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Section IV: Faculty Development: Modeling Effective Practice

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Section IV

Faculty Development: Modeling Effective Practice

Section IV, a plethora of practical ideas, is exceedingly valuable to developers; concrete models, innovative practices, and provocative case studies can be adapted to your own campuses.

Mary Deane Sorcinelli and Katherine Price skillfully guide you through the creation of a state-wide conference, from its conception to its budding adolescence to its maturation as an effective state faculty development plan, in their article “A State-Wide Faculty Development Conference Promotes Vitality.” Their helpful suggestions, ten tips, and conference program will give you sound guidance. In “Department Heads as Faculty Developers: Six Case Studies,” Myra Wilhite illustrates faculty development practice by department chairs. In this concrete essay, the reader discovers all chairs used an “anticipatory approach to identify potential problems.” Next, Susan A. Ambrose, in “Faculty Development Through Faculty Luncheon Seminars: A Case Study of Carnegie Mellon University,” explains the background, genealogy, outcomes, and conclusions reached after running a successful luncheon series for several years. Packed with suggestions, this most readable article delineates the benefits for all faculty development activities from this cost-effective way of reaching so many faculty.

“Workshops on Writing Blocks Increase Proposal Activity” by Robert Lucas and Mary Kathryn Harrington is based on Boice-like writing seminars; the authors discovered that mentioning the application of Boice’s principles to proposal writing results in workshop participants being more prolific grant writers.

On a more personal level in “The Freshman Seminar and Faculty Development,” James Doyle discloses how a faculty-owned faculty development effort produced a transformation in both the teachers and students involved. Stripped of content, James Doyle and his colleagues struggled with process and discovered themselves and their students, a cohesive group composed of caring members. Doyle’s sincere writing style enables you to “see” how to do this.

From the creation of state-wide activities to the implementation of faculty development on a person-to-person level, effective practice is modeled in this section.