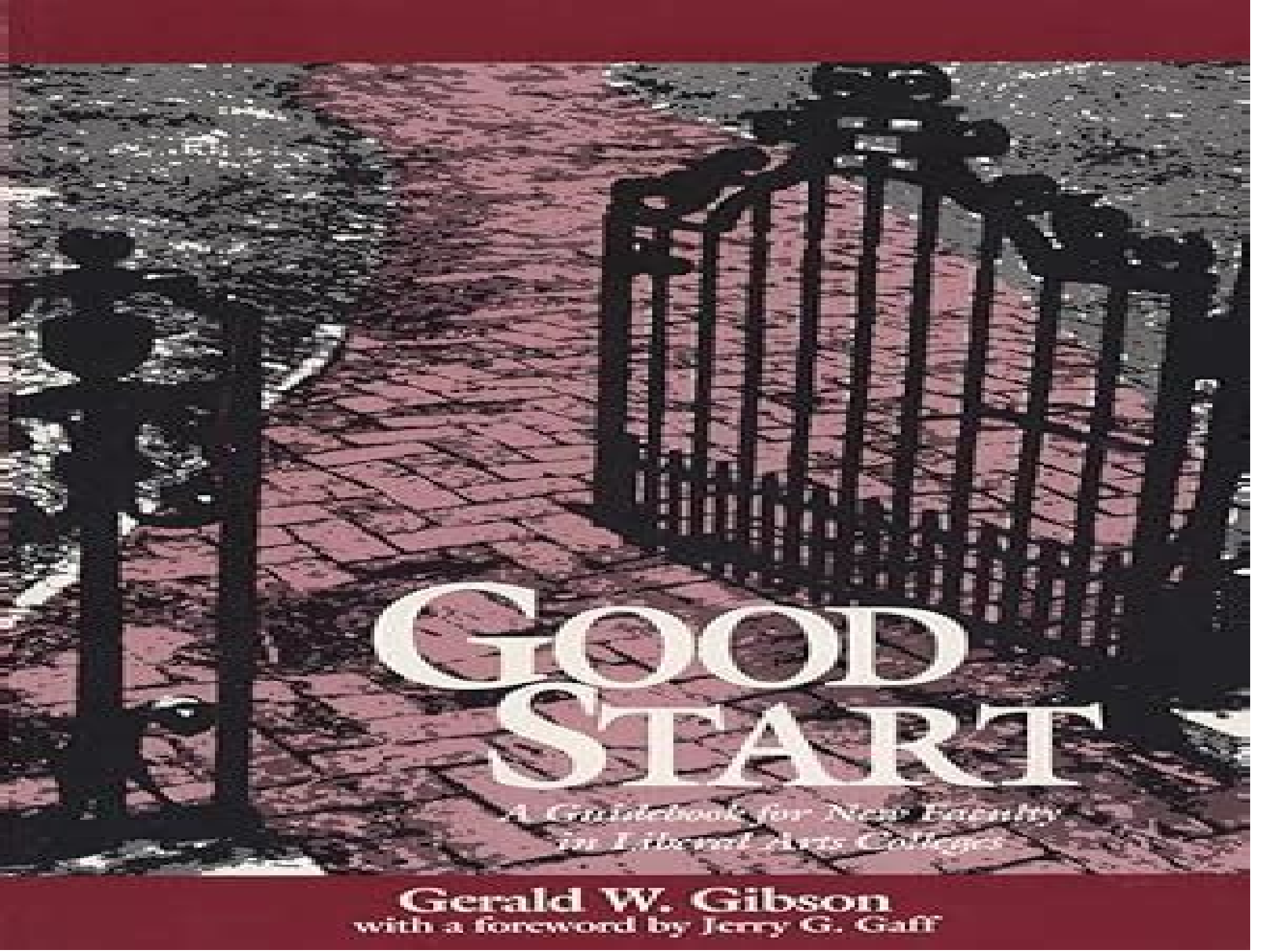


A photograph of a brick path leading through an open wrought-iron gate towards a body of water. The gate is made of dark metal with vertical bars and decorative finials. The path is made of reddish-brown bricks laid in a herringbone pattern. The water is visible in the background, and the sky is overcast.

