



# Developing Senior Faculty As Teachers

**Martin J. Finkelstein, Mark W. LaCelle-  
Peterson**



## **Developing Senior Faculty As Teachers:**

*Developing Senior Faculty as Teachers* Martin J. Finkelstein, Mark W. LaCelle-Peterson, 1993-01-01      *Developing Senior Faculty as Teachers* Martin J. Finkelstein, Mark W. LaCelle-Peterson, 1993      *Building Faculty Learning Communities* Milton D. Cox, Laurie Richlin, 2011-10-07 Changing our colleges and universities into learning institutions has become increasingly important at the same time it has become more difficult Faculty learning communities have proven to be effective for addressing institutional challenges from preparing the faculty of the future and reinvigorating senior faculty to implementing new courses curricula and campus initiatives on diversity and technology The results of faculty learning community programs parallel for faculty members the results of student learning communities for students such as retention deeper learning respect for other cultures and greater civic participation The chapters in this issue of *New Directions for Teaching and Learning* describe from a practitioner's perspective the history development implementation and results of faculty learning communities across a wide range of institutions and purposes Institutions are invited to use this volume to initiate faculty learning communities on their campuses This is the 97th issue of the quarterly journal *New Directions for Teaching and Learning*      *Making Teaching Community Property* Pat Hutchings, 2023-07-03 Describes strategies through which faculty can document and go public with their teaching be it for purposes of improvement or evaluation Each of nine chapters features a different strategy from the fairly simple low risk teaching circle to course portfolios to more formal departmental occasions such as faculty hiring with reports by faculty who have actually tried each strategy guidelines for good practice and an annotated list of resources      **Driving Change Through Diversity and Globalization** James A. Anderson, 2023-07-03 This book significantly advances discussion of the mission of higher education in today's multicultural environment and global economy It sets out the challenges and considerations that must be addressed by administrative leaders by trustees and others who shape the vision and direction of the institution but most particularly by academic deans and faculty The author makes the case that the inclusion of diversity and globalization in disciplinary work contributes to the research agendas of individual faculty and their departments aligns with scholarly values and promotes such student learning goals as tolerance of ambiguity and paradox critical thinking and creativity He offers a strategic vision of success backed by theory and examples of effective application for creating transformative change and provides a roadmap to implementing inclusive pedagogical practices and curricula With implementation dependent on leadership and participation at every level of an institution everyone with a stake in its future should read this book      *Teacher Education and Educational Technology*, 1973      [Resources in Education](#), 1998      *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

**The development of the high-school curriculum** American Association of School Administrators, 1928

**Continuing Professional Development for Teachers** Carol Morgan, 2017-11-13 This volume is designed for teachers whether just setting out or climbing the ladder It examines the complex set of options and requirements facing teachers from qualifying as a teacher to developing skills through middle and senior roles and continually improving teaching skills

*Student Self-Evaluation: Fostering Reflective Learning* Jean MacGregor, 1993 For several decades college teachers have been asking students to engage in self evaluation to reflect on their academic work and describe and evaluate it in writing Student self evaluation is both a process consisting of acts of reflecting composing and writing and a product a written document

Student self evaluation does not obviate the need for student exams and papers crucial indicators of student mastery of material or complexity of thinking Rather student self evaluation supplements and complements that information by asking students to describe in their own words their learning and its value to them This writing and the conversations that faculty members and students have about it can be instructional illuminating and at times transformative Student self evaluation is primarily a learning strategy but it is also a promising assessment approach while enriching learning for students it also can help teachers and institutions learn about student learning This volume of New Directions for Teaching and Learning introduces the many forms of student self evaluation in undergraduate teaching settings and describes how student self evaluation creates connections between learners and learning knowers and the known and the self and the mind This is the 56th issue of the quarterly journal New Directions for Teaching and Learning For more information on the series please see the Journals and Periodicals page

**The Conquering Christ ...: The senior teacher, an aid in teaching ... The conquering Christ** Ilesley Boone,1910      *Teaching Professional Development of Science and Engineering Professors at a Research-extensive University* Jana Bouwma-Gearhart,2008      **The Teacher's Encyclopaedia of the Theory, Method, Practice, History and Development of Education at Home and Abroad** Arthur Pillans Laurie,1912      **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

*Students' Views of Objectives for Teaching Value-development in College Humanities Courses* Eugene Louis Atkin,1977

Reconceptualizing Literacy Methods Instruction Cynthia McCallister,1998 Reconceptualizing Literacy Methods

*To Build a House That Remembers Its Forest* is a personal narrative that recounts the author s uneasy beginnings  
as a college teacher It is also a research text an interpretive study of her teaching mentor s literacy education classroom  
organized around the themes of classroom structure course content and classroom community Dr McCallister frames her  
study within the context of her own story as an emerging teacher educator discussing the importance of powerful role models  
the need for mentorships at the college level and the importance of observation and demonstration in the development of the  
craft of teaching     *The Journal of Home Economics* ,1923     **The Virginia Teacher** ,1924     *Ohio Wesleyan Magazine*  
,1927

## **Developing Senior Faculty As Teachers** Book Review: Unveiling the Power of Words

In a global driven by information and connectivity, the energy of words has are more evident than ever. They have the ability to inspire, provoke, and ignite change. Such may be the essence of the book **Developing Senior Faculty As Teachers**, a literary masterpiece that delves deep to the significance of words and their affect our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall affect readers.

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