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Editorial Introduction

By Russell Carpenter
This article provides an introduction to this issue, with a focus on the evolving roles of faculty developers in higher education.

General Section

Conceptualizing the Learning Climate in Faculty Development:
By Jessica T. Servey, Jessica L. Bunin, & Thomas McFate
Learning Climate (LC) is crucial to all educational experiences, which has been studied at many learning levels in medical education but not specifically faculty development. In this exploratory study of the learning environment in a large health professions faculty development program, faculty members are in the role of "learner." We thematically categorized 247 comments using constructivist grounded theory and applied LC frameworks. Nine themes emerged. The most common were Enduring Impact of the Session, Psychological Safety, Physical Environment, and Interactive Learning. Understanding the themes generated in this study of health professions education could inform how faculty development workshops are conducted across higher education fields, given that the quality of the LC may affect participation in faculty development, teaching styles, and attention directed toward improving environments.

Featured Article

By James N. Olson, Jamie S. Hughes, & Linda M. Montgomery
The present study identified behaviors that outstanding college faculty display. University of Texas System Regents' Outstanding Teacher Award recipients were sent a survey examining the likelihood of 73 faculty behaviors. The 256 completed surveys were submitted to principle component analysis. Behaviors subsumed in three categories occurred most often: (1) conscientiousness and preparation; (2) encouraging excellence; and (3) pacing class and replying to students. Treating students with respect, listening, availability, and using students' names were also high likelihood behaviors. It was suggested that behaviors falling under the concepts of caring, trust, and legitimacy lead to better student performance, retention, and success.

By Chen Zong, Andréa Girón Mathern, Nancy Leech, Alan Davis, & Carolyn Haug
Why education faculty are motivated to stay or leave an institution has been questioned for decades. To investigate this problem, 91 faculty from schools of education from eleven research universities participated in this study using Maertz and Campion's Motivational Forces survey. The confirmatory factor analysis results indicate that the Normative, Affective, Calculative, and Contractual factors are the most important motivational factors for education faculty. The findings of this study will inform higher education administrators and researchers about what motivates faculty in schools of education to stay or leave their institution, and provide appropriate support and career development opportunities.

By Kelly Paynter, Wendy Stephens, & Serena G. Gramling
The purpose of this phenomenological study was to understand the lived experiences of faculty members who attended faculty-led professional development sessions at a center for teaching and learning at a mid-sized public university. Bandura's social cognitive theory provided the theoretical background for the study. Data were collected via surveys, individual interviews, and focus groups. Faculty reported increased connections with other employees and students; improved pedagogical strategies; a deeper awareness of themselves as adult learners; and better technological knowledge and application. These findings align with prior studies about the affective benefits of faculty development, collegial networks, and in-context learning.

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