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By Susan Chubinskaya, Melita M. Isic, & Suzanne Keers

*Considering the diverse responsibilities of academic medicine faculty, institutions are striving to maximize faculty engagement and retention. Recognizing the roles and contributions of different types of faculty, Rush University developed a centralized, automated workflow-driven system for real-time monitoring of academic productivity linked to academic advancement throughout the faculty life cycle in order to streamline faculty and administrative efforts and enable uniform tracking of professional development across the university's various departments and colleges. Here, we describe the specific features of this innovative, customizable, and automated faculty management system (RU-FMS) and the challenges inherent in its implementation.*

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By Daniel J. Blake & Marybeth Gasman

*This qualitative study examines the professional development outcomes of an international seminar for Minority Serving Institution (MSI) faculty, which aimed to prepare them to lead study abroad. Drawing from post-program interviews with 31 faculty participants, this study sheds light on how the seminar led them to internationalize their curricula, adopt pedagogical practices that were modeled by the seminar facilitators, and demonstrate resourcefulness in garnering support for study abroad in under-resourced institutional contexts.*

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**Reflection on Experience as a Contribution to Success in the Academic Faculty Career Pipeline..... 23**  
By Rachel Wlodarsky

*The current study was developed to consider reflection on experience in the professional context of academic faculty, and how reflection stimulates the learning and development of faculty, to mitigate personal and professional obstacles to academic career retention and success. Of the participants, 65% referenced reflecting on experiences as a means to acknowledge future actions for growth as an academic. Findings indicate reflection on experience is within the conceptual and practical constructs of these individuals and evidence exists to support a further infusion of scaffolded training and support for reflective practices in the work environment of academics.*

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**Culture Matters: Faculty Satisfaction in Four-Year Postsecondary Institutions..... 31**  
By Karen L. Webber

*Faculty development programs help facilitate faculty member satisfaction. This study sought to better understand work satisfaction through individual semi-structured interviews with 42 full-time faculty members at six four-year institutions in the U.S. While there were some commonalities across institution type, findings showed differences in faculty perceptions of their work, their institution's culture and interpersonal relationships by type (baccalaureate, master's, doctoral, and research). Notable differences included perceptions on mentoring, work-life balance, and institutional politics. With some similarities in perceived work satisfaction noted, overall findings revealed differences by culture that are likely related to institution type. Implications for faculty development policy and practice are discussed.*

## Featured Article

### **From Access to Inclusion: A Faculty Learning Community Curriculum..... 44**

**By Sara Schley, Stephanie W. Cawthon, Carol E. Marchetti, & W. Scot Atkins**

*The Access to Inclusion project designed and implemented a semester-long professional development program that provides a scaffolded, applied approach to strengthening inclusive teaching with respect to students with disabilities in higher education. Faculty in higher education often do not have the training or ready access to teaching strategies that allow for equitable, inclusive learning environments for all students. The program provided instructors an opportunity to work with other faculty and with students to learn about inclusive teaching practices, identify “sticky” challenge points in one of their courses, brainstorm solutions, and design, implement, and evaluate the solution. This project was unique in its setting within a faculty learning community, its feedback process, and its inclusion of students with disabilities who were both trained in inclusive teaching practices and positioned as partners in the pedagogical development process.*

### **Acknowledgement and its Role in the Faculty Development of Inclusive Teaching ..... 53**

**By Bryan M. Dewsbury, Kayon Murray-Johnson, & Anna Santucci**

*This conceptual paper proposes an acknowledgement & forgiveness dialectic as a core foundation to faculty development of inclusive teaching. With increasing diversity across United States’ university campuses and an increasingly tense sociopolitical climate, there are renewed calls for racial justice and equity pedagogies on college campuses. Therefore, there is a need for skillful faculty developers that can plan for and facilitate professional learning experiences toward inclusive and equitable classrooms. As faculty developers and faculty engaged in social justice and equity work, we assert that acknowledgement remains an invisible and non-explicit variable in many professional learning spaces aimed at fostering social justice teaching. We offer (a) historical and literature-based perspectives pointing to the usefulness of acknowledgement and forgiveness and (b) guidelines and recommendations for practice that faculty developers may consider and utilize as applicable within their contexts.*

### **The Role of the Faculty Developer: Reducing Instructional Uncertainty ..... 63**

**By Michael G. Strawser & Melissa Looney**

*Faculty developers face a crucial task. They must simultaneously navigate the pressures of an administrative role while caring for faculty. The role has become more difficult because of the quick online pivot necessitated by the global pandemic. Throughout that instructional transition, faculty revealed anxiety and burnout related to their teaching. These thoughts, and others as well, culminate in the cultivation of an instructional uncertainty. The faculty developer can intentionally help faculty overcome instructional uncertainty and move forward by addressing the root (cause issue) of instructional uncertainty, revisit technology basics for classroom instruction, encourage faculty to think about their virtual teaching identity, provide a space for hands-on mistakes, and offer gentle reminders that teaching is inherently uncertain.*

## Book Reviews

### ***Inclusive Collegiality and Nontenure-track Faculty:***

#### ***Engaging All Faculty as Colleagues to Promote Healthy Departments and Institutions***

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Special Section: Faculty Development for the New Professoriate—May 2020, Vol. 34, No. 2

Special Section: Faculty Development for Inclusive Excellence—September 2020, Vol. 34, No. 3

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