in higher education. Each chapter presents a theoretical background, contextual analysis, and a reflective practitioner approach. The topics covered include national and international policies and guidelines for blended learning in higher education, issues related to planning and management, learner satisfaction and engagement, costing of blended learning, and return on investment, quality assurance, and program evaluation. The book explores blended learning as a scholarly practice for continuous learning and improvement and for generating new knowledge and insights. Each chapter concludes with reflective questions to help the reader apply the lessons learned. This book interests a diverse audience including policymakers, accreditation agencies, managers of teaching and learning centers in higher education institutions, teachers in HEIs, and those involved in blended learning research. Its comprehensive coverage and practical insights make it an essential resource for those seeking to navigate the complexities of implementing effective blended learning initiatives.

Whispering the Strategies of Language: An Emotional Journey through **Creating The Future Of Faculty Development Learning From The Past Understanding The Present**

In a digitally-driven world wherever displays reign supreme and immediate interaction drowns out the subtleties of language, the profound techniques and emotional nuances concealed within phrases frequently go unheard. Yet, situated within the pages of **Creating The Future Of Faculty Development Learning From The Past Understanding The Present** a captivating fictional treasure blinking with raw thoughts, lies an exceptional journey waiting to be undertaken. Penned by an experienced wordsmith, this enchanting opus attracts readers on an introspective trip, delicately unraveling the veiled truths and profound impact resonating within ab muscles cloth of each word. Within the psychological depths with this poignant evaluation, we shall embark upon a sincere exploration of the book is key themes, dissect its charming publishing design, and succumb to the strong resonance it evokes serious within the recesses of readers hearts.

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Creating The Future Of Faculty Development Learning From The Past Understanding The Present Introduction

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