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By Russell Carpenter

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Fostering Potential in Mid-Career Faculty 11

By Diedra M. Wrighting, Erinn Taylor de Barroso, Dorie Campbell, Shannon Perry, Kathleen Kenney, Sabina Nawaz, Jan Rinehart, Sara Wadia-Fascetti, & Debra L. Franko

Academic leaders typically come into their roles directly from faculty ranks, but the transition from faculty member to leader can be challenging. The authors present the development and evaluation of a cohort-based faculty leadership program for mid-career faculty. Based on post-program focus group data, participants expressed increased confidence in leadership ability and a greater understanding of university administrative functions. Within three years of program participation, a review of faculty curriculum vitae revealed that 53% of the participants had transitioned into leadership positions in university administration. Underrepresented minority and female faculty moved into leadership roles more frequently than others. This study demonstrates how university-based leadership programs can prepare and prime faculty for moving into administrative positions.

Outcomes of a Junior Faculty Grant Award in Women’s Health and Gender-Based Medicine 25

By Hillary R. Bogner, Stephanie Abbuhl, Lucy Wolf Tuton, Bridget Dougherty, & Heather F. McClintock

This study describes publication and career outcomes associated with junior faculty receiving the FOCUS Junior Faculty Investigator (JFI) Grant Award in Women’s Health and Gender-based Medicine. Our data suggest that the JFI Grant Award helped foster the careers of research-oriented junior faculty as measured by publications related to the grant, current position, amount of time devoted to research, and self-reported impact. Investments in junior faculty research grants are associated with down-stream faculty career outcomes and research publications that appear important in supporting the advancement of biomedical researchers and clinician-scientists and may influence interest in women’s health and gender-based medicine.

Featured Article

Women in Faculty Development Leadership: A Co-Mentoring Model..... 33

By Amanda K. Burbage & Kristen H. Gregory

Women are well-represented in faculty development leadership positions, yet there are inconsistent support systems in place for women leaders. Faculty development requires a unique leadership skill set to work with stakeholders across the institution. We conducted a collaborative self-study to investigate how co-mentorship provides women faculty developers a space to explore and develop leadership identity and practice. Data included teaching philosophies, journals, and transcribed co-mentoring meetings. Using grounded theory, three themes emerged: proficiency, self-efficacy, and advocacy. Considering the interplay between the themes, we conceived the Faculty Development Leadership Co-Mentoring Model as a promising approach for supporting women leaders.

A Model for Anti-Racism Training in Higher Education 41

By Ngoc H. Bui, James J. Garcia, Monique J. Williams, & Alexandra M. Burrel

Higher education’s attempts at tackling the issue of anti-racism in its ivory towers may be facing an uphill battle. Strong opposition within and outside academia, in addition to perceptions of cultural competency training, force institutions to rethink the ways anti-racism training should be designed and delivered. In this article, we present several challenges to anti-racism training and rebuttals to those challenges. In addition, we suggest a multipronged model to increase investment and engagement in anti-racism training for faculty using the Participatory Action Learning and Action Research (PALAR) framework in the form of a colloquium.

Fighting the Resistance: Helping Faculty to Embrace Online Teaching During a Pandemic 49

By Jennifer Morrison & Melony Shemberger

Faculty continue to resist transitioning to online teaching despite the increase in online courses and campuses. With the recent transition to online and/or virtual delivery due to the Covid-19 pandemic, even faculty disinclined to new technologies were required to make changes necessary for teaching. Using the Technology Acceptance Model (TAM) and the Technological, Pedagogical and Content Knowledge Model (TPACK), a case study of a rural Southeastern public university empowered a core group of faculty known as Online Champions to address technological resistance among instructors and synergize faculty development efforts in the creation of a greater online presence.

From Training to Transformation: Using a Transformational Learning Model for Faculty Development to Deepen Critical Conversations 58

By Sharon Ultsch, Lizzy Pope, & Holly Buckland Parker

There is growing interest in reenergizing SoTL as a public scholarship that engages civic conversational spaces and debates about our most pressing public issues (Chick, 2019; Friberg, 2020). In the COVID landscape, debates on re-forming higher education – often foreclosed within our neoliberal university contexts (Giroux, 2014, 2017) – position faculty developers to catalyze these meso and macro conversations if they reimagine themselves as adult educators (Lawler & King, 2000; Stewart, 2014) who deploy a transformative pedagogy (Kreber, 2013; Schroeder, 2004). By designing programming using Nerstrom’s (2014) compressed transformative learning model, faculty developers create transformative learning spaces for conversations that challenge the neoliberal status quo.

