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Adjunct Faculty Voices Sep 26 2020 As the debate regarding the increasing use of adjunct faculty in higher education continues to swirl, the voices of adjunct faculty themselves are rarely heard. Stories abound regarding the poor working conditions in which most adjunct faculty labor, yet many of those that employ adjunct faculty are unaware of how the conditions impact an adjunct's ability to teach effectively.

Adjunct Faculty Voices gives a voice to this growing population. It shares the experiences and clear benefits adjuncts gain from having access to professional development opportunities. In spite of a shortage of resources, there are institutions offering development programs that target the pressing needs of this population. The first part of the book features the voices of adjunct faculty who tell their stories of finding professional development and creating or connecting with communities of colleagues for mutual support. These adjunct voices represent a range of disciplinary perspectives, career stages, and institutional types. In the second section, the authors draw upon a benchmarking study of adjunct faculty developing programs, examine specific challenges and highlight successful practices. Institutions can support adjunct faculty through teaching academies and faculty learning communities; mentor programs; conference support; and adjunct faculty liaison positions. Topics discussed include:

- Best professional development practices that support and benefit adjunct faculty**
- Faculty social isolation and community-building opportunities**
- An**

overview of changes affecting the academic workforce • An outline of issues and working conditions • Current demographics and types of adjunct faculty • Survey results from adjunct faculty developers • Adjunct faculty narratives featuring their professional development and community experiences

Teaching and Learning centers across the country are responding to the growing adjunct cohort in innovative and efficient ways. Administrators, deans, department chairs, and adjunct faculty will all benefit by hearing the voices of adjuncts as they express the challenges faced by adjunct faculty and the types of professional development opportunities which are most beneficial.

International Faculty in Higher Education
Jul 17 2022 In an interconnected and globally competitive environment, faculty mobility across countries has become widespread, yet is little understood. Grounded in qualitative methodology, this volume offers a cutting-edge examination of internationally mobile academics today and explores the approaches and strategies that institutions pursue to recruit and integrate international teachers and scholars into local universities. Providing a range of

research-based insights from case studies in key countries, this resource offers higher education scholars and administrators a comparative perspective, helping to explain the impact that international faculty have on the local university, as well as issues of retention, promotion, salaries, and the challenges faced by these internationally mobile academics.

Inquiries Into Human Faculty and Its Development Sep 19 2022

Inquiries into Human Faculty and Its Development Nov 21 2022 DigiCat Publishing presents to you this special edition of "Inquiries into Human Faculty and Its Development" by Francis Galton. DigiCat Publishing considers every written word to be a legacy of humankind. Every DigiCat book has been carefully reproduced for republishing in a new modern format. The books are available in print, as well as ebooks. DigiCat hopes you will treat this work with the acknowledgment and passion it deserves as a classic of world literature.

Spanish/English Codeswitching on Twitter Mar 21 2020 "Codeswitching, the act of mixing languages in a single discourse, is manifest in myriad ways- spoken and written, intentional and unintentional, and intra-

and intersentential. Codeswitches (CS) can occur at morphological, lexical, and sentential boundaries. A speaker may switch between languages in a single discourse for a variety of reasons, including lexical gaps, cultural triggers, and changes in topic. While the same motivations may exist for the writer, it is a core premise of this study that written CS are largely intentional (Callahan, L. 2004; Lipski, 1982; Mahootian, 2005, 2012; Montes-Alcalá, 2012; Sebba, 2012). Written CS on Twitter is particularly interesting because of the constraints and genre of the channel. Tweets are limited to 140 characters. They are often unedited, spontaneous, confessional, and sporadic. They can be ungrammatical and occasionally incomprehensible. In this way tweets resemble both spoken language and written language. In this study I investigated the degree to which CS occurs on Twitter and whether it resembles CS in traditional written media like prose fiction or new media like blogs. I found that CS on Twitter is infrequent, often trivial, and mostly lacking any obvious discourse function. Using a combination of the classification schemes from Callahan (2004) and Montes-Alcalá (2007), I also found that

CS on Twitter is typically manifest as isolated lexical items, triggered by adjacent terms, or occurring freely with no apparent motivation. I concluded my study by discussing the unique features and sociolinguistic implications for CS on Twitter."--

