Includes:

- **Featured article: From Access to Inclusion: A Faculty Learning Community Curriculum**
- **Faculty Development: Adding Value to Institutional Missions and Planning**
- **Faculty Development for Supporting the Faculty Lifecycle**

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Contents

Volume 35, Number 3 – September 2021

Editorial Introduction
Faculty Development: Adding Value to Institutional Missions and Planning 7
By Russell Carpenter

Connecting Faculty Productivity and Academic Advancement with Annual Performance Assessment by Using a Customized Faculty Management System 8
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.

Internationalization Amidst Austerity: The Development of Minority Serving Institution Faculty for Study Abroad 16
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.

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.*

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
***by D. Haviland, J. Jacobs, N. F. Alleman, & C. C. Allen*..67**

Reviewed by Michael L. Rowland

Preparing for College and University Teaching
***by J. Gilmore & M. Hatcher*...69**

Reviewed by Vanessa Gonzalez

Forthcoming and Past Issues

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

Special Section: Communicating with Faculty—May 2022, Vol. 36, 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 Transparent Teaching & Learning—May 2021, Vol. 35, No. 2

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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The ***Journal of Faculty Development*** (print ISSN 2153-1900 and online ISSN 2153-1919) is published three times a year by Magna Publications, 2718 Dryden Drive, Madison, WI 53704 U.S.A.
Phone: 800-433-0499
Email: support@magnapubs.com
Website: www.magnapubs.com

Subscriptions: One-year individual print or online subscription (one volume, three issues per volume) is U.S. $69.00. Print subscribers outside the U.S. add U.S. $30.00 to the subscription price. Combination, multiple print, and group online subscriptions are available.

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Editorial Introduction

Faculty Development: Adding Value to Institutional Missions and Planning

FACULTY DEVELOPMENT APPROACHES have evolved over the past year. Amid a call for institution-wide faculty development focused not only on teaching and learning but also areas of faculty support in promotion and tenure, student success, and retention, the role of the faculty developer is necessarily complex. In addition, the perspective and value added are critical to institutional planning, along with instructional continuity.

The *Journal of Faculty Development* acknowledges the central role of faculty developers and the critical place of faculty development within and across institutional contexts. Recent discussions have focused on the need for more collaboration between faculty and staff (Bessette & Fisher, 2021) and, as Baker (2020) explained, facilitating connections. As centralized leaders within institutional contexts, faculty developers are often called upon to bridge boundaries or offer campus perspectives, advice, and guidance beyond instructional content. Faculty developers collaborate across delineated institutional contexts, bringing parties together to consider approaches that are in the best interest of teaching, learning, instruction, instructional design, and academic support resources, a complex integration of considerations and roles.

This issue arrives at a time when many institutions across the world are planning in ways never before imagined. Questions surrounding a "return to campus," continuation of hybrid models of instructional delivery, and flexible teaching and learning surround the next phase of institutional planning. Many questions still surround the future of instruction and how we, as faculty developers, can apply what we have learned, feedback from students and faculty, and data from performance over the past year. Faculty developers will continue to find themselves at the center of these conversations moving forward.

Articles included in this issue focus on a range of evidence-informed practices in faculty development. Authors explore areas of faculty productivity and advancement, faculty satisfaction and the factors for departure, faculty learning community curricula that promote access and inclusion, and reducing instructional uncertainty.

We look forward to continuing the conversations with readers, researchers, and scholars of faculty development in future issues.

Russell Carpenter, Editor-in-Chief

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Connecting Faculty Productivity and Academic Advancement with Annual Performance Assessment by Using a Customized Faculty Management System

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.

Introduction

IN RECENT YEARS, THE ROLE of faculty members in academic medicine has expanded significantly from the traditional model focused on the tripartite mission (research, education, and clinical/patient care) to the concept of the “complete scholar” (Pololi, Krupat, Civian, Ash, & Brennan, 2012; Turner & Hamilton, 2007), including academic advising, mentoring, professional development, community engagement, and other. Surveys of faculty satisfaction and engagement reflect the overwhelming nature of these competing demands, revealing that many faculty perceive an incongruence between described and actual work roles (Schimanski & Alperin, 2018; Vican, Friedman, & Andreasen, 2020) and a lack of clear performance expectations (Girod, Fassiotto, Menorca, Etzkowitz, & Wren, 2017; Minter, 2011). Expanded roles and responsibilities for academic medicine negatively influence career trajectory, lead to burnout, and dissatisfaction (Shah et al., 2018). Faculty members also feel undervalued and dissatisfied with their professional development, which significantly influences their decisions to change professions or leave academic medicine (Lowenstein, Fernandez, & Crane, 2007; Zimmerman et al., 2020).

Many colleges and universities have responded to these concerns by re-defining faculty academic appointments to formally recognize various paths to career advancement, including tenure; re-distributing teaching responsibilities of traditional academic medicine faculty; and rewarding faculty for pursuing other professional endeavors (Atasoylu et al., 2003; Block, Sonnino, & Bellini, 2015; Buckley, Sanders, Shih, & Hampton, 2000). In addition, Centers for Teaching and Learning (CTLs) have been created at institutions to promote cross-campus multidisciplinary and interprofessional collaborations, effective use of technology, course and curriculum design, and provide new opportunities for faculty scholarly productivity, thus supporting faculty as they strive to become the “complete scholar”. Rank and appointment restructuring, together with changes in hiring practices, have improved faculty retention at many institutions (Smith et al., 2016), and CTLs have produced numerous published, faculty-generated innovations, highlighting the perceived success of these administrative efforts to support faculty, including those in academic medicine (Reder, 2007). Ultimately, recruitment and retention of academic medicine faculty highly depend on the institution's ability to articulate faculty roles within diverse mission areas and provide development and advancement opportunities (Bunton & Dandar, 2017).

The Current Strategies for Academic Medicine Faculty Professional Assessment

As the current demands of academic medicine have resulted in evolving faculty expectations and the need to maximize faculty productivity, engagement and retention, academic institutions are faced with increased budgetary restrictions, increasingly complex Promotion and Tenure (P&T) requirements together with decreased faculty availability. Despite efforts to improve the professional climate for faculty in academic medicine, faculty and institutional leaders continue to struggle with the fundamental yet complex question of how to effectively capture faculty engagement and development metrics and to implement new systems to do so (Hoffman et al., 2020; Moher et al., 2018; National Academies of Sciences & Medicine, 2020).