GOOD START

*A Guidebook for New Faculty
in Liberal Arts Colleges*

Gerald W. Gibson
with a foreword by Jerry G. Gaff

Good Start A Guidebook For New Faculty In Liberal Arts Colleges

Gerald W. Gibson



Good Start A Guidebook For New Faculty In Liberal Arts Colleges:

Joining the Mission Susan VanZanten, 2011-02-18 Joining the Mission is a helpful guide for new and experienced faculty at religious colleges and universities Susan VanZanten here provides an orientation to the world of Christian higher education and an introduction to the academic profession of teaching scholarship and service with a special emphasis on opportunities and challenges common to mission driven institutions From designing a syllabus to dealing with problem students from working with committees to achieving a balanced life VanZanten's guidebook will help faculty across the disciplines Art to Zoology and every subject between understand better what it means to pursue faithfully a vocation as professor Susan VanZanten's Joining the Mission is an exceptional resource for all faculty members at Christian colleges and universities While it is a very practical guide to teaching at a university the book also helps the reader understand and wrestle with the nuances of what it means to be a faculty member at a mission driven institution I appreciate VanZanten's contribution to articulating why mission is important at our institutions why we care about it so much and how we can better accomplish it Thomas Cedel President Concordia University Texas

A Guide to Faculty Development Kay J. Gillespie, Douglas L. Robertson, 2010-02-18 Since the first edition of A Guide to Faculty Development was published in 2002 the dynamic field of educational and faculty development has undergone many changes Prepared under the auspices of the Professional and Organizational Development Network in Higher Education POD this thoroughly revised updated and expanded edition offers a fundamental resource for faculty developers as well as for faculty and administrators interested in promoting and sustaining faculty development within their institutions This essential book offers an introduction to the topic includes twenty three chapters by leading experts in the field and provides the most relevant information on a range of faculty development topics including establishing and sustaining a faculty development program the key issues of assessment diversity and technology and faculty development across institutional types career stages and organizations This volume contains the gallant story of the emergence of a movement to sustain the vitality of college and university faculty in difficult times This practical guide draws on the best minds shaping the field the most productive experience and elicits the imagination required to envision a dynamic future for learning societies in a global context R Eugene Rice senior scholar Association of American Colleges and Universities Across the country people in higher education are thinking about how to prepare our graduates for a rapidly changing world while supporting our faculty colleagues who grew up in a very different world Faculty members academic administrators and policymakers alike will learn a great deal from this volume about how to put together a successful faculty development program and create a supportive environment for learning in challenging times Judith A Ramaley president Winona State University This is the book on faculty development in higher education Everyone involved in faculty development including provosts deans department chairs faculty and teaching center staff will learn from the extensive research and the practical wisdom in the Guide Peter Felten president The POD Network 2010 2011