To Improve the Academy Nov 16 2019 An annual publication of the Professional and Organizational Development Network in Higher Education (POD), *To Improve the Academy* offers a resource for improvement in higher education to faculty and instructional development staff, department chairs, faculty, deans, student services staff, chief academic officers, and educational consultants. Contents include: Professional development for geographically dispersed faculty Implementing a learning consortium for communication and change Faculty engagement in program-level outcomes assessment What educational developers need to know about faculty-artists Exploring the spiritual roots of midcareer faculty Raising funds from faculty for faculty development centers Mentoring in higher education Tough-love consulting in order to effect change Research on the impact of educational development Examining effective faculty

practice Insights on millennial students
Contemplative pedagogy of teaching and
learning centers Faculty and student
perspectives on course evaluation terminology
Questions about student ratings Small-group
individual diagnosis to improve
online instruction Supporting international
faculty Complex ecologies of diversity,
identity, teaching, and learning
Organizational strategies for fostering
faculty racial inclusion The truth about
students' capacity for multitasking
Tweeting: the 2011 POD HBCUFDN Conference
Twitter backchannel Designing active learning
with flexible technology

Slow Professor Mar 13 2022 In The Slow
Professor, Maggie Berg and Barbara K. Seeber
discuss how adopting the principles of the
Slow movement in academic life can counter
the erosion of humanistic education.

Teacher Training and Professional
Development: Concepts, Methodologies, Tools,
and Applications Nov 28 2020 Regardless of
the field or discipline, technology is
rapidly advancing, and individuals are faced
with the challenge of adapting to these new
innovations. To remain up-to-date on the
current practices, teachers and
administrators alike must constantly stay

informed of the latest advances in their fields. **Teacher Training and Professional Development: Concepts, Methodologies, Tools, and Applications** contains a compendium of the latest academic material on the methods, skills, and techniques that are essential to lifelong learning and professional advancement. Including innovative studies on teaching quality, pre-service teacher preparation, and faculty enrichment, this multi-volume book is an ideal source for academics, professionals, students, practitioners, and researchers.

The Substance of Two Reports of the Faculty of Amherst College, to the Board of Trustees, with the Doings of the Board Thereon Dec 18 2019

The Routledge Companion to Death and Literature Jan 31 2021 **The Routledge Companion to Death and Literature** seeks to understand the ways in which literature has engaged deeply with the ever-evolving relationship humanity has with its ultimate demise. It is the most comprehensive collection in this growing field of study and includes essays by Brian McHale, Catherine Belling, Ronald Schleifer, Helen Swift, and Ira Nadel, as well as the work of a generation of younger scholars from around

the globe, who bring valuable transnational insights. Encompassing a diverse range of mediums and genres – including biography and autobiography, documentary, drama, elegy, film, the novel and graphic novel, opera, picturebooks, poetry, television, and more – the contributors offer a dynamic mix of approaches that range from expansive perspectives on particular periods and genres to extended analyses of select case studies. Essays are included from every major Western period, including Classical, Middle Ages, Renaissance, and so on, right up to the contemporary. This collection provides a telling demonstration of the myriad ways that humanity has learned to live with the inevitability of death, where “live with” itself might mean any number of things: from consoling, to memorializing, to rationalizing, to fending off, to evading, and, perhaps most compellingly of all, to escaping. Engagingly written and drawing on examples from around the world, this volume is indispensable to both students and scholars working in the fields of medical humanities, thanatography (death studies), life writing, Victorian studies, modernist studies, narrative, contemporary fiction, popular culture, and more.

Handbook of Research on Faculty Development for Digital Teaching and Learning May 15

2022 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.

Stories from the Front of the Room Jun 23 2020 Research demonstrates that faculty of color in historically white institutions

experience higher levels of discrimination, cultural taxation, and emotional labor than their white colleagues. Despite efforts to recruit minority faculty, all of these factors undermine their scholarship, pedagogy, social experiences, promotion and retention. This edited volume builds upon the existing research on faculty of color, however, it also departs from the existing literature and unravels the socio-emotional experiences of being in front of the classroom, in labs, and in the Ivory Tower for faculty who are in multiple racialized social locations. In an effort to circulate the experiences of faculty of color more widely to academic and non-academic audiences, this edited volume replaces conventional scholarly technical papers with unconventionally accessible letters. *Stories from the Front of the Room* focuses on the boundaries which faculty of color encounter in everyday experiences on campus and presents a more complete picture of life in the academy - one that documents how faculty of color are tested, but also how they can not only overcome, but thrive in their respective educational institutions.

A Guide to Faculty Development Jan 11 2022
Since the first edition was published, the

dynamics of higher education and faculty development have greatly changed. **A Guide to Faculty Development** provides an introduction and a guide to faculty development as well as new topics like working with adjuncts, diversity, multiculturalism, assessment, and different issues associated with the various types of campuses. Sponsored by The Professional and Organizational Development Network in Higher Education, this revised and updated guide is essential for faculty developers and administrators newly involved as well as experienced in faculty development.