Virtual Faculty Training on Flipped Teaching Using a Flipped Design During the COVID-19 Pandemic 64

By Chaya Gopalan, Hiba Awooda, & Abdelmoniem Elmardi

A higher education international institution set forth a virtual training program for its faculty (n = 13) to enable successful implementation of flipped teaching (FT), which utilizes synchronous and asynchronous features to engage students in learning. Six biweekly sessions were scheduled via Zoom on Moodle, the Learning Management System. Pre- and post-training surveys were administered to obtain participants’ perceptions of preparedness and implementation of FT in their courses. Survey results suggested that the participants highly valued remote FT training. In conclusion, the remote FT faculty development successfully prepared the participants to implement FT in their courses with confidence.

Special Section — Faculty (Re)Engagement

Faculty (Re)Engagement: Perspectives on Challenges, Needs, and Opportunities 73

By Russell Carpenter, Kevin Dvorak, Maria T. Gallardo-Williams, Diane D. Chapman, Kelsey Bitting, Timothy Forde, & Danielle Aming

Faculty engagement has been widely discussed as a challenge to success in higher educational institutions across a variety of contexts and types. Institutions have struggled to retain faculty amid widespread challenges that were exacerbated by the COVID-19 pandemic. Morale, safety, and flexibility were among the range of barriers expressed. This article provides an overview and introduction to faculty reengagement initiatives through faculty development programs, offering a cross-institutional perspective from several thought leaders in this area. Moreover, the authors also provide a brief introduction to the special section focused on faculty reengagement.

(Re)Engaging with Faculty Requires Consideration of Faculty Motivation: Insights from a Faculty Motivation Survey 77

By Michelle C. Pautz & Martha A. Diede

The signs that faculty are suffering, disengaging, and even leaving the profession surround us. We contend that we have to consider carefully what motivates faculty members to be faculty so faculty developers can be better positioned to help faculty reengage. Integrating data from a preliminary survey we conducted, we offer five steps that faculty developers and centers for teaching and learning can take to help faculty reengage and recommit to our work.

(Re)Engaging Faculty in the Age of Burnout: A Wicked Problem 82

By Mays Imad, Bryan Dewsbury, & Stephanie Foote

In the following article, we wrestle with the following salient questions: How do we reengage faculty when they are surrounded by chronic stress and are experiencing overwhelming negative emotions? When many of them feel overworked and underappreciated? When they haven’t even begun to process the loss and grief? In this midst of ongoing uncertainty, how do we ask them to reengage with teaching, learning, and scholarship? We argue that answers to these and related questions will require wicked solutions, ones that necessitate a cultural shift in how we show up and operate within higher education – where an ethics of care is the ground upon which all of our work rests.

(Re)Engaging Faculty During and After a Health Pandemic: Programmatic Strategies for Learning and Wellness 87

By Diana C. Savitzky, Patricia Rekawek, Steven Shelov, & Jeannine Nonailada

This article describes the impact of targeted programs on faculty reengagement at one hospital and medical school over the past two years of the COVID-19 pandemic. Utilizing theories grounded in the literature of both the constructs of employee engagement and scholarship of engagement, the authors implemented flexible faculty learning environments, enhanced social connections, and elevated wellness as a strategic initiative across the educational continuum. Institutions may look to these efforts to pilot such programs in their respective settings when seeking to reengage faculty at all ranks.

Book Reviews

***Immigrant Faculty in the Academy: Narratives of Identity, Resilience, and Action* by Barakat, M. and Rodríguez, M. A. (editors) 92**

Reviewed by Yih Ren

***Forty Years in the Academic Trenches: Change Comes to an American University* by Heppner, F. 94**

Reviewed by James W. Thomas

Forthcoming and Past Issues

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Special Section: Communicating with Faculty—May 2022, Vol. 36, No. 2

Special Section: Faculty Development for Teaching Writing and Communication Across the Disciplines—May 2023, Vol. 37, No. 2

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

Special Section: Engaging Faculty through Faculty Development—September 2023, Vol. 37, No. 3

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

Special Section: Scaffolded Faculty Development Programming—January 2024, Vol. 38, No. 1

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

Special Section: Networking as Faculty Development—May 2024, Vol. 38, No. 2

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

Special Section: Supporting and Advancing Faculty at all Stages—September 2024, Vol. 38, No. 3

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