Evaluation of faculty scholarly productivity and engagement revolves around the P&T process, which typically follows a series of Annual Performance Reviews (APRs) that culminate in a final P&T application. Similar to the varied responsibilities of faculty, P&T applications have evolved from basic CVs and pages of teaching evaluations to electronic portfolios showcasing individual research, education, clinical, and service accomplishments (Kuhn, 2004). Despite these advances in the P&T applications and a more holistic approach to P&T, APRs often remain static checkpoints, rather than meaningful milestones in a faculty member's unique academic journey. Moreover, many surveyed faculty were dissatisfied with their institutional P&T process, specifically with irregular and nonproductive APR meetings, a lack of constructive feedback and support from supervisors, multi-step processes, unclear evaluation criteria, and inefficient procedures for compiling the final application (Lowenstein, Fernandez, & Crane, 2007; National Academies of Sciences & Medicine, 2020).

Institutional leaders face challenges in high-level decision making that often depends on outdated or incomplete information related to faculty performance. Mandated reporting for accreditation agencies can become problematic when current data regarding faculty credentials and scholarly productivity are not available or are inaccurate, and faculty attrition due to institutional dissatisfaction must also be addressed (Emil & Cress, 2014).These issues are magnified in an institution that consists of a variety of faculty appointment types, including employed and volunteer faculty as well as nontraditional full- and part-time members spread throughout multiple institutions, campuses, hospitals, and outpatient clinics, as the educational and scholarly activities and levels of engagement of these faculty are difficult to assess by traditional standards (National Academies of Sciences & Medicine, 2020).

Anecdotally, faculty and administrators generally agree that a centralized system to collect, store, and maintain faculty records would enhance the P&T process, institutional decision making, and external reporting requirements. Use of a centralized, automated workflow-driven system for the real-time monitoring of academic productivity throughout the faculty life cycle may ultimately streamline faculty and administrative efforts and enable tracking of professional development and accomplishments in a uniform manner across various departments and colleges in an institution. Successful implementation of such a system, however, brings many challenges, for example, whether such a system can functionally meet the needs of all institutional stakeholders and whether buy-in from various faculty and leadership can be achieved. To implement such a system, the institution must be able and willing to devote necessary financial, technological, and human resources to sustain the system.

The Need for a Centralized Automated FMS

In response to these challenges, leaders at Rush University (RU) recognized a need for a Faculty Management System (FMS) that would effectively connect the APR with academic promotion via alignment of individual accomplishments with faculty- and institution-level goals, streamline the P&T process, and enhance faculty satisfaction and engagement. To accomplish these high-level objectives, the Office of Faculty Affairs at RU sought to develop and implement a FMS with the following specific capabilities:

1. Organize faculty academic progress into an RU and individual college-specific CV template;
2. Incorporate faculty professional and leader-

ship development goals into the APR to align faculty performance with academic progress toward career advancement;

3. Follow an activity-specific workflow to collect and automatically update faculty data in real time;
4. Securely store all data to generate automatic and ad hoc reports for internal and external purposes;
5. Securely store all supporting documentation, including transcripts, faculty teaching evaluations, faculty portfolios, and letters of appointments and promotions;
6. Meet the administrative and accreditation needs of RU, its four distinct colleges, and multiple specialty programs;
7. Function within the framework for all types of research, education, and clinical faculty members (full-time, part-time, volunteer, adjunct, emeritus, visiting, and community preceptor faculty); and
8. Provide an automated workflow to enable monitoring of academic productivity, promotions, and appointments to minimize burden on faculty and administrators.

These specific goals led to our commitment to the development of the RU-FMS to track faculty accomplishments, progress, and goals related to the missions of RU throughout the entire academic life cycle from recruitment to resignation.

To this end, we reached out to leaders of the American Association of Medical Colleges' Group on Faculty Affairs to explore the availability of centralized databases or systems to manage faculty data. Many commercial products have been marketed to address this need by offering platforms that collect faculty data and generate on-demand reports for internal and external use. These products vary widely in their functionality, user interface, and scalability and are often developed in consultation with college and university administrators to maximize their benefit to potential users. A wide variety of university stakeholders were involved in commercial product evaluations (Figure 1). After thoroughly assessing the capabilities of more than 15 commercial products

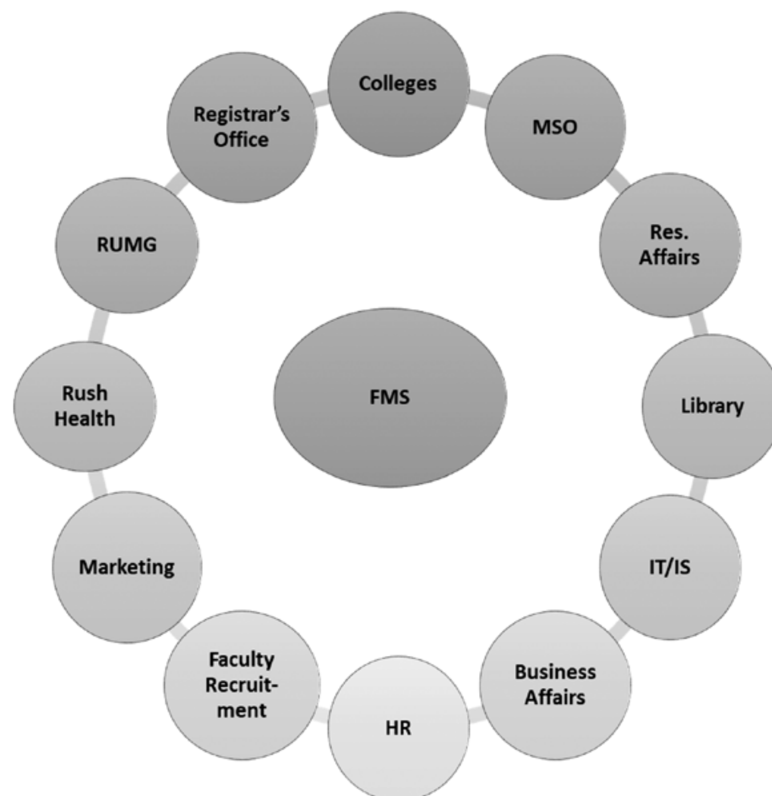

***Figure 1*. Key Partners Involved in Design and Implementation of RU-FMS**

Note: HR, Human Resources; IS, Information Services; IT, Information Technology; MSO, Medical Staff Office; RUMG, Rush University Medical Group.

or platforms developed by business vendors or custom-made by various universities, we concluded that no single "off-the-shelf" system with the required capabilities was available to meet our stated objectives. Thus, the stakeholders at RU selected the base commercial system Resolution Applications' (RA) Far Suite cloud-based software, which could subsequently be fully customized to achieve our desired functionality. The Offices of Faculty Affairs and the University Business Affairs allocated the funds needed to develop, implement, maintain, and improve the RU-FMS within the information technology (IT) budget at RU.