Building Mentorship Networks to Support Black Women May 03 2021 "This new book in the **Diverse Faculty in the Academy** series pulls back the curtain on what Black women have done to mentor each other in higher education, provides advice for navigating unwelcoming campus environments, and explores avenues for institutions to support and foster minoritized women's success in the academy. Chapter authors present critical approaches to advance equity and to achieve trust and transparency in the academy. Drawing on examples of mentoring between Black women students, faculty, and administrators in and outside of the academy

from diverse institutional contexts, exploring the use of digital technologies, and framed by theoretical concepts from a range of disciplines, this important volume provides insights on mentoring that can be employed across all of higher education to support the success of Black women faculty. Full of actionable steps that institutional leaders can take to support the network of mentors it takes to be successful in the academy, this book is a must read for department and university leaders, faculty, and graduate students in Higher Education interested in supporting and fostering mentoring for those most vulnerable in the academic pathway for success"--

The Religious Faculty Dec 10 2021

Care-Based Methodologies Aug 06 2021 Care-Based Methodologies reimagines relationships between researchers and youth participants in school-based research. The book calls attention to care-based methodologies as essential to qualitative and ethnographic research in schools, particularly when participants are youth from nondominant communities. While researchers come to schools seeking to understand youths' lived experiences and become implicated in the quotidian rhythms of their lives, it is rare

that they receive training on how to navigate the complex interpersonal dynamics and relationships that take shape during long-term school research. How can researchers ensure that they care for the wellbeing of youth, not just the stories and data collected from them? How do researchers maneuver the various roles they may come to play in youth's lives over the course of, and beyond, a study with care? What happens when scholars transgress the traditional power dynamics of researcher-participant relationships to walk with youth in their research? This book illustrates the possibilities for conducting rigorous and responsible research that simultaneously improves our understanding of youth's lives, cares for their wellbeing, and works toward dismantling the systems that oppress them. The editors of the volume offer an opening chapter that articulates how researchers can practice care-based methodologies with youth by centering transparency, reflexivity, reciprocity, curiosity, consent, and self-care. The chapters that follow draw from a range of qualitative and ethnographic studies to highlight how care mediates and informs the research process and offer concrete guidance for employing care-based

methodologies in school-based studies with youth.

AACSB Bulletin Oct 16 2019

The Professor Is In Jan 23 2023 The definitive career guide for grad students, adjuncts, post-docs and anyone else eager to get tenure or turn their Ph.D. into their ideal job Each year tens of thousands of students will, after years of hard work and enormous amounts of money, earn their Ph.D. And each year only a small percentage of them will land a job that justifies and rewards their investment. For every comfortably tenured professor or well-paid former academic, there are countless underpaid and overworked adjuncts, and many more who simply give up in frustration. Those who do make it share an important asset that separates them from the pack: they have a plan. They understand exactly what they need to do to set themselves up for success. They know what really moves the needle in academic job searches, how to avoid the all-too-common mistakes that sink so many of their peers, and how to decide when to point their Ph.D. toward other, non-academic options. Karen Kelsky has made it her mission to help readers join the select few who get the most out of their Ph.D. As a

former tenured professor and department head who oversaw numerous academic job searches, she knows from experience exactly what gets an academic applicant a job. And as the creator of the popular and widely respected advice site *The Professor is In*, she has helped countless Ph.D.'s turn themselves into stronger applicants and land their dream careers. Now, for the first time ever, Karen has poured all her best advice into a single handy guide that addresses the most important issues facing any Ph.D., including:

- When, where, and what to publish
- Writing a foolproof grant application
- Cultivating references and crafting the perfect CV
- Acing the job talk and campus interview
- Avoiding the adjunct trap
- Making the leap to nonacademic work, when the time is right

The Professor Is In addresses all of these issues, and many more.

Shifting to Online Learning Through Faculty Collaborative Support Oct 28 2020 As a result of the COVID-19 pandemic, most schools had to suddenly shift from traditional face-to-face courses to blended, synchronous, and asynchronous instructional environments. The impact upon the immediacy of remote learning was overwhelming to many faculty, instructional facilitators,

teachers, and trainers. Many faculty and trainers have experience with the analysis, design, development, implementation, and evaluation of online and blended learning environments, while many faculty and trainers also do not have this knowledge nor experience. As such, the collegial workspace has developed into a collaborative work environment wherein the faculty are helping faculty, partially because the instructional designer staff and learning advisors are overwhelmed with the number of course projects that must be moved from traditional face-to-face course environments into an online environment within a short period of time. The faculty are helping each other make this move, offering course design and development support and also instructional tips and tricks that will support successful blended and online experiences that enhance learning outcomes.

