# Creating the Future of Faculty Development

Learning From the Past, Understanding the Present

Mary Deane Sorcinelli Ann E. Austin Pamela L. Eddy Andrea L. Beach

D'Agustino, Steven

**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 The Changing Academic Profession in Hong Kong Gerard A. Postiglione, Jisun in the Age of the Network 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 **Building Teaching Capacities in Higher Education** Alenoush Saroyan, Mariane Frenay, 2023-07-03 This book is the culmination of three years work by teams from eight institutions in five different European and North American countries The teams included faculty developers professors and graduate students interested in developing and disseminating a more profound understanding of university level pedagogy The purpose of the project was first to conceptualize what an internationally appropriate formal academic program for faculty development in higher education might look like taking into account differing national contexts from national standards for faculty development U K and Scandinavia almost universal institutional support North America to virtually no activities France The intention was to create and nurture a community of practice enriched and informed by a range of expertise and different higher education traditions cultures and languages To do so the book begins with a section of five case studies that describe current practice in Belgium Canada Denmark France and Switzerland The second purpose was to define a common curriculum or core course with common foundations for faculty and graduate students based on a distributed learning model The final section of the book presents a concrete concept map used to define the curriculum and to educational developers with useful tool for furthering their work and explains the rationale for redefining faculty development as educational development This book offers practitioners around the world a framework and model of educational development that can serve a number of purposes including professional development monitoring and

assessment of effectiveness and research as they seek to meet increasing demands for public accountability For North American readers it offers insight into the vision and aims of the Bologna Process with which they may need to engage to maintain international competitiveness 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 Adaptation, Resistance and Access to Instructional Technologies: Assessing Future Trends In Education D'Agustino, Steven, 2010-09-30 This book captures the current trends in technology integration from PreK 12 to higher education focusing on the various constituent groups namely students teachers and communities in education and the effects of educational technology on learning and empowerment Provided by publisher

The Sage Handbook of Human Resource Development Tonette S. Rocco, Michael Lane Morris, Rob F. Poell, 2024-08-30 The Sage Handbook of Human Resource Development offers a comprehensive exploration of the evolving landscape of HRD serving as both an orientation to the profession and an analytical examination of HRD as a field of study and research The handbook addresses key questions such as the state of HRD globally its changes over the past decade and the foundational philosophies and values shaping research and practice in HRD Across eight sections the handbook covers foundational aspects theoretical influences learning and workforce development talent and career development leadership and organizational development diversity equity inclusion and belonging technology enhanced HRD and emerging issues and future directions Each section provides insights into diverse topics ranging from workplace learning action learning and employee engagement to social media artificial intelligence and future trends With contributions from scholars across the globe the handbook reflects the global nature of HRD making it applicable to academic programs worldwide Designed for academics graduate students HR leaders executives managers and consultants this handbook stands out with its diverse perspectives and insights making it an indispensable guide for those seeking a deep understanding of the dynamic field of Human Resource Development A FOUNDATIONS OF THE DISCIPLINE OF HRD B THEORETICAL INFLUENCES ON HRD C

LEARNING AND WORKFORCE DEVELOPMENT D TALENT AND CAREER DEVELOPMENT E LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT F DIVERSITY EQUITY INCLUSION AND BELONGING G TECHNOLOGY ENHANCED HUMAN RESOURCE DEVELOPMENT H EMERGING ISSUES AND FUTURE DIRECTIONS The Future of Higher Education in India Sudhanshu Bhushan, 2019-10-31 The book analyses various challenges emanating from privatization globalization and public financial crunch to understand the future directions of higher education in India The book presents a careful understanding of structure finance and governance of higher education and advocates a new way to look at increasing the capability of students to secure their future Attention has also been drawn to the inequalities prevailing in the system of higher education and pursuing inclusive approach so as to have sufficient employment opportunities for students in the labour market The book is divided into three parts Part 1 deals with the future in terms of university structure and functions Part 2 deals with the future of financing higher education and Part 3 deals with capabilities required by teachers for the future of universities It is an interesting collection of various themes in different chapters which are authored by serious researchers All policy makers university administrators and teachers and researchers of higher education interested in governance financing teaching as well as research in the area of higher education will find the contents of the book relevant The book will benefit in understanding the challenges of higher education and help remodel the future of higher education in India Supporting Learning Flow Through Integrative Technologies Tsukasa Hirashima, Ulrich Hoppe, Shelley Shwu-Ching Young, 2007 Contains a range of issues related to using information technology for learning This book indicates a move from local support of specific learning activities towards supporting learning and teaching processes in a broader context beyond single tools and individuals users considering user learner groups on different levels of Faculty Development in the Age of Evidence Andrea L. Beach, Mary Deane Sorcinelli, Ann E. Austin, Jaclyn K. granularity 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 **Academy** Linda B. Nilson, Judith E. Miller, 2009-10-12 The development of students is a fundamental purpose of higher education and requires for its success effective advising teaching leadership and management Professional and Organizational Development Network in Higher Education POD fosters human development in higher education through faculty instructional and organizational development A smart mix of big picture themes national developments and examples of effective faculty development initiatives from a variety of schools To Improve the Academy offers examples and resources for the enrichment of all educational developers This annual volume incorporates all the latest need to know information for faculty developers and administrators **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 Rethinking Faculty Work Judith M. Gappa, Ann E. Austin, Andrea G. Trice, 2007 Shows how changes in higher education are transforming the careers of faculty and provides a model that makes it possible for all faculty to be in a position to do their best **Faculty Careers and Work** Lives: A Professional Growth Perspective KerryAnn O'Meara, Aimee LaPointe Terosky, Anna Neumann, 2008 This volume reviews and synthesizes recent research on faculty demographics appointment types work life and reward systems as well as major theoretical perspectives useful to researchers who study faculty work careers and professional development In doing

so it advances and challenges current dialogue on faculty careers notably by exploring a narrative of constraint that underlies much contemporary research and reform in higher education Although highlighting the valuable ways whereby the narrative of constraint has illuminated the myriad barriers than can and too often do inhibit faculty careers the authors assert that the theme of constraint obscures possibility learning agency and growth In emphasizing constraint many contemporary research and reform efforts overlook faculty striving for growth The volume reintroduces growth as an important consideration in higher education discourses of policy and practice and with attention to four of its key aspects learning agency professional relationships and commitments The authors discuss current research on faculty demographics appointments work reward systems along with theories used in research relative to these four aspects of growth They also discuss how attention to faculty growth my open up new directions for policy public communication and future research on higher education faculty This is the third issue in the 34th volume of the Jossey Bass series ASHE Higher Education Report Each monograph in the series is the definitive analysis of a tough higher education problem based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication

American Book Publishing Record, 2005 In Loco Maternis Ildiko Porter-Szucs, 2008 Sustainability of Foundation-funded Grant Programs Beyond Initial Funding Deborah Chang Lechuga, 2010 **Book Review Index** ,2006 Every 3rd issue is a quarterly cumulation Rural Community Colleges: Teaching, Learning, and Leading in the Heartland Pamela L. Eddy, John P. Murray, 2007-04-20 Sixty percent of American community colleges are located in rural areas but urban colleges garner more publicity because of their larger enrollments Rural institutions however play a significant role in their communities they are often among the largest employers in the region the single provider of low cost post secondary education and the most significant provider of tools for economic development and cultural events This edition identifies issues rural leaders will likely encounter on their campuses and provides a set of tools and strategies to address those issues from cover Bibliographic Index ,2007 <u>Joyce in the Belly of the Big Truck; Workbook Joyce A.</u> Cascio, 2005-05

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