RU is a private, non-profit health care institution that serves as the academic arm of Rush University Medical Center in Chicago, Illinois. RU consists of Rush Medical College, the College of Nursing, the College of Health Sciences, and the Graduate College. Through these institutions, RU offers certificate, undergraduate (very few), and graduate degrees, as well as postgraduate training for fellows and residents, continuing education opportunities, and professional development. Currently, the 2341 RU faculty body includes 1077 full-time and 246 part-time (clinician, preceptor, and fellow) members, 611 volunteers from private practices and Stroger hospital of Cook County, and 325 adjunct, 17 visiting, and 65 emeritus members with various affiliations across different campus and affiliated hospitals and clinics. The diversity of our university faculty reflects the evolving landscape of faculty appointments across the globe, suggesting that RU is an excellent model for implementation of a system to manage faculty academic appointments, credentials, demographics, CVs, scholarly productivity, annual performance, and other relevant data. RU is accredited by the Higher Learning Commission (HLC) and numerous continuing education, medical, nursing, and allied health agencies, including the Accreditation Council for Graduate Medical Education (ACGME) and the Liaison Committee on Medical Education (LCME). Due to the diversity of the university's faculty composition, administrative structure, and accreditation requirements in the four academic colleges, successful implementation of the RU-FMS demonstrates its flexibility and broad applicability across academic institutions. Here, we present, in detail, the design and functionality of the RU-FMS and how we resolved practical issues inherent in its development and sustainability on our campus.

Designing RU-FMS to Meet the Unique Needs of Our Institution

We selected RA Far Suite as the foundation of the RU-FMS based on its cost, simplicity, range of available platforms, vendor flexibility, and ability for customization. University leaders collaborated with Information Services to prioritize and build the following key components within the RA workflow to reflect the faculty life cycle: Demographics/CV, APR, Appointments and Promotions, and Recruitment/Exit (Figure 2).

The Demographics/CV and APR modules are designed for faculty use and can be accessed from internet browsers on computers and mobile devices, the RU-FMS desktop icon on university computers, the direct site (http://RUFaculty.rush.edu), or a link on the Rush University Office of Faculty Affairs webpage. The Demographics/CV module contains pre-loaded, faculty-entered, and externally captured information that can generate an RU-specific faculty profile for use during the APR process. The customized CV template within the RU-FMS includes 20 main data fields with hundreds of automatically populated entries via dropdown menus within these main fields. These data span broad academic and non-academic accomplishments, such as clinical and educational endeavors, funding history, bibliography, leadership training, consulting experience, and community service, and can be updated by the faculty member at any time. Interfaces with other systems automatically load data on courses taught, grant awards, active clinical trials, and credentials to populate this module. In addition, the CV module interfaces with Scopus to automatically import faculty peer-reviewed publications and h-index on a monthly basis. Importantly, the Demographics/CV data fields can be customized to meet the administrative needs of any academic department and/or college and to reflect the most relevant faculty achievements.

Information from the Demographics/CV template populates data fields in the APR module, which groups faculty accomplishments for the review period by major focus areas relevant to academic medicine faculty: research, education, clinical, and service. Additional sections include the university's

mission areas and a link to upload supporting documentation. Overall, the electronic APR represents the faculty member's academic progress and serves as a basis for conversation between a faculty member and supervisor regarding his or her strengths, areas for improvement, opportunities for professional and leadership development, and preparedness for academic or administrative promotion. Importantly, the RU-FMS allows for designation of more than one supervisor for the APR, and this feature is critical to address varied faculty responsibilities. When a faculty member completes the APR self-evaluation and sets performance goals for the following year, the system automatically notifies the supervisor(s) via email that his or her feedback is needed, spurring a one-on-one meeting between the faculty member and supervisor(s). The faculty member then makes any requested revisions, and the supervisor accepts the self-evaluation and approves the goals for the following year. This process is designed to minimize redundancy by connecting the Demographics/CV and APR modules and to map the faculty member's accomplishments to his or her professional goals and the priorities of the university.

With respect to the Appointments and Promotions module, a faculty portfolio, including CV and supporting documentation, is generated based on P&T-relevant faculty information. To facilitate a holistic review in the P&T process, each field of the CV template contains space for additional comments/information for faculty to provide details of their unique roles and contributions. The department chair's evaluation and endorsement letters are also uploaded to the system as supporting documentation. The system generates a paginated pdf document that includes all necessary information and documentation. This file is automatically forwarded to all members of the Committee on Senior Faculty Appointments and Promotions (COSFAP) and/or the Faculty Council for evaluation of the faculty candidate based on the uniform report. Importantly, the RU-FMS generates automatic e-mail reminders for faculty and department chairs, informing them of re-appointment based on the date and term of the first appointment. In addition, the Recruitment/Exit module provides an opportunity for the creation of a faculty profile within the system at the time of initial appointment and connects appointment information, including credentialing and hospital privileges, with faculty academic appointment. Furthermore, this module serves as a record for the history of faculty appointments and resignation/termination based