Shifting to Online Learning Through Faculty Collaborative Support

focuses on supporting and enhancing blended and distance learning course design and development, successful tips for course design and teaching, techniques for online learning, and embracing collegial mentorship and facilitative support for course and faculty success. This book highlights the

strength of collegial bonds while discussing tools, methods, procedural efforts, styles of engagement, learning theories, assessment efforts, and even social learning engagement implementations in online learning. It provides information and lessons and embraces a long-term approach towards understanding institutional impact and collegial support. This book is valuable for school administrators, teachers, course designers, instructional designers, school faculty, business and administrative leadership, practitioners, stakeholders, researchers, academicians, and students interested in how faculty collaborative support is playing a critical role in improving and developing successful online learning.

Teaching by Heart Sep 07 2021 The best teachers are leaders, and the best leaders are teachers. Teaching by Heart summarizes the author's key insights gained from more than forty years of teaching and managing. It illustrates how teachers can both lift people up and let them down. It proposes that the best teachers are also leaders, and the best leaders are also teachers. In examining how to lead and teach, renowned Harvard Business School professor Thomas J.

DeLong takes the reader inside his own head and heart. He notes that, as teachers, we often focus more on our inadequacies and missteps than on our strengths and unique talents. He explains why this is so by dissecting and analyzing his own experiences--using himself as a case study. The book's goal is to help readers learn about the intricacies of teaching and managing, and to impart lessons about how teachers can create a unique teaching atmosphere. To do this, the author analyzes the process of creating a curriculum, preparing for an eighty-minute class, managing the fifteen minutes before class begins, and evaluating the nature of the teaching experience after the session concludes. Along the way, he connects specific classroom behaviors with leadership issues--in organizations, in teams, and in personal relationships. He also asks--and answers--some provocative questions, such as: What happens on multiple levels when I teach or lead--with me, students, or professionals? What am I thinking and feeling as I process what students are thinking and feeling? How are my internal conversations affecting how I teach and lead? How do I manage my biases, including

having "favorite" students? To what extent can I use teaching methods in the arena of management? Throughout *Teaching by Heart*, DeLong discusses why empathy and authenticity matter. When teachers embrace this mindset, students have the opportunity to have a unique learning experience. Teachers and managers will learn how to create moments of transformation for students. Whether you're a university professor, a student, a business leader, or just someone fascinated by teaching, this book will instruct, entertain, and--hopefully--inspire.

Evidence-Based Faculty Development Through the Scholarship of Teaching and Learning (SoTL) Jun 04 2021 Educational developers play a central role in supporting faculty members and informing their ongoing professional development programming through the scholarship of teaching and learning (SoTL). SoTL presents an opportunity for faculty professional development that is action-oriented, evidence-based, and engaging for faculty members at any stage in their academic career. *Evidence-Based Faculty Development Through the Scholarship of Teaching and Learning (SoTL)* is a critical scholarly publication that examines

SoTL research as a method of professional development for educational developers and higher education faculty members.

Highlighting topics such as professional development, research ethics, and faculty engagement, this book is ideal for deans, professors, department chairs, academicians, administrators, educational developers, curriculum designers, researchers, and students.

Wannabe U Nov 09 2021 Based on years of observation at a large state university, *Wannabe U* tracks the dispiriting consequences of trading in traditional educational values for loyalty to the market. Aping their boardroom idols, the new corporate administrators at such universities wander from job to job and reductively view the students there as future workers in need of training. Obsessed with measurable successes, they stress auditing and accountability, which leads to policies of surveillance and control dubiously cloaked in the guise of scientific administration. In this eye-opening exposé of the modern university, Tuchman paints a candid portrait of the corporatization of higher education and its impact on students and faculty. Like the best campus novelists,

Tuchman entertains with her acidly witty observations of backstage power dynamics and faculty politics, but ultimately *Wannabe U* is a hard-hitting account of how higher education's misguided pursuit of success fails us all.

Student Engagement Techniques Jan 19 2020
Keeping students involved, motivated, and actively learning is challenging educators across the country, yet good advice on how to accomplish this has not been readily available. *Student Engagement Techniques* is a comprehensive resource that offers college teachers a dynamic model for engaging students and includes over one hundred tips, strategies, and techniques that have been proven to help teachers from a wide variety of disciplines and institutions motivate and connect with their students. The ready-to-use format shows how to apply each of the book's techniques in the classroom and includes purpose, preparation, procedures, examples, online implementation, variations and extensions, observations and advice, and key resources. "Given the current and welcome surge of interest in improving student learning and success, this guide is a timely and important tool, sharply focused on practical strategies that can really

matter." ?Kay McClenney, director, Center for Community College Student Engagement, Community College Leadership Program, the University of Texas at Austin "This book is a 'must' for every new faculty orientation program; it not only emphasizes the importance of concentrating on what students learn but provides clear steps to prepare and execute an engagement technique. Faculty looking for ideas to heighten student engagement in their courses will find useful techniques that can be adopted, adapted, extended, or modified." ?Bob Smallwood, cocreator of CLASSE (Classroom Survey of Student Engagement) and assistant to the provost for assessment, Office of Institutional Effectiveness, University of Alabama "Elizabeth Barkley's encyclopedia of active learning techniques (here called SETs) combines both a solid discussion of the research on learning that supports the concept of engagement and real-life examples of these approaches to teaching in action." ?James Rhem, executive editor, The National Teaching & Learning Forum

