



Junior Faculty Development Program

Junior Faculty Development A Handbook

Laura Weiss Roberts



Junior Faculty Development A Handbook:

Junior Faculty Development Donald K. Jarvis, 1991 *Junior Faculty Development: A Handbook* Donald K. Jarvis, 1991

Handbook of STEM Faculty Development Sandra M. Linder, Cindy M. Lee, Shannon K Stefl, Karen A. High, 2022-12-01

Faculty in the science technology engineering and mathematics STEM disciplines face intensifying pressures in the 21st century including multiple roles as educator researcher and entrepreneur In addition to continuously increasing teaching and service expectations faculty are engaged in substantive research that requires securing external funding mentoring other faculty and graduate students and disseminating this work in a broad range of scholarly outlets Societal needs of their expertise include discovery innovation and workforce development It is critical to provide STEM faculty with the professional development to support their complex roles and to base this development on evidence derived from research This edited handbook provides STEM stakeholders with an opportunity to share studies and or experiences that explore STEM faculty development FD in higher education settings More specifically we include work that examines faculty development planning techniques models experiences and outcomes focused on supporting the teaching research service and leadership responsibilities of STEM faculty The Handbook is suited for researchers and practitioners in STEM STEM Education Mathematics Science Technology and Engineering disciplines It is also suited towards faculty developers higher education administrators funding agencies industry leaders and the STEM community at large This handbook is organized around three constructs INPUTS MECHANISMS and OUTPUTS The STEM faculty development inputs construct focuses on topics related to the characteristics of faculty members and institutions that serve as barriers or supports to the adoption and implementation of holistic STEM faculty development programs Questions addressed in the handbook around this topic include What barriers supports exist for STEM faculty How are these barriers supports being addressed through STEM FD How do contexts e g economic political historical influence faculty administrative needs related to STEM FD How do demographics e g gender ethnicity age family background influence faculty administrative needs related to STEM FD The STEM faculty development mechanisms construct focuses on topics related to the actual implementation of STEM faculty development and we consider the potential models or structures of STEM faculty development that are currently in place or conceptualized in theory Questions addressed in the handbook around this topic include What are the processes for developing models of STEM FD What are effective models of STEM FD How is effectiveness determined What roles do stakeholders e g faculty administration consultants play within STEM FD mechanisms The STEM faculty development outputs construct focuses on how to best understand the influence of STEM faculty development on outcomes such as productivity teacher quality and identity in relation to faculty development Questions addressed in the handbook around this topic include How has STEM FD influenced higher education practices and settings What are appropriate output measures and how are they used in practice What collaborations emerge from STEM FD How does STEM FD affect other STEM

stakeholders e g students administration business community The aim for this handbook was to examine the multifaceted demands of faculty roles and together with members of the STEM education community envision pathways through which universities and individuals may support STEM colleagues regardless of their experience or rank to enjoy long and satisfying careers Our hope is for these chapters to aid readers in deep reflection on challenges faculty face to contemplate adaptations of models presented and to draw inspiration for creating or engaging in new professional development programs Chapters across this handbook highlight a variety of institutional contexts from 2 year technical colleges to teaching focused institutions in addition to research centric settings Some chapters focus primarily on teaching and learning practices and offer models for improving STEM instruction Others focus on barriers that emerge for STEM faculty when trying to engage in development experiences There are chapters that examine tenure structures in relation to faculty development and how STEM FD efforts could support research endeavors Mentorship and leadership models are also addressed along with a focus on equity issues that permeate higher education and impact STEM FD It is our sincere hope that this Handbook sparks increased discourse and continued explorations related to STEM FD and in particular the intentional focus of faculty development initiatives to extend to the many facets of academic life

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 **Academe**, 1999 **The Academic Chairperson's Handbook**

, 1990-01-01 Between 1990 and 2004 universities and colleges will compete fiercely for 335 000 new faculty members That is just one challenge looming for chairpersons whose domain has been transformed by changing departmental missions Until now the academic chair has received little guidance not only in dealing with new trends but in the daily running of a department The Academic Chairperson's Handbook is an important resource book for leaders who can make a positive difference This handbook draws on interviews with two hundred successful academic chairpersons from seventy campuses who discuss their solutions to typical problems that occur in bridging the relations between faculty administration students and the public The first of its two parts presents fifteen strategies for developing a department exercising leadership and reaching out to faculty The second part applies these strategies to the everyday business of improving teaching performance