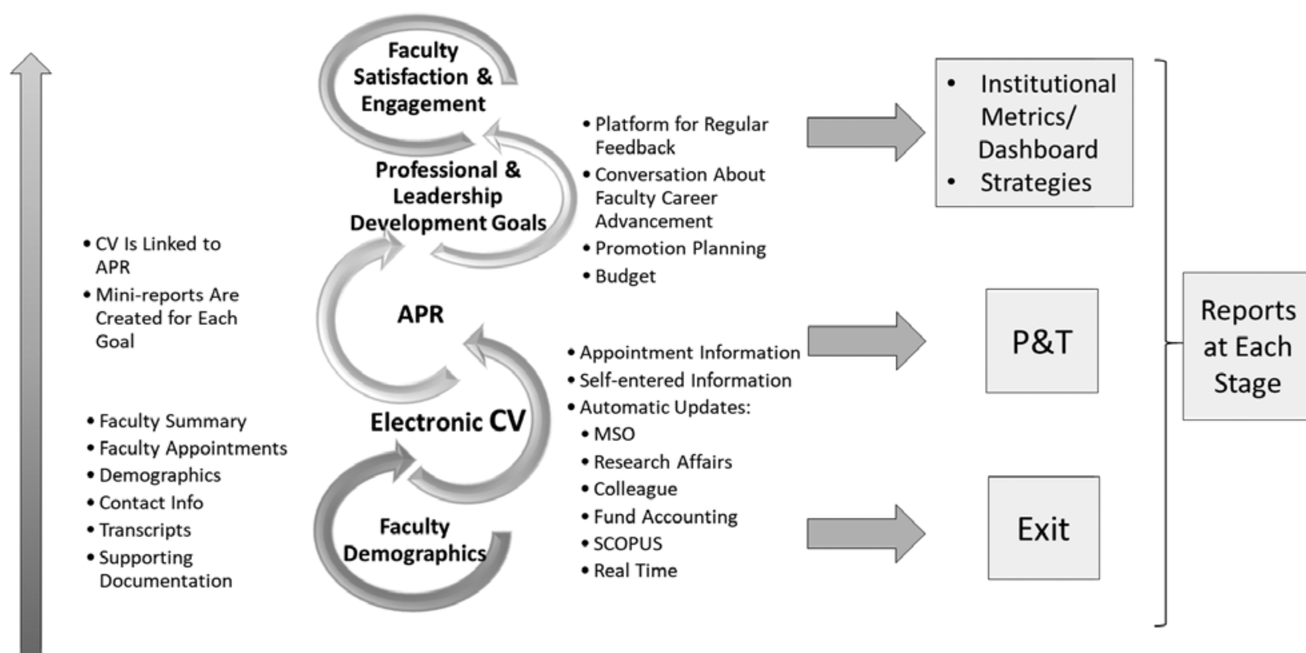

***Figure 2.* Faculty Lifecycle**

Note: APR, Annual Performance Review; CV, Curriculum Vita; MSO, Medical Staff Office; P&T, Promotion and Tenure.

on approval by the Faculty Council, storing dates and relevant information regarding each faculty member's history.

Thus, via a collaboration between the Office of Faculty Affairs, Medical Staff Office, the IT department, and RA, we developed a precisely customized RU-FMS to serve the unique needs of the academic units at RU throughout the lifecycle of the faculty members. This system provides a centralized automated workflow that enables faculty, supervisors, and administrators to more readily monitor the academic productivity of the faculty member, streamline the process of APR and P&T, and generate necessary reports for all or a selected subgroup of faculty for internal and external entities. Of significance, the RU-FMS eases the burden on faculty members via a centralized system for faculty information, continuous interfacing with internal and external databases, and automated workflow with process reminders.

Implementation of the RU-FMS Across Colleges at RU

Training of faculty, staff, and administrators was a key factor in the implementation of the RU-FMS. To date, multiple webinars, one-on-one meetings, on-line tutorials, and more than 50 large-group training sessions have been held to introduce users to the RU-FMS, illustrate its functionality, and assist them with completing tasks within the system. The success of the RU-FMS relies on faculty buy-in and commitment to use the system at its full capacity on a regular basis. Thus, provision of continued technical support via a dedicated IT consultant at RU and a clear demonstration of the value of this management system to both faculty members and the university are critical for the system's long-term sustainability.

While all colleges and supporting offices were involved in early implementation beginning in 2017, smaller departments within the Rush Medical College and the College of Nursing were among the first to comply. Initially, the data fields included faculty demographics, employment status, effort allocation, and credentialing, together with the corresponding electronic APR. As the RU-FMS was implemented in other colleges, additional fields were added to capture the professional endeavors of the diverse faculty. Currently, the majority of the RU faculty are utilizing this system.

These efforts have already yielded practical benefits in the areas of accreditation, strategic planning, and faculty satisfaction. For example, the RU-FMS has enabled accurate and timely reports of:

- Faculty credentials, CVs, and transcripts for the HLC on-site evaluation;
- Demographic data to inform initiatives to increase diversity among faculty hires and promotions;
- Full-time equivalent units according to mission area, employment affiliation, and P&T status;
- Faculty gender, rank, and time-in-rank data for compensation and gender equity studies;
- Requested data for partner hospitals and medical practice groups; and
- Accreditation-mandated information for the ACGME and LCME.

Furthermore, the RU-FMS appears to be engaging faculty. Following initial implementation of the RU-FMS, faculty member feedback from the AAMC StandPoint™ Faculty Engagement Survey indicated increased satisfaction with the support of their supervisor, mentoring opportunities, and the pace of their professional advancement.

Challenges, Revision, and Future of RU-FMS

Clearly, implementation of any institution-wide information management system will be faced with challenges in the areas of customization, resource allocation, personnel training, and widespread acceptance of the system across departments. Our process of implementation of the RU-FMS has been quite successful; however, we have had to overcome specific challenges along the way. During design and implementation, we had to identify existing databases and information sources at RU, determine the data to be captured and the best queries to do so, identify the vast numbers of key partners that should be involved in the design and implementation, and develop an IT infrastructure to support and maintain the RU-FMS. Another important challenge inherent to the RU-FMS was security. The information stored in the system is secure with an intended internal audience, and security settings can be toggled for the different data

fields, allowing access to individual details to those who need it while keeping sensitive data private. We must also continuously address a number of ongoing challenges, including training of new hires, methods of interfacing with external data sources, unexpected IT updates including IS security, and buy-in from faculty from all ranks. Additionally, we are tasked with transfer of historical data from RU databases as well as verification of accurate data input by faculty members and acquired from external sources. Finally, as we move forward with the evolution of RU-FMS, we will need to address changes in faculty type and expectations that develop as time moves on as well as other uses that are not currently apparent. We are poised to address these thought-provoking challenges, as one of the main positive features of the RU-FMS is its flexibility to adapt to the changing needs of our institution via the addition/removal of data fields, linkage to new databases, and interfacing with different internal and external resources. Furthermore, we plan to survey faculty regarding their satisfaction with the capabilities and functionality of the system. Due to the flexibility of the RU-FMS, the system can be adapted in response to such faculty feedback.

Conclusions

We have developed and implemented the RU-FMS that resulted from a shared vision and cooperation among all RU colleges and their partners throughout the entire RU health system. An enormous advantage of this innovative RU-FMS is its ability to centralize the collection and dissemination of faculty-related data and standardize APR and academic P&T processes across all colleges and faculty types. Moreover, incorporation of professional and leadership development goals into the APR module has promoted ongoing dialogue between faculty and supervisors regarding career advancement, resulting in increased faculty satisfaction with the pace of their career advancement and supervisor support. As the system of record for all faculty members across the institution, the RU-FMS can also generate accurate internal and external reports for multiple audiences, and such reports have already informed institutional planning and contributed to the accreditation process. Most importantly, the RU-FMS serves as a validated yet dynamic platform that can continue to grow and change in parallel with the mission and goals of RU and the evolving landscape of academic medicine faculty appointments. The centralized information, automated workflow, connection between APR and P&T processes, and automatic data updates not only ease the burden on faculty members and administrators but also inform the faculty members' perception of their expected roles and the P&T process, with the ultimate goal of improving faculty engagement, satisfaction, and retention.

