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Section III: Faculty Development: Seeing and Envisioning Ourselves

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Section III

Faculty Development: Seeing and Envisioning Ourselves

Practitioners must be aware of the state of the field as well as new visions. These three articles allow us to see who we are and to peek at who we may become.

“Current and Desired Faculty Development Practices Among POD Members” by Joanne Kurfiss and Bob Boice gives us researched evidence of present practice and highlights significant trends for the future. Whether due to the limited number of faculty developers or to POD’s networking nature, we will have to collaborate to do our jobs; mentoring, training department chairs, establishing faculty exchanges, using colleagues to facilitate improvement of instruction all promote working together. Kurfiss and Boice make it clear we must do more systematic self-study to meet the demands of the future.

Sally S. Atkins, Jon A. Hageseth, and Ellen L. Arnold in “The Faculty Developer as Witchdoctor: Envisioning and Creating the Future” emphasize that faculty developers must broaden their perspectives to see new ways of being. Seeing change occur in higher education is mandatory. By accepting and implementing their four cultural transitions, we can guide the transformation toward interconnectedness, human community, community and personal responsibility, and spirituality. It is an exciting time for faculty developers to lead the transformation.

In “Transformational Faculty Development: Integrating the Feminine and the Masculine,” Virginia van der Bogert, Kathleen Brinko, Sally Atkins, and Ellen Arnold summarize recent gender research and

consider its implication for faculty development. By integrating masculine and feminine perspectives, we can effect fundamental change in our schools. This generative approach will help each institution and its members reach their full potentials.

Reading this section will enable you to more clearly picture us today and conjure images for all the tomorrows to come.