and promoting scholarship hiring and dealing with personnel conflicts Based on a national project supported by TIAA CREF The Academic Chairperson s Handbook will be indispensable to department heads at colleges and universities of all sizes throughout the United States The New Handbook of Research on Music Teaching and Learning Richard Colwell,Carol Richardson,2002-04-18 Featuring chapters by the world s foremost scholars in music education and cognition this handbook is a convenient collection of current research on music teaching and learning This comprehensive work includes sections on arts advocacy music and medicine teacher education and studio instruction among other subjects making it an essential reference for music education programs The original Handbook of Research on Music Teaching and Learning published in 1992 with the sponsorship of the Music Educators National Conference MENC was hailed as a welcome addition to the literature on music education because it serves to provide definition and unity to a broad and complex field Choice This new companion volume again with the sponsorship of MENC explores the significant changes in music and arts education that have taken place in the last decade Notably several chapters now incorporate insights from other fields to shed light on multi cultural music education gender issues in music education and non musical outcomes of music education Other chapters offer practical information on maintaining musicians health training music teachers and evaluating music education programs Philosophical issues such as musical cognition the philosophy of research theory curriculum and educating musically are also explored in relationship to policy issues In addition to surveying the literature each chapter considers the significance of the research and provides suggestions for future study Covering a broad range of topics and addressing the issues of music education at all age levels from early childhood to motivation and self regulation this handbook is an invaluable resource for music teachers researchers and scholars An Evidence-based Guide to College and University Teaching Aaron S. Richmond,Guy A. Boysen,Regan A. R. Gurung,2016-06-10 What makes a good college teacher This book provides an evidence based answer to that question by presenting a set of model teaching characteristics that define what makes a good college teacher Based on six fundamental areas of teaching competency known as Model Teaching Characteristics outlined by The Society for the Teaching of Psychology STP this book describes how college faculty from all disciplines and at all levels of experience can use these characteristics to evaluate guide and improve their teaching Evidence based research supports the inclusion of each characteristic each of which is illustrated through example to help readers master the skills Readers learn to evaluate their teaching abilities by providing guidance on what to document and how to accumulate and organize the evidence Two introductory chapters outline the model teaching characteristics followed by six chapters each devoted to one of the characteristics training instructional methods course content assessment syllabus construction and student evaluations The book Features in each chapter self evaluation surveys that help readers identify gaps between the model characteristics and their own teaching case studies that illustrate common teaching problems discussion questions that encourage critical thinking and additional readings for further exploration Discusses the need to

master teaching skills such as collaborative learning listening and using technology as well as discipline specific knowledge Advocates for the use of student learning outcomes to help teachers better evaluate student performance based on their achievement of specific learning goals Argues for the development of learning objectives that reflect the core of the discipline s theories and applications strengthen basic liberal arts skills and infuse ethical and diversity issues Discusses how to solicit student feedback and utilize these evaluations to improve teaching Intended for professional development or teacher training courses offered in masters and doctoral programs in colleges and universities this book is also an invaluable resource for faculty development centers college and university administrators and college teachers of all levels and disciplines from novice to the most experienced interested in becoming more effective teachers

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

ADE Bulletin Association of Departments of English, 1991

The Academic Medicine Handbook Laura Weiss Roberts, 2013-04-04 Attaining professional success and finding personal happiness in academic medicine is not an easy path yet both are critical if the future is to be brighter through better science better clinical care better training better responsiveness to communities and better stewardship and leadership in the health professions This concise easy to read title consists of mini chapters intended as a resource to assist early and middle career physicians clinicians and scientists in understanding the unique mission of academic medicine and building creative effective and inspiring careers in academic health organizations Organized in eight sections the Guide covers such areas as finding your

path in academic medicine getting established at an institution approaching work with colleagues writing and reviewing manuscripts conducting empirical research developing administrative skills advancing your academic career and balancing your professional and personal life Each chapter includes pointers and valuable career and best practices strategies in relation to the topic area An exciting addition to the professional development literature Achievement and Fulfillment in Academic Medicine A Comprehensive Guide is an indispensable resource for anyone seeking to achieve a fulfilling career in academic medicine

Handbook of Transportation Science Randolph Hall, 2012-12-06 Over the past thirty five years a tremendous body of both theoretical and empirical research has been established on the science of transportation The Handbook of Transportation Science has collected and synthesized this research into a systematic treatment of this field covering its fundamental concepts methods and principles The purpose of this handbook is to define transportation as a scientific discipline that transcends transportation technology and methods Whether by car truck airplane or by a mode of transportation that has not yet been conceived transportation obeys fundamental properties The science of transportation defines these properties and demonstrates how our knowledge of one mode of transportation can be used to explain the behavior of another Transportation scientists are motivated by the desire to explain spatial interactions that result in movement of people or objects from place to place Its methodologies draw from physics operations research probability and control theory It is fundamentally a quantitative discipline relying on mathematical models and optimization algorithms to explain the phenomena of transportation The fourteen chapters in the handbook are written by the leading researchers in transportation science in an effort to define and categorize for the first time the scientific nature and state of the art of the field As such it is directed to the broader research community transportation practitioners and future transportation scientists

A Guide to Faculty Development Kay Herr Gillespie, 2002 Some material in this book is based on A Handbook for new practitioners published by New Forums Press in 1988 T p verso