Checklist for Change Apr 21 2020 Almost every day American higher education is making news with a list of problems that includes the incoherent nature of the

curriculum, the resistance of the faculty to change, and the influential role of the federal government both through major investments in student aid and intrusive policies. Checklist for Change not only diagnoses these problems, but also provides constructive recommendations for practical change. Robert Zemsky details the complications that have impeded every credible reform intended to change American higher education. He demythologizes such initiatives as the Morrill Act, the GI Bill, and the Higher Education Act of 1972, shedding new light on their origins and the ways they have shaped higher education in unanticipated and not commonly understood ways. Next, he addresses overly simplistic arguments about the causes of the problems we face and builds a convincing argument that well-intentioned actions have combined to create the current mess for which everyone is to blame. Using provocative case studies, Zemsky describes the reforms being implemented at a few institutions with the hope that these might serve as harbingers of the kinds of change needed: the University of Minnesota at Rochester's compact curriculum in the health sciences only, Whittier College's emphasis on learning

outcomes, and the University of Wisconsin Oshkosh's coherent overall curriculum. In conclusion, Zemsky describes the principal changes that must occur not singly but in combination. These include a fundamental recasting of federal financial aid; new mechanisms for better channeling the competition among colleges and universities; recasting the undergraduate curriculum; and a stronger, more collective faculty voice in governance that defines not why, but how the enterprise must change.

A Special Standing in the World Aug 26 2020
The history of the Faculty of Law at HKU is in many ways the history of the law in modern Hong Kong. Founded in 1969, the Faculty has helped transform a colonial legal backwater into a flourishing jurisdiction, in which Hong Kong maintains its common law system as a special administrative region of the People's Republic of China. The Faculty has played a vital part in fostering a legal profession firmly rooted in Hong Kong, functioning in both Chinese and English. Its early teachers pioneered scholarship on Hong Kong law. Its graduates now make up over half of Hong Kong's Judiciary and legal profession. Over the years the Faculty has earned worldwide

recognition as a centre of research in subjects ranging from human rights to financial regulation. Published to mark the Golden Jubilee, this book traces the Faculty's rise from humble origins to its position as one of the world's leading law schools. Drawing on archives, publications and interviews, the book explores the growth of the Faculty against the momentous events of the past 50 years. The first two chapters examine the Faculty's prehistory when, for over a hundred years, most of Hong Kong's lawyers were trained in England. The remaining six chapters explore alternately the Faculty's internal history and its role in building Hong Kong's modern legal system. 'Dr Munn traces the Faculty of Law's fascinating journey over half a century. From a modest beginning, it has developed into one of the finest law schools in the world. The story is told in the context of the historic events and momentous changes of this era. This illuminating and outstanding work deserves to be widely read.' –The Hon. Andrew Li, First Chief Justice of the HKSAR (1997–2010) 'Christopher Munn's history of the Faculty of Law is more than the history of a remarkable educational institution—it is a history of how the law and legal

culture in Hong Kong developed from modest mid-nineteenth-century colonial beginnings to its present pre-eminent position. Clearly composed in lively prose, this book is essential reading for anyone who seeks to understand modern Hong Kong and its place in the world today.’ –The Rt Hon. Beverley McLachlin, Chief Justice of Canada (2000–2017)

Enhancing Learning Through the Scholarship of Teaching and Learning May 23 2020 The Challenges and Joys of Juggling There has been growing demand for workshops and materials to help those in higher education conduct and use the scholarship of teaching and learning. This book offers advice on how to do, share, and apply SoTL work to improve student learning and development. Written for college-level faculty members as well as faculty developers, administrators, academic staff, and graduate students, this book will also help undergraduate students collaborating with faculty on SoTL projects. Though targeted at those new to the field of SoTL, more seasoned SoTL researchers and those attempting to support SoTL efforts will find the book valuable. It can be used as an individual reading, a shared reading in SoTL writing circles, a resource in

workshops on SoTL, and a text in seminars on teaching. Contents include: Defining SoTL The functions, value, rewards, and standards for SoTL work Working with colleagues, involving students, writing grants, integrating SoTL into your professional life, and finding useful resources Practical and ethical issues associated with SoTL work Making your SoTL public and documenting your work The status of SoTL in disciplinary and institutional contexts Applying the goals of SoTL to enhance student learning and development.