and director Center for the Advancement of Teaching and Learning Elon University *New Faculty* C. Lucas, J. Murry, Jr., 2002-08-15 Successfully launching an academic career in the challenging environment of higher education today is apt to require more explicit preparation than the informal socialization typically afforded in graduate school As a faculty novice soon discovers job success requires balancing multiple demands on one's time and energy *New Faculty* offers a useful compendium of survival advice for the faculty newcomer ranging from practical tips on classroom teaching and student performance evaluation to detailed advice on grant writing student advising professional service and publishing Beginning faculty members and possibly their more experienced colleagues as well will find this lively guidebook both informative and thought provoking *So You Want to Be a Professor?* P. Aarne Vesilind, 2000 Annotation This guide for graduate students shows you how to get an academic job and more importantly how to succeed in it With chapters on teaching testing advising researching and publishing the book provides everything you need to know to pursue a successful academic career *Good Start* Gerald W. Gibson, 1992-06-15 While few would argue that young professors enter the academy equipped with the knowledge of their field they are often unprepared to navigate the ins and outs of faculty life Nor is there anyone to help steer them *Good Start* is a guide for new faculty members commencing their teaching career at a liberal arts college Using a combination of personal experience and substantive research Gerald Gibson has written an engaging practical book dealing with all aspects of being a faculty member The book begins with the basics about selecting the right college to work at going through the application interview and negotiation process and getting oriented to the job and the college He expounds on finding one's role within the larger liberal arts tradition how to focus on good teaching and deciding where scholarship fits into the equation Gibson discusses the faculty member's role in the department the organization and the community He offers practical measures to manage time and stress while staying effective and gives guidance on working through career phases toward promotion and tenure Concluding with counsel on how to stay good as a teacher scholar and citizen Gibson demystifies the process of getting the job being a good colleague contributing to a vital department and developing a life long plan of personal and professional growth **The Chicago Handbook for Teachers, Second Edition** Alan Brinkley, 2011-06-15 Representing teachers at all stages of their careers authors offer practical advice for almost any situation a new teacher might face from preparing a syllabus to managing classroom dynamics From publisher description **Effective College and University Teaching** William Buskist, 2012 Using empirical research this text gives faculty and graduate teaching assistants the tools for understanding why certain teaching practices work and how to adjust their teaching to changing classroom room and online environments **The Essential College Professor** Jeffrey L. Buller, 2009-11-19 The *Essential College Professor* is about the how and why of being a faculty member today Based on the author's series of highly successful faculty development workshops each chapter deals concisely with the most important information college professors need at their fingertips when confronted by a particular challenge or faced with an exciting

opportunity Written both as a comprehensive guide to an academic career and as a ready reference to be consulted whenever needed The Essential College Professor emphasizes proven solutions over untested theories and stresses what faculty members have to know now in order to be successful in their careers Each chapter is concluded by a short exercise that faculty members can perform to help them for instance completely revise a course by restructuring the syllabus and course materials bring new life to a research project by reframing it as a book proposal or grant application and so on

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Resources in Education ,2001-04 **Mentoring for Mission** Caroline Joyce Simon,2003 Simon philosophy Hope College presents Roman Catholic and Protestant perspectives on ways to nurture new faculty at church related educational institutions for those involved in administering faculty development programs and for those seeking advice on designing and implementing such programs A *Recruiting Good College Faculty* Baron Perlman, Lee I. McCann,1996 **EBOOK: Being A Teacher In Higher Education** Peter Knight,2002-07-16 Being A Teacher in Higher Education draws extensively on research literatures to give detailed advice about the core business of teaching instruction learning activities assessment planning and getting good evaluations It offers hundreds of practical suggestions in a collegial rather than didactic style This is not however another book of tips or heroic success stories For one thing Peter Knight appreciates the different circumstances that new part time and established teachers are in For another he insists that teaching well and enjoying it is as much about how teachers feel about themselves as it is about how many slick teaching techniques they can string together He argues that it is important to develop a sense of oneself as a good teacher particularly in increasingly difficult working conditions and it is for this reason that the final part of this work is about career management and handling change This is a book about doing teaching and being a teacher about reducing the likelihood of burn out and improving the chances of getting the psychic rewards that make teaching fulfilling It is an optimistic book for teachers in universities many of whom feel that opportunities for professional fulfilment are becoming frozen *Socialization in Higher Education and the Early Career* John C. Weidman,Linda DeAngelo,2020-02-17 This book celebrates the contributions of John Weidman and his colleagues to the understanding of student socialization in higher education It includes innovative chapters reflecting new approaches to higher education student socialization with respect to students of color gender STEM and students in higher education systems outside the USA Specifically the book examines socialization between and within in a range of groups including national international and minority students parents doctoral students early career faculty and scholarly practitioners The book assesses methodological approaches and suggests directions for reformulating theory and practice Using sociological perspectives to address issues and concerns at both the undergraduate and graduate levels the book gives

