

1. Record Nr.	UNINA9910818177503321
Titolo	The breadth of current faculty development : practitioners' perspectives // C. William McKee ... [et al.], editors
Pubbl/distr/stampa	San Francisco, : Jossey-Bass, 2013
ISBN	1-118-64833-1 1-299-40258-5 1-118-64830-7
Edizione	[1st ed.]
Descrizione fisica	1 online resource (114 p.)
Collana	New directions for teaching and learning ; ; no. 113, spring 2013
Altri autori (Persone)	McKeeC. William
Disciplina	378.12
Soggetti	College teachers - Training of Universities and colleges - Faculty
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Title page; Copyright page; Contents; From the Series Editor; Editors' Notes; 1: Setting the Stage for Teaching and Learning in American Higher Education: Making the Case for Faculty Development; Introduction; From "Chalk and Talk" to "Point and Click"; From the Trivium to Career Preparation; From In Loco Parentis to Living and Learning Communities; From Ivy-Covered Walls to Corporate America; Conclusion; 2: Professional Development of the Faculty: Past and Present; Introduction; Past Research; Comparison of Selected Research Findings; Conclusion 3: Cocreating Value in Teaching and Learning CentersIntroduction; The Notion of Value and How It Can Be Cocreated; Describing Cocreation of Value Applied to Faculty Development Work; Creating a Value-Centered TLC; Define the Overall Value and Reflect It in the Mission Statement.; Reinforce CCV through a Collaborative Culture.; Employ and Retain TLC Staff Based on the Ability to Collaborate.; Operate as a Learning Organization.; Employ Reflective Practice Tools That Enhance Dialogue.; Actively Engage External Audiences through Shared Dialogue.; Design and Implement Programs That Reflect CCV. Evaluate and Assess All CCV Practices.A Future Look at Cocreation of Value through TLCs; Conclusion; 4: Creating a Culture of Appreciation for Faculty Development; Introduction; From the Governing Board: A

Board/Trustee's View for Fostering a Campus-wide Culture of Faculty Development; Link Faculty Development to Broader Academic Issues and Concerns.; Connect the Dots-Faculty Development and Learning Outcomes.; Provide Trustees with More Learning/Professional Development Opportunities Regarding Faculty Development.; Explicitly Monitor Institutional Performance Regarding Faculty Development. From the President: A Chief Executive's View for Fostering a Campus-wide Culture of Faculty Development From the Chief Financial Officer: A Business Manager's View for Fostering a Campus-wide Culture of Faculty Development; Conclusion; 5: Innovative Ways of Assessing Faculty Development; Introduction; Theoretical Perspective on Assessment; Why Is the Assessment Necessary?; What Is the Scope of the Assessment?; What Information Needs to Be Collected?; Faculty Development Activities.; Teachers.; Students.; Institutional Leaders.; How Can the Desired Information Be Collected? Impact on Teaching Practices. Impact on Student Learning.; An Alternative Assumption and Strategy; What Is the Best Way to Present the Results?; General Issues about the Overall Assessment Process; Create Comparison Data.; Construct Measurable Objectives.; Consider the Multiple Meanings of Impact.; Overall Characteristics of Good Program Assessment.; Closing Comment; 6: Virtual Space (E-Learning) Faculty Development; Introduction; Forming Your Constituent Group- Above All, Establish Trust; Overcoming Challenges: Choose Trust, Persistence, and Openness as Your Guiding Principles Diversifying Assessment Methods: Model Best Practices of Online Learning through Diversifying Assessment Types

Sommario/riassunto

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