At the Crossroads of Pedagogical Change in Higher Education Mar 01 2021 This book explores pedagogical change and innovation in US colleges and universities, and how faculty are prepared to adapt to such changes. Drawing from interviews with faculty developers at Centers for Teaching and Learning at research and teaching-focused institutions across the United States, this book explores how traditional forms of pedagogy are shifting toward student-centered and student-directed forms of learning. The book unpacks the historical development of changes in teaching, drawing from research in teaching within particular domains such as diversity, equity, and

inclusion in higher education, community-based teaching and learning, online and hybrid teaching and learning, course design, interdisciplinary teaching and learning, assessment of teaching, and the scholarship of Teaching and Learning (SoTL). This is an invaluable resource for faculty, graduate students, and scholars of Higher Education, and faculty developers looking to promote a culture of continual renewal and innovation at their institutions.

International Faculty in Asia Dec 22 2022
This book explores key aspects of the personal, educational and professional characteristics of international faculty members, their work roles and challenges they face in Asia and the Pacific, compared to those from Europe and the United States. It focuses on globalization of the academic profession and provides a more comprehensive analysis of an overall portrait of international faculty members at work in various higher education systems.

Student-centered Pedagogy and Course Transformation at Scale Feb 12 2022 In response to national concerns a decade ago, driven by research that showed that higher education was making little impact on students' development of broad competencies

and critical thinking, the provost and president of Purdue University, a research university, instituted a program whose goals were to build on the accumulated knowledge on effective teaching to facilitate student learning, improve outcomes, and change the institutional culture around teaching and learning - objectives to which many institutions aspire, but which few consistently attain, or attain at scale. This book describes the development of Purdue's IMPACT program (Instruction Matters: Purdue Academic Course Transformation), from its tentative beginning, when it struggled to recruit 35 faculty fellows, to the present, when 350 have been enrolled and the university has more applications than it can currently handle. Overall, more than 600 courses have been impacted, many of which have seen significantly reduced DFW rates. Chantal Levesque-Bristol, whose Center for Instructional Excellence is part of an institutional team that comprises the Provost's Office, Teaching and Learning Technologies Unit, Institutional Assessment, the Purdue University Library and School of Information Studies, and the Evaluation and Learning Research Center, describes the

evolution of IMPACT, lessons learned, and the central tenets that have led to its success. The purpose of this book is not only to describe the program, but also to highlight the importance and implications of the underlying motivational theoretical framework guiding the initiative. Having started as a course redesign program that faltered in achieving its objectives, the breakthrough came with the introduction of the fundamental motivational principles of self-determination theory (SDT) followed by the applications of these principles to the research in higher education leadership and pedagogy. Giving faculty fellows the autonomy to build on their disciplinary expertise, pursue their interests and predilections, within a guided framework, and leveraging interactions with colleagues through FLCs, stimulated faculty fellows' motivation and creativity. This book describes the core and structure of the IMPACT program, presents details of faculty learning curriculum, explains how the focus on SDT principles shaped the program's evolution and transformation from a course redesign to a professional faculty development program, and covers the considerations behind the formation of

faculty fellow IMPACT teams. A concluding chapter addresses how the IMPACT program, having helped faculty pivot to emergency remote teaching when the campus closed owing to the COVID-19 pandemic, is being modified so it can be successfully sustained online if circumstances require, or as a means to expand its reach in the future. While the principles behind this initiative will be of compelling interest to its primary audience of faculty developers, several chapters will have appeal to instructors and administrators.

Restoring the Promise Oct 20 2022 American higher education is increasingly in trouble. Costs are too high, learning is too little, and underemployment abounds post-graduation. Universities are facing an uncertain and unsettling future with free speech suppression, out-of-control Federal student aid programs, soaring administrative costs, and intercollegiate athletics mired in corruption. Restoring the Promise explores these issues and exposes the federal government's role in contributing to them. With up-to-date discussions of the most recent developments on university campuses, this book is the most comprehensive assessment of universities in recent years,

and one that decidedly rejects conventional wisdom. Restoring the Promise is an absolute must-read for those concerned with the future of higher education in America.

Immigrant Faculty in the Academy Aug 18 2022 This edited volume shares the diverse experiences of immigrant professors in the United States. Chapters provide insight for educators in academia seeking deeper understanding of issues of identity and intersectionality, assimilation and integration, culture and its different manifestations, accent and the politics of language, and hegemonic systems and structures. Blending autoethnographies and case studies, this book highlights the invaluable collective experiences of immigrant professors as they navigate challenges and success. By sharing these rich stories, *Immigrant Faculty in the Academy* contributes to the conversation on career development, the professoriate, and immigration.