Handbook of Psychiatric Education and Faculty Development Jerald Kay, Edward K. Silberman, Linda Pessar, 1999 The Handbook of Psychiatric Education and Faculty Development is a comprehensive guide to the current issues and challenges of psychiatric educators researchers and administrators The book's numerous contributors have pooled their collective knowledge to address program administration and career development

Handbook of Psychiatric Education Donna M. Sudak, 2021-03-08 The Handbook of Psychiatric Education is a comprehensive authoritative text that covers everything the educator needs to know about recruiting teaching supervising mentoring and evaluating students and trainees in psychiatry programs This second edition is a total departure from the previous one released more than 15 years ago and constitutes an entirely original text rather than a revision Under the direction of a new editor who has many years of experience directing psychiatry training programs as well as serving as president of the American Association of Directors of Psychiatric Residency Programs the book's content has been expanded and completely updated by a stellar list of contributors with intimate knowledge of their topics In addition to foundational

knowledge about adult learning professionalism and supervision the book explores essential topics such as residency recruitment student advising curriculum assessment and evaluation accreditation financing residency administration and much more Specifically the book Outlines a scholarly approach to psychiatric education to avoid burnout caused by concurrent clinical and educational demands This entails building a framework of goals objectives and resources implementing methods to identify barriers measure outcomes and seek feedback and laying the foundation for educational scholarship which advances knowledge in psychiatric education via peer review and publication Explores the burnout depression and suicide risks common among physicians especially younger ones and covers the new ACGME mandates that address faculty and resident wellness and mental health as well as ways to enhance resilience by attending to stress over the residency trajectory Examines the key components of psychotherapy supervision from defining learning goals and establishing clear contractual obligations for each party to maintaining critically important boundaries within supervision to maintain healthy professional relationships and educational environments Addresses diversity and inclusion in psychiatry training first by examining the LCME accreditation standard introduced in 2009 next by considering the impact of recruiting international medical graduates and finally by discussing holistic review a flexible approach to increasing diversity and promoting equity in the GME recruitment process Includes references to web based content so that the reader may obtain the most current information about training and employ the book s principles in the context of those updated regulations and guidelines maintaining the book s usefulness as the landscape changes with time Beautifully written down to earth and full of the kind of practical knowledge it takes years to acquire firsthand the Handbook of Psychiatric Education should be required reading for any faculty member assuming administrative educational responsibilities The Slow Professor Maggie Berg, Barbara K. Seeber, 2016-04-06 If there is one sector of society that should be cultivating deep thought in itself and others it is academia Yet the corporatisation of the contemporary university has sped up the clock demanding increased speed and efficiency from faculty regardless of the consequences for education and scholarship In The Slow Professor Maggie Berg and Barbara K Seeber discuss how adopting the principles of the Slow movement in academic life can counter this erosion of humanistic education Focusing on the individual faculty member and his or her own professional practice Berg and Seeber present both an analysis of the culture of speed in the academy and ways of alleviating stress while improving teaching research and collegiality The Slow Professor will be a must read for anyone in academia concerned about the frantic pace of contemporary university life **Oxford Textbook of Medical Education** Kieran Walsh, 2016 Providing a comprehensive and evidence based reference guide for those who have a strong and scholarly interest in medical education the Oxford Textbook of Medical Education contains everything the medical educator needs to know in order to deliver the knowledge skills and behaviour that doctors need The book explicitly states what constitutes best practice and gives an account of the evidence base that corroborates this Describing the theoretical educational principles that lay the foundations

of best practice in medical education the book gives readers a through grounding in all aspects of this discipline Contributors to this book come from a variety of different backgrounds disciplines and continents producing a book that is truly original and international

ADFL Bulletin Association of Departments of Foreign Languages (U.S.),2002 International Handbook of Research in Medical Education Geoffrey R. Norman,Cees P.M. van der Vleuten,D.I. Newble,2012-12-06 GEOFF NORMAN McMaster University Hamilton Canada CEES VAN DER VLEUTEN University of Maastricht Netherlands DA VID NEWBLE University of Sheffield England

The International Handbook of Research in Medical Education is a review of current research findings and contemporary issues in health sciences education The orientation is toward research evidence as a basis for informing policy and practice in education Although most of the research findings have accrued from the study of medical education the handbook will be useful to teachers and researchers in all health professions and others concerned with professional education The handbook comprises 33 chapters organized into six sections Research Traditions Learning The Educational Continuum Instructional Strategies Assessment and Implementing the Curriculum The research orientation of the handbook will make the book an invaluable resource to researchers and scholars and should help practitioners to identify research to place their educational decisions on a sound empirical footing

THE FIELD OF RESEARCH IN MEDICAL EDUCATION The discipline of medical education began in North America more than thirty years ago with the founding of the first office in medical education at Buffalo New York by George Miller in the early 1960s Soon after large offices were established in medical schools in Chicago University of Illinois Los Angeles University of Southern California and Lansing Michigan State University All these first generation offices mounted master s level programs in medical education and many of their graduates went on to found offices at other schools

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

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Junior Faculty Development A Handbook Introduction

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