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Editorial Introduction

Evolving Roles of Faculty Developers 9

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:

An Exploratory Study of One Organization 11

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

Behaviors Displayed by Outstanding College Professors 19

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.

To Stay or Leave? Understanding Faculty’s Motivation to Stay or Change Institutions 31

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.

Faculty Perceptions of a Faculty-Led Center for Teaching and Learning 43

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.

Navigating Institutional Expectations of Faculty Work: Making Meaning of the Message 54
By Karla I. Loya

Faculty work is notoriously vague and is at best described as involving scholarship, teaching, and service. The mechanisms faculty employ to understand messages about work expectations are equally ill-defined. This study examined how faculty receive and interpret institutional work expectations to perform their scholarly, instructional, and service roles. Using Manning’s cultural theoretical framework, this qualitative study draws on interviews with 12 faculty at six institutions. Findings indicate that faculty were actively involved in a process of meaning-making of the messages they receive as they navigate their institutions. Recommendations to improve the transmission and reception of these messages are included.

Special Section — Communicating with Faculty

Eavesdropping is Communicating: A Center for Teaching and Learning Learns as it Listens 62
By John Paul Tassoni

This article indicates ways faculty developers can engineer forums in which they “eavesdrop” on faculty as they interact with each other and other campus personnel, including the faculty developers themselves. Eavesdropping facilitates communication as it allows for faculty developers to listen in real time to faculty concerns and interests, to gauge the discourses and material conditions that shape those concerns and interests, and to discern ways faculty developers might intervene in effective ways.

Order from Chaos: Creating a UDL Structure and Effective Workflow for Clear, Timely, and Calm Communication 65
By Sreyrath (Sara) Vann, Lacey Harmantzis, Jeff Rients, & Stephanie Laggini Fiore

Created to meet the varying and pressing needs of faculty during the COVID-19 crisis, our CTL developed a multi-pronged communication strategy using the Universal Design for Learning framework, including the “How” (Action & Expression), the “What” (Representation), and the “Why” (Engagement) of teaching in varying conditions. Workflow changes to facilitate implementation and management of a complex communications plan are outlined, including the development of an effective Communications Committee and the ongoing use of a scheduling template.

Starting a Center for Academic Excellence Content Strategy 69
By A. Nicole Pfannenstiel & Marie Firestone

Informed by just-in-time learning, this article outlines an approach to content strategy that connects faculty with existing resources. As a result of our intentional content strategy, faculty on campus opened resources meaningful to their work each week of the semester. This article explains a center for teaching and learning approach to content strategy that shares out existing faculty development resources, with suggestions for modifications to meet various needs.

Connecting and Communicating with Faculty Through Workflow Automation Platforms 73
By Laura Lohman

Cross-disciplinary manifestations of teaching and learning centers’ traditional role in fostering community and connection among faculty are especially important amid decentralization and distributed work locations spurred by the COVID-19 pandemic. This article details practical applications of codeless workflow automation platforms to support instructional and research initiatives and connect faculty during these conditions. Rather than replacing other vital forms of communication with faculty, workflow automation platforms can help centers efficiently connect faculty with each other and staff and direct time to core services such as individual support and organizational development initiatives to serve both faculty and administrative needs.

Communicating Effectively and Efficiently: A Research Brief that Explores University Faculty Communication Preferences 77
By Fissel, Allison Hurtado, & Michael G. Strawser

Universities have struggled with several issues and challenges during the pandemic. One particular issue that receives minimal attention compared to other concerns is communication with faculty. This study explores faculty communication preferences specifically regarding messaging from administration. This study focused on several elements including preferences related to frequency of communication as well as preferred channels. Practical suggestions for faculty developers are included.

Effective Virtual Communication with Adjuncts Using an Active Faculty Roster or Active Faculty Rosters: Necessary Elements of Effective Adjunct Communication 80
By Danielle Aming, Elizabeth Cummins, & Angela Atwell

This article discusses the importance of developing a system of communication with a large adjunct faculty population. An active faculty roster was developed in order to maintain an accurate and convenient process to remain in constant communication with the adjunct faculty population. By developing a consistent and adaptive process, communicating with the ever elusive adjunct faculty population can become more manageable.

Book Reviews

***Mindful Strategies for Helping College Students Manage Stress: A Guide for Higher Education Professionals* by Dye, L., Galloway Burke, M., & Palmer Mason, C. 83**
Reviewed by Anca Turcu

***The Experiences of International Faculty in Institutions of Higher Education: Enhancing Recruitment, Retention, and Integration of International Talent*, by Chris Glass, R., Bista, K., & Lin, X. 87**
Reviewed by Masha Krsmanovic

Forthcoming and Past Issues

Special Section: Faculty (Re)Engagement—September 2022, Vol. 36, No. 3

Special Section: Faculty Development for Teaching Writing and Communication Across the Disciplines—January 2023, Vol 37, No. 1

Special Section: Engaging Faculty through Faculty Development—May 2023, Vol. 37, No. 2

Special Section: Scaffolded Faculty Development Programming—September 2023, Vol. 37, No. 3

Special Section: Faculty Mentorship and Mentor Models—January 2022, Vol. 36, No. 1

Special Section: Faculty Development for Transparent Teaching & Learning—May 2021, Vol. 35, No. 2

Special Section: Faculty Development and the Advancement of Women in Higher Education—January 2021, Vol. 35, No. 1

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

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

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