renewed life to the college impact literature It includes revisions and expansions of the original Weidman frameworks based on the synthesis of existing research with new work reflecting unique perspectives by a variety of authors John Weidman has been an indisputable force in the study and understanding of student socialization in higher education This new book by Weidman and his coeditor Linda DeAngelo represents an undeniably significant and welcomed expansion of the original Weidman model of student socialization In updating and revising the original model chapter authors give attention to various contemporary issues such as student diversity gender differences early career experiences and internationalism Whether one samples only some of the articles that constitute this book or reads all of them the professional payoff will be substantial Kenneth A Feldman Professor of Sociology Stony Brook University John Weidman has made a number of groundbreaking contributions to our understanding of student socialization in postsecondary education This book edited with Linda DeAngelo brings together a group of fine scholars whose contributions will push our understanding even further It is a significant addition to the college impact literature Ernest T Pascarella Petersen Chair in Higher Education University of Iowa

Survive and Thrive Wendy Crone, 2022-05-31 The experience of an untenured faculty member is highly dependent on the quality of the mentoring they receive This mentoring may come from a number of different sources and the concept of developing a constellation of mentors is highly recommended but a mentoring relationship that is guided by the mentee's needs will be the most productive Often however the mentee does not know their own needs what questions to ask and what topics they should discuss with a mentor This book provides a guide to the mentoring process for untenured faculty Perspectives are provided and questions posed on topics ranging from establishing scholarly expertise and developing professional networks to personal health and balancing responsibilities The questions posed are not intended for the mentee to answer in isolation rather a junior faculty member should approach these questions throughout their untenured years with the help of their mentors *Survive and Thrive A Guide for Untenured Faculty* will help to facilitate the mentoring process and lead junior faculty to a path where they can move beyond just surviving and truly thrive in their position Table of Contents Tough Questions About Why You Are Here Joining Your Department and Discipline Establishing Expertise Developing Networks Relationships and Mentoring Activities Getting Support and Evaluating Your Personal Health Planning for the Future Conclusion **How to find success as a Criminal Justice faculty member** Craig Hemmens, 2018-10-11

Professional development is an issue of interest to all criminal justice faculty from the newest Assistant Professor to the most senior Full Professor The annual Academy of Criminal Justice Sciences conference has a number of panels and workshops that deal with the wide variety of issues that criminal justice faculty deal with as they move through their career These panels are well attended attesting to the interest that faculty have in this topic Given the importance of staying apprised of changes in the discipline from hiring expectations to tenure and promotion requirements the fact that academic study of criminal justice has changed a great deal in the past decade and that more is now expected of graduate students pre tenure faculty

and even senior faculty this book is an attempt to address some of the most important topics that those engaged in the academic study of criminal justice are faced with as they move through their career Each chapter is written by a well regarded academic with experience in the area upon which they are writing This book was originally published as a special issue of the Journal of Criminal Justice Education **The RoutledgeFalmer Reader in Higher Education** Malcolm

Tight,2004 All those with an interest in higher education and higher education research will find this comprehensive collection of the past two decades most influential readings on the topic an absolutely essential companion **On**

Becoming a Scholar Susan K. Gardner,Pilar Mendoza,2023-07-03 Despite considerable research that has provided a better understanding of the challenges of doctoral education it remains the case that only 57% of all doctoral students will complete their programs This groundbreaking volume sheds new light on determinants for doctoral student success and persistence by examining the socialization and developmental experiences of students through multiple lenses of individual disciplinary and institutional contexts This book comprehensively critiques existing models and views of doctoral student socialization and offers a new model that incorporates concepts of identity development adult learning and epistemological development The contributors bring the issues vividly to life by creating five student case studies that throughout the book progressively illustrate key stages and typical events of the socialization process These fictional narratives crystallize how particular policies and practices can assist or impede the formation of future scholars The book concludes by developing practical recommendations for doctoral students themselves but most particularly for faculty departments universities and external agencies concerned with facilitating doctoral student success Proceedings of the ... Annual Meeting National Association of Schools of Music,National Association of Schools of Music. Meeting,2000

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