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Internationalization Amidst Austerity: The Development of Minority Serving Institution Faculty for Study Abroad

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.

STUDY ABROAD IS RECOGNIZED as a high-impact practice that accrues academic and labor market benefits for students who participate in it (Kuh, 2008; Li, 2016). Faculty-led programs are one means through which students are able to participate, and studies have illustrated the benefits of international experiences for scholars' professional development, teaching, and research (Dooley et al., 2008; Dooley & Rouse, 2009; Festervand & Tillery, 2001; Hand et al., 2007). The range of benefits that postsecondary institutions may reap through internationalization and study abroad have led some colleges and universities to prioritize such initiatives in their strategic plans (Childress, 2009), yet Minority Serving Institutions (MSIs), which serve a disproportionate share of first-generation and low-income students, face challenges in increasing study abroad participation that are often non-issues for their wealthier peers (Esmieu et al., 2016). Because of the benefits of study abroad and internationalization for students and faculty, increasing MSI engagement in these activities is not simply a supplementary aspiration but is central to educational equity for marginalized populations.

This study examines an international seminar designed to prepare MSI faculty to lead study abroad. We focus on three cohorts of this program, which was a weeklong summer workshop in a Caribbean country. Participants attended sessions about planning and leading study abroad and went on cultural excursions. Throughout the seminar, facilitators modeled instructional strategies that they might use with their students. The research question guiding this inquiry was:

> How have MSI faculty who participated in an international study abroad seminar applied what they learned during the seminar?

We draw from follow-up interviews with the faculty to examine how the seminar contributed to their professional development and how they are navigating their under-resourced institutional contexts to garner support and plan study abroad programs for their students.

Literature Review

MSIs enroll more than a quarter of all college students, including a disproportionate share of students of color, low-income and first-generation students (Conrad & Gasman, 2015). MSI faculties are also more diverse than those of other institutions (Esmieu, 2019). For example, African Americans comprise 6% of all full-time faculty (NCES, 2018), but 56% of Historically Black Colleges and University (HBCU) faculty are African American, and Hispanics also comprise 6% of full-time faculty (NCES, 2018), and 18% of Hispanic Serving Institution (HSI) faculty are Hispanic (Esmieu, 2019).

Only 11% of students who studied abroad in the 2016–17 academic year were from MSIs (IIE, 2019). While 10% percent of all Black students who study abroad are HBCU students (Esmieu et al.,

2016), which is nearly at parity with the proportion of all Black students that they enroll (NCES, 2016), Hispanic HSI students are vastly underrepresented, as they account for 7% of all Hispanic students who study abroad (Esmieu et al., 2016), and HSIs enroll over half of all Hispanic students (NCES, 2016). These statistics should be viewed within the broader context of study abroad participation, where students of color are underrepresented. African Americans and Hispanics respectively represent 13% and 20% of students enrolled in degree-granted postsecondary institutions (NCES, 2019), but just 6% and 10% of students who study abroad (IIE, 2019). MSIs make these contributions to study abroad participation within contexts in which they are perpetually underfunded and largely enroll students from low-income backgrounds (Conrad & Gasman, 2015; Gasman et al., 2008).

Faculty abroad experiences have been documented to have longitudinal benefits for teaching, research, and professional development (Dooley & Rouse, 2009; Festervand & Tillery, 2001). Faculty have reported that they incorporate more international examples and perspectives into their courses (Dooley & Rouse, 2009; Hand et al., 2007), and that abroad experiences have led to their engagement in international research and new collaborative opportunities (Dooley & Rouse, 2009; Hand et al., 2007). Further, benefits of faculty abroad participation have included increased knowledge of administrative responsibilities such as grant preparation, budget and schedule development, and other operational tasks (Festervand & Tillery, 2001)

While 30% of MSIs with study abroad experiences have faculty-led programs (Esmieu et al., 2016), there is a lack of literature exploring the study abroad experiences of MSI faculty. This study examines a unique international seminar for MSI faculty and presents an opportunity to reveal how they benefit from these experiences as well as how they navigate planning study abroad within institutional contexts that present more barriers to participation. While other studies have pointed to barriers to study abroad such as cost and time (Dooley et al., 2008; Hand et al., 2007), this study is also unique in that it sheds light not only on barriers, but faculty efforts to strategize and overcome them.

Data Collection

This study draws from data on three cohorts of participants in the international seminar, which was hosted in a Caribbean country. We conducted post-program semi-structured interviews with 31 faculty participants. These participants were from a total of 24 different MSIs (some institutions had more than one faculty member participate in the seminar), including 18 HBCUs, 2 HSIs, 2 institutions that are designated as both HSIs and Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs), 1 institution that is designated as both an HSI and a Predominantly Black Institution (PBI), and 1 tribal college. These interviews, which typically lasted 30–60 minutes, were conducted the spring semester after each seminar, and were recorded and transcribed.

Data Analysis

We began data analysis by reading through the transcripts and listening to the recordings for clarification. We used inductive coding to center the participants' interpretations of their experiences (Miles et al., 2013) and we used constant comparison to ensure that each code was unique (Corbin & Strauss, 2008). Examples of codes included: pedagogy, seminar activity, internationalization, coursework, race, comparative lens, barrier to study abroad, study abroad provider, and collaboration. After we completed inductive coding, we used axial coding, in which we grouped codes into categories and identified key concepts (Miles et al., 2013). We developed the findings through analyzing how key concepts relate to each other to explain how the participants applied what they learned during the seminar, and organized the findings into thematic sections.

Limitations

The seminar was the result of a partnership between the research center that the authors are affiliated with and a study abroad provider. While the researchers had no financial stake in the success of the seminar, the participants may not have been as candid about their experiences as they would have been with researchers who had no relationship to it. We encouraged participants to be frank about their experiences if they seemed hesitant to share, and assured them of the confidentiality of the interviews.

Findings and Discussion

Our data analysis revealed three key themes that reflect what the faculty have learned and how they are applying this new knowledge after returning to their home institutions: *Adopting Pedagogical Practices*, *Internationalizing Curriculum*, and *Gaining Support*.

Adopting Pedagogical Practices

Seminar participants appreciated that the seminar modeled a study abroad program for them and pointed to ways in which the facilitators enhanced the experience. The seminar was primarily facilitated by three employees of the study abroad provider that sponsored it and consisted of a mix of sessions hosted at the hotel and cultural excursions in the host country (see Table 1), providing ample opportunities for the facilitators to demonstrate their pedagogy, which the participants reflected upon in the interviews.