Faculty Development and Student Learning Oct 08 2021 Colleges and universities across the US have created special initiatives to promote faculty development, but to date there has been little research to determine whether such programs have an impact on

students' learning. Faculty Development and Student Learning reports the results of a multi-year study undertaken by faculty at Carleton College and Washington State University to assess how students' learning is affected by faculty members' efforts to become better teachers. Extending recent research in the Scholarship of Teaching and Learning (SoTL) to assessment of faculty development and its effectiveness, the authors show that faculty participation in professional development activities positively affects classroom pedagogy, student learning, and the overall culture of teaching and learning in a college or university.

Making Sense of the College Curriculum Jun 16 2022 Readers of Making Sense of the College Curriculum expecting a traditional academic publication full of numeric and related data will likely be disappointed with this volume, which is based on stories rather than numbers. The contributors include over 185 faculty members from eleven colleges and universities, representing all sectors of higher education, who share personal, humorous, powerful, and poignant stories about their experiences in a life that is more a calling than a profession.

Collectively, these accounts help to answer the question of why developing a coherent undergraduate curriculum is so vexing to colleges and universities. Their stories also belie the public's and policymakers' belief that faculty members care more about their scholarship and research than their students and work far less than most people.

The Fall of the Faculty Feb 24 2023 Until very recently, American universities were led mainly by their faculties, which viewed intellectual production and pedagogy as the core missions of higher education. Today, as Benjamin Ginsberg warns in this eye-opening, controversial book, "deanlets"--administrators and staffers often without serious academic backgrounds or experience--are setting the educational agenda. The Fall of the Faculty examines the fallout of rampant administrative blight that now plagues the nation's universities. In the past decade, universities have added layers of administrators and staffers to their payrolls every year even while laying off full-time faculty in increasing numbers--ostensibly because of budget cuts. In a further irony, many of the newly minted--and non-academic--administrators are career managers who downplay the importance

of teaching and research, as evidenced by their tireless advocacy for a banal "life skills" curriculum. Consequently, students are denied a more enriching educational experience--one defined by intellectual rigor. Ginsberg also reveals how the legitimate grievances of minority groups and liberal activists, which were traditionally championed by faculty members, have, in the hands of administrators, been reduced to chess pieces in a game of power politics. By embracing initiatives such as affirmative action, the administration gained favor with these groups and legitimized a thinly cloaked gambit to bolster their power over the faculty. As troubling as this trend has become, there are ways to reverse it. *The Fall of the Faculty* outlines how we can revamp the system so that real educators can regain their voice in curriculum policy.

Prospects for Faculty in the Arts and Sciences Jul 25 2020 This thought-provoking study of academic job markets over the next quarter century uses rigorous analysis to project substantial excess demand for faculty starting in the 1997-2002 period. Particularly severe imbalances are projected in the humanities and social sciences. Contrary to popular impressions, however,

these projected shortages are not caused by any unusual "bunching" of retirements. The authors' discussion of factors affecting the outlook for academic employment includes information on changes in the age distributions of faculties, trends in enrollment, shifts in the popularity of fields of study, changes in the faculty-student ratio, and the continuing increase in the time spent by the typical graduate student in obtaining a doctorate. This work will appeal to a broad audience. It will be essential reading for those who are responsible for determining the size and character of graduate programs in universities, for aspiring academics who are looking for a sense of their job prospects, for college and university faculty members and administrators who must recruit new colleagues, and for those interested in the federal role in higher education. Originally published in 1989. The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable paperback

and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905.

The Rise and Decline of Faculty Governance
Jul 05 2021 There was a time when the faculty governed universities. Not anymore. **The Rise and Decline of Faculty Governance** is the first history of shared governance in American higher education. Drawing on archival materials and extensive published sources, Larry G. Gerber shows how the professionalization of college teachers coincided with the rise of the modern university in the late nineteenth century and was the principal justification for granting teachers power in making educational decisions. In the twentieth century, the efforts of these governing faculties were directly responsible for molding American higher education into the finest academic system in the world. In recent decades, however, the growing complexity of “multiversities” and the application of business strategies to manage these institutions threatened the concept of faculty governance. Faculty shifted from

being autonomous professionals to being “employees.” The casualization of the academic labor market, Gerber argues, threatens to erode the quality of universities. As more faculty become contingent employees, rather than tenured career professionals enjoying both job security and intellectual autonomy, universities become factories in the knowledge economy. In addition to tracing the evolution of faculty decision making, this historical narrative provides readers with an important perspective on contemporary debates about the best way to manage America’s colleges and universities. Gerber also reflects on whether American colleges and universities will be able to retain their position of global preeminence in an increasingly market-driven environment, given that the system of governance that helped make their success possible has been fundamentally altered.