Table 1. Seminar Schedule[1]

Session	Time
Day 1	
Welcome Dinner	7 pm
Day 2	
Walking Tour of Colonial City (led by local historian)	9–10:30 am
Orientation/Introduction to Seminar (Presentation) -Covered safety and security as well as logistics and local cultural information to be aware of during the program.	11 am–12:30 pm
Catered Lunch	12:30–1:30 pm
Global Education and Intercultural Development (Presentation) -Introduced participants to the core themes and activities for the seminar.	1:30 pm–2:30 pm
My Culturally Diverse Heritage (Activity) -Modeled an approach to developing students' intercultural competency by focusing on self-awareness.	2:30 pm–4 pm
Debrief of the day (Discussion)	4 pm–5 pm
Group Dinner	8:15 pm
Optional - Live Music Performance	Following dinner
Day 3	
Planning a Faculty-Led Study Abroad Program (Presentation/Activity) -Presentation by MSI faculty member with extensive experience leading study abroad, who co-facilitated activity with an employee of the study abroad provider. -Introduced best practices to planning a short-term abroad program; participants brainstormed and shared ideas on how to develop their own study abroad program.	9 am–12:30 pm
Catered Lunch	12:30 pm-1:30 pm
Working with a Provider to Design a Program (Presentation/Activity) -Continued the best practices focus from the morning, with a focus on how to use and benefit from working with a third-party provider on customized programs.	1:30 pm–3:30 pm
Describe - Interpret-Evaluate (Activity) -Modeled an activity that helps learners to frame-shift while suspending judgment.	3:30 pm–5:00 pm
Debrief of the day/program so far (Discussion)	5:00 pm-5:30 pm
Day 4	
Tour of Colonial Plantations (led by local historian)	8:30 am–12 pm
Catered Lunch	12:30 pm–1:30 pm
Activity Debriefing (Discussion) -Helped participants learn different ways of debriefing in order to take advantage of situations and activities encountered abroad, using the morning Tour of Colonial Plantations as a model.	2 pm–3:30 pm
Free time: Explore the city on their own	3:30 pm–7pm
Group Dinner	7 pm
Day 5	
African Diaspora in [Host Country] Panel (panelists are local professionals from various fields)	9 am–10:30 am
Workshopping Your Course (Activity) -Co-facilitated by the MSI faculty member with extensive experience leading study abroad and an employee of the study abroad provider. -Participants worked on crafting their study abroad course and discussed strategies for securing course approval, collaborating with financial aid offices, recruiting students, and developing institutional partnerships.	10:45 am–12:30 pm
Catered Lunch	12:30–1:30 pm
Visit to African-Descended Community for Musical Performance	1:45 pm–5 pm
Free time: Explore the city on their own	5pm–8pm
Group Dinner	8 pm
Day 6	
Next Steps, Debriefing and Final Plans (Discussion) -Participants reflected on how they can incorporate the ideas, concepts, and activities from the seminar into their work.	9am–11am

One participant captured others' reflections on the overarching ways in which the program's structure facilitated learning and provided a framework that they could draw upon in their own programs:

> I liked the way they set up the week by giving us an overview of what we're there for, by giving us an overview of the country, helping us understand the culture and having us experience study abroad … getting into some of the activities that [students] could get involved in.

[1] Unless mentioned otherwise, each session was led by 1–2 employees of the study abroad provider.

Participants also described how they began using some of the pedagogical practices that were modeled by the seminar's facilitators in courses that they taught at their home institution. These included being more intentional in defining terms and not assuming that people assign the same meaning to concepts, as well as building more time into lessons for debriefing. The importance of debriefing became especially salient when they discussed engaging their students on topics related to culture and identity, as the importance of dedicating time for students to grapple with their thoughts and emotions was emphasized during the seminar. Another participant reported:

> One of the things that was really interesting about the intercultural training was defining terms that we don't always have the same … definitions and assumptions based on that word. … I think one of the other things that I gained from it, and I certainly use it in my own classroom is having a cultural debriefing … to stop and then debrief and let people just share, in terms of their emotions and what they are feeling, and build time into the lesson to be able to do that. Because we are so focused on covering a lot of content in our lectures, you don't always have time to just stop and debrief, and let people kind of discuss what they're feeling, and sort through their emotions, especially when it is dealing with issues … that are very culturally sensitive.

Participants also described how they use specific activities from the seminar with their students. An HBCU faculty member described how she used the "My Culturally Diverse Heritage" activity from the seminar to encourage students to be more intentional in how they think about various cultures:

> It's basically a diagram where you put yourself in the middle, and then you talk about the different cultures that have influenced you, so those are the bubbles that go around yourself, and not just your culture, American culture, but for example, being a student at a historically Black college, that's a type of culture, being an athlete, being a Christian, things like that.

Another activity that participants described using in their own classrooms was the "Describe-Interpret-Evaluate" activity, in which students view a photo without knowing about its background, are prompted to describe, interpret, and evaluate it, and then learn about the actual circumstances depicted in the photo, which are often counter to their expectations. A faculty member described how the activity left an impression on them and led them to incorporate it into a class session:

> [The exercise] just resonated immediately as soon as I got back. I wasn't going to use it in my class because I had already planned a lesson. But, when I got back I was thinking about all of the things that we did, and that really stuck with me, and it just made sense. … It worked out well, I think I will continue to use it.

The faculty members found activities such as the "My Culturally Diverse Heritage" activity and the "Describe-Interpret-Evaluate" activity to be helpful in orienting students to how their perspectives are shaped by their cultural norms and expectations. While past research on faculty abroad experiences points to how it improves their teaching via their incorporation of global perspectives, the specific pedagogical practices modeled in this seminar proved to be a lasting benefit that helped them develop as educators.

Internationalizing Curriculum

Faculty across a range of disciplines expressed that the seminar encouraged them to incorporate more international perspectives into courses they taught at their home institution. They adapted their course curricula and became deliberate in raising international issues during class discussions. Many participants discussed how impactful it was for them to learn about how race is conceptualized in the host country and its legacy of colorism in sessions such as the African Diaspora panel, and how the tour of colonial plantations also evoked comparisons to the U.S. These experiences served as a basis for making connections in their courses between social and historical aspects of the host country and those of the U.S. An HBCU faculty member commented on how the seminar altered her approach to history curriculum:

> It changed some of my perspectives certainly on [the host country's] culture and history, but then it also made me rethink the way that we teach history here in the U.S., and how we discuss Caribbean history, and how we even look at the Middle Passage and the slave trade, and looking at all of those connections in the Caribbean to the U.S. That's not something that is reflected on a deep level in our curriculum … so that was one of the conversations that I brought back, one of the concerns that we actually would include in our curriculum standards more emphasis on the Caribbean … and I think really just global studies in general.

Such shifts in curriculum were not limited to humanities-related disciplines, but also extended to other fields. A tribal college faculty member in a business-related discipline described introducing histories of marginalization into their courses and drawing connections to today's economy:

> What I appreciate is I learned a lot more about a place not that far from the U.S., that has a deep connection to us, culturally because of the issues with slavery. … The economics of the U.S. depended a lot on slavery. This is an issue that has not gone away in the world, and these are things that I bring up … how human slavery, discrimination, exploitation, are relevant topics in business. … I learned about [the role of the host country] for slavery for this part of the world. It has made it more relevant to bring that current issue into the classroom. … What we purchase may be feeding some nasty industry.

Faculty also expressed interest in comparing systems and institutions such as healthcare, economies, and governments. Demonstrating the value of study abroad experiences beyond providing a point of comparison to the U.S., an HSI faculty member reflected on how the seminar contributed to a paradigmatic shift in how he thinks about content in a course he teaches that covers Latino literature:

> I really am realizing that I need to pursue [curriculum] in a more hemispheric way across the continent, which … became more vivid being in the [host country]. As a result, I'm teaching more Latino works that have this hemispheric vision, including the Caribbean and the realities of Muslim Americans. … I'm making sure that the literature that I'm choosing is more from Canada all the way to Chile and the Caribbean and some from Spain with the Muslim faith, so that it is across borders.

It was evident in the interviews that curriculum internationalization can manifest in a variety of ways, and that the faculty members' experiences in the seminar broadened their perspectives and inspired them to bring international lenses to their courses. This finding is similar to other studies that have shown how faculty abroad experiences lead to curriculum internationalization; however, the participants' MSI contexts make the connections that they are drawing to the histories and experiences of marginalized populations in other countries particularly salient for the students they serve.

Gaining Support

Faculty returned to their campuses having gained a better understanding of the necessary steps for planning a program as a result of their participation in the seminar. Some of the recurring obstacles they faced included the lack of institutional support for study abroad, including their colleagues' reluctance to dedicate energy and resources to study abroad initiatives, and the lack of infrastructure for facilitating logistical aspects of planning. To overcome barriers, faculty drew from what they learned in the seminar to garner support for study abroad. They discussed their faculty abroad experience with colleagues and educated them about the importance of study abroad. A participant shared their plans for a workshop they would be leading with colleagues that also attended the seminar:

> [We plan to] give a presentation about the seminar … we actually did this activity while we were [at the seminar, where] they gave us a form, we had a chance to build our program and we're going to take [the workshop attendees] through building a program step by step, because this is open to faculty and graduate students. … The thoughts are by the end of the workshop everyone will have created their own program and hopefully encourage other faculty members to also want to do faculty-led study abroad programs.

As the interviews with participants occurred during the spring semester after their seminar, which occurred in the summer, only a couple of participants had managed to plan and lead short-term study abroad programs in the relatively short amount of time that had passed. One of these participants had co-led a program during winter break and described how working with a study abroad provider gave essential support that compensated for the lack of institutional capacity to help with these processes at her university, thus allowing her to overcome that barrier and lead a program:

> In terms of working with [the study abroad provider], I think that was instrumental. If we had to do [the logistics] it probably wouldn't happen. They booked all the flights [and] took care of the accommodations overseas. … We said if we do study abroad, we're not going to do it without a third party. We have to have a third-party partner, because things can go wrong if you don't have somebody to navigate that side of it.

She and other participants, including those who had not yet led study abroad but were in the midst

of planning, also mentioned how providers were helpful in directing them to study abroad grants and scholarships that could support their program. Participants also reached out to colleagues at other institutions to collaborate in planning study abroad programs that pool their students together at a lower cost per student. Having greater awareness about the necessary components for leading a study abroad as well as support that they could pursue made participants more resourceful and facilitated their engagement in study abroad.

Recommendations for Practice

Based upon our research and the participants' insights, we offer the following recommendations for institutional practice:

- Providing opportunities for faculty to experience study abroad for themselves can help prepare them to create meaningful programs for their students.
- Study abroad often leads faculty to revitalize their courses and engagement with the campus; supporting these opportunities has an impact beyond the individual faculty member and institutions expand and grow as a result.
- It is important that faculty who lead programs have training in intercultural understanding and the culture of the country to which they will take students.
- Faculty leading study abroad experiences need to have the tools to help students explore their identity (Blake et al., 2019).
- Faculty-led, short-term programs tend to be more affordable and can be a point of entry for MSI student participation as they are more accessible for students with jobs and caretaking responsibilities.
- Postsecondary institutions can benefit from curriculum internationalization, and draw on the expertise of campus faculty, international scholars, and local organizations that focus on international populations and global issues to support these efforts.

Conclusion

MSIs have consistently had a disproportionate impact on the education of marginalized populations despite underfunding, and their unique position within higher education makes them especially powerful sites for interventions aimed at contributing to educational equity. Institutions, funding agencies, study abroad providers, and other stakeholders should make greater investments in internationalization and study abroad at MSIs, as such investments will contribute to the professional development of faculty, enhancing their instruction and pedagogy, and propelling them to be change agents on their campuses. In turn, faculty at these critically important institutions will be able to better prepare their students to compete and succeed in an increasingly globalized world.

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Reflection on Experience as a Contribution to Success in the Academic Faculty Career Pipeline

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.*

Introduction

OVER THE PAST DECADE, multiple federal agencies, academic institutions and organizations have expressed concerns about academic careers and related pipelines for the creation, support, and retention of diverse populations in these careers. Much of this concern has emerged from a 2012 report of the Council of Advisors on Science and Technology to the President of the United States (The White House, 2012), which pointed to gaps in the STEM workforce, and concerns with recruitment and retention of a diverse workforce, including academic faculty. The report urged federal funding agencies, particularly the National Science Foundation, to "move beyond funding pipeline requirement activities to more deeply engage with support strategies, structures and programs *after* professionals are recruited to enter the workforce, to enhance and encourage retention and success" (p. 18).

The author considers this concern through methodical data collection and analysis of response data from a pool of faculty members at two universities, to ascertain 1) whether reflection on experience is within the conceptual and practical constructs of these faculty and 2) whether evidence exists to advocate a further infusion of scaffolded training and reflective practices in the work environment to support faculty development, and aid in retention efforts.