Building Excellence in Higher Education Apr 14 2022 Over the last 30 years, Singapore has developed a system of higher education that is the envy of many other countries and regions. How has Singapore developed such a highly performing education system? Was it planned? Was it mere luck? Written by Arnoud

De Meyer, who is widely regarded as one of the pre-eminent management educators and leaders in higher education, the book focuses on Singapore as an in-depth case study of how to build a system of higher education, and specifically a portfolio of highly differentiated and diversified universities. He worked closely together with Jovina Ang during the preparation of the manuscript. This book is unique because it showcases several case studies of the emerging system of higher education, and it was written based on insights drawn from interviews with the key decision-makers and actors in the system from the past 20 years, including ministers and permanent secretaries of the Ministry of Education, and presidents and chairmen of the six universities. The success of this system can be attributed to several factors: the clarity of purpose of the decision-makers, with clear targets in cohort participation rate, commitment to significant funding for education and research, discipline of an intelligent and well-implemented governance system, flexibility in adjusting plans, and rapid and adaptive learning from overseas partners. In the last few chapters, the authors look at the future of the system and

postulate how it should be adjusted to the changes in Singapore and the world. This unique book on educational strategy would be of particular interest to educational specialists and policy-makers in emerging countries who want to build a system of higher education, policy-makers in mature industrialised countries who are faced with the challenge of revamping their system of higher education, strategists who are interested in dynamic capability building and philanthropists who want to use education as an equaliser of social status.

Civility, Free Speech, and Academic Freedom in Higher Education Apr 02 2021 *Civility, Free Speech, and Academic Freedom in Higher Education: Faculty on the Margins* represents a multidisciplinary approach, deploying different theoretical, methodological, sociological, political, and creative perspectives to articulate the stakes of civility for marginalized faculty within the landscape of higher education. How has the discourse on civility and free speech within academia become a systemic and oppressive form of silencing, suppressing, or eradicating marginal voices? What are some overt and covert ways in which institutions are using the logic of civility to control

faculty uprising against the increasingly corporate-controlled landscape of higher education? This collection of essays examines the continuum between the post-9/11 and the post-Trump era backlashes. It details the organized retaliations against those in academia whose views and scholarships articulate their discontents against the U.S.-led "War on Terror." It contests the rise of White supremacy, Trump's Muslim ban, anti-immigrant and racist government policies and rhetoric, and those who support the Boycott and Divestment Sanctions movements within the corporatized universities. All of these new and original essays shed light and further the debate on the various modes of civility that have become politicized within the U.S. academy. It will have a broad appeal to a cross section of national and international academics, activist scholars, social justice educators and researchers in the field of higher education.

The Faculty Lounges Dec 30 2020 College tuition has risen four times faster than the rate of inflation in the past two decades. While faculties like to blame the rising costs on fancy athletic buildings and bloated administrations, professors are

hardly getting the short end of the stick. Spending on instruction has increased twenty-two percent over the past decade at private research universities. Parents and taxpayers shouldn't get overheated about faculty salaries: tenure is where they should concentrate their anger. The jobs-for-life entitlement that comes with an ivory tower position is at the heart of so many problems with higher education today. Veteran journalist Naomi Schaefer Riley, an alumna of one of the country's most expensive and best-endowed schools, explores how tenure has promoted a class system in higher education, leaving contingent faculty who are barely making minimum wage and have no time for students to teach large swaths of the undergraduate population. She shows how the institution of tenure forces junior professors to keep their mouths shut for a decade or more if they disagree with senior faculty about anything from politics to research methods. Lastly, she examines how the institution of tenure—with the job security, mediocre salaries, and low levels of accountability it entails—may be attracting the least innovative and interesting members of our society into teaching.

Feeling Safe in School Feb 18 2020 Jonathan Cohen and Dorothy L. Espelage, two leading authorities in the fields of school climate and prevention science, have gathered experts from around the globe to highlight policy and practice recommendations for supporting children and adolescents to feel and be safe in school. Featuring analysis and commentaries from experts in public health, psychology, and school improvement, Feeling Safe in School addresses social, emotional, and intellectual aspects of safety as well as physical safety. The experts offer candid and unique insights into the way eleven different countries view and define what it means to feel safe in school, the types of goals and strategies that are being used to promote safety, and whether and how measures are being used to gauge progress. Interest in supporting the physical as well as the social and emotional safety of students as a prerequisite for learning and healthy development is now a global phenomenon. Feeling Safe in School adds to the understanding of the possibilities for increasing student safety by examining the experiences of other countries that are tackling this issue.

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