The term faculty development has been nebulously defined and can include individual assessments, workshops, mentoring, and organizational support. Nelsen (1983) defined faculty development as "activities designed to improve faculty performance in all aspects of their professional lives—as scholars, advisers, academic leaders, and contributors to institutional decisions" (p. 70). Later definitions describe faculty development as something that changes over time according to the generative and iterative nature of academic careers (Camblin & Steger, 2000).

Colleges and universities live in a world of changing expectations and new challenges. Sorcinelli and Austin (2013; as cited in Yun, Baldi, & Sorcinelli, 2016, p. 442) discussed the forces of change that directly affect faculty members' abilities to carry out their teaching, research, and service which include a changing professoriate; a changing student body; and the changing nature of teaching, learning, and scholarship. The population of full-time, tenure track faculty is shrinking, and these faculty members increasingly struggle to prioritize numerous responsibilities and take on new and different roles. In addition, students are more diverse, requiring faculty to provide additional support in and outside of the classroom. Finally, a changing paradigm for teaching, learning, and scholarly pursuits calls for the development of new knowledge and skills.

Support strategies have been created to mitigate such challenges and concerns faced by universities and the academic faculty they employ. For

example, support strategies have been developed to address work-life balance, personal and emotional health, and other personal life issues, including intrinsic racial and gender sensitivities, stresses, and inequalities (Bancroft et al., 2015; Beddoes & Pawley, 2014; Drago-Severson et al., 2019; Zimenoff, 2013).

Support strategies have also been developed to address issues of embedded conceptions of self in the profession. These connect prior learning to current career challenges for meaning-making, and enhance early professionals' abilities to link prior learning, career challenges, and conceptions of career integration. Examples of these conceptions include: the ability to learn, integrate and apply prior experiences into present circumstances and career challenges (DeChenne et al., 2012; Gilmore et al., 2015; Laird et al., 2011; Morganson et al., 2015; O'Meara et al., 2014). It is the last observation that may resonate with faculty developers, as this is entirely synonymous with Knowles' andragogical framework that situates the transaction of learning in the prior life experiences of the adult, in this case, academic faculty (Knowles et al., 2015).

The work of Laird et al. (2011) is particularly substantive and powerful. In a comprehensive analysis of the National Survey of Student Engagement (NSSE), these authors identify gaps in the incorporation of reflective and integrative learning among populations studied. This finding seems robust across a large subset of private and public institutions, as well as all Carnegie-institution types. Considering their findings, the importance of scaffolding reflection among early career faculty seems important. Sandhu, Perera, and Sardeshmukh's (2019) research shows that doctoral education and mentoring should focus on the development of career meta-competencies related to hard work and tenacity, self-awareness, and a growth mindset. These meta-competencies can assist in successfully meeting the demands of multiple domains in academia. Wlodarsky (2018b, 2018c) demonstrated conclusively that reflection on career and life experiences is linked, through a cognitive pathway to enhanced career performance. It is further linked to the improvement of performance in select career tasks and stages. This reflective process is frequently mediated through a selection of cognitive tools, to present decision-making and future work enhancement (Wlodarsky & Walters, 2014).

Ramaswami and Dreher (2011) argue that in virtually every profession, mentoring relationships are considered excellent routes for growth and development of workers within that profession. Friend et al. (2010) view mentoring as a form of faculty development which can function as an invaluable tool for increasing instructional skills, improving the higher education learning environment. Junior faculty often feel overwhelmed during the first few years of their academic careers and may seek mentors to navigate the cultural adjustments necessary to develop the skills to successfully advance their academic careers (Bottoms et al., 2013; Faurer et al., 2014). The reported benefits of being in a mentoring relationship or establishing a mentoring program are wide and varied, for example, "researchers in higher education have linked mentoring to career advancement, increased confidence as well as personal satisfaction and growth" (Darwin & Palmer, 2009, p. 126). Mentoring is frequently used as a form of professional development because it offers "possibilities for change and development by providing an opportunity to discuss new ways of thinking, understanding and interpreting problems" (Lindgren, 2006, p. 153). The pipeline for STEM careers and disciplines, and the like would be hampered unless mitigated by advances in early career mentoring and support strategies for academic faculty.

The Study

This 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.

The author posits that personal and professional reflection as it relates to the work challenges faced by faculty is or can be a support strategy instrumental to success in the academic career pipeline. Scaffolding and mentoring reflective processes should be considered an effective faculty development strategy to enhance career pipeline success for academic professionals, particularly early career, as further supported by Laird et al. (2011) above. Such an application could also mitigate the career pipeline concerns raised by the President's Panel in 2012 (The White House, 2012).

Research Questions

The research questions for the study include: what does the reflective process look like (when described by academic faculty) and how might this practice relate to professional growth and development and changes in professional practices for faculty? How can reflection as a personal characteristic, and its use as a professional process, contribute to success in the academic career pipeline and in the career itself for academic professionals?

Population and Data

A voluntary sample was recruited, comprised of 40 professors from two different universities in the Midwest. The participants were faculty members of colleges of Education, Human Services, Liberal Arts and Social Sciences, Business, Urban Affairs, and Nursing and Health Sciences. Participants were recruited from a private, liberal arts institution of higher education guided by core values such as individuality, character development, and excellence in teaching, as well as an urban, public institution of higher education guided by scholarship and diversity in service to students and the surrounding community. The participants varied, ranging from tenure-track to tenured faculty, professional instructors and adjuncts who teach undergraduate and graduate courses. All participants signed informed consent statements that explained the study and the intended use of their responses.

The sample included faculty members who were selected to participate at an anonymous level—completing the survey only. In the survey, participants were asked to define reflection and discuss cognitive processes that facilitated reflection on their own professional development. The specific survey item read as follows:

> *Write out a brief definition of reflection and describe how this practice might relate to your professional development as a faculty member. As part of your definition, describe the tools you use to facilitate your reflection(s).*

Data Analysis

A constant comparative procedure, which is a qualitative coding strategy, was used to examine the data collected through the survey. This procedure allowed the researcher to organize and to label responses into broad themes. The coding strategy, following Novak (1998), treated words and phrases (grammatical units) as discrete conceptual units of equal weight. Based on a logical-rational use of vocabulary definitions, these conceptual units were then clustered to establish themes. These themes were then cross-walked to the literature to establish the reasonableness of the themes and to control researcher bias. The researcher collaborated with a colleague with expertise in data coding to assist in the analysis process. They coded the first participant's survey responses together to standardize the coding process. Two additional participant responses were coded and compared to the first participant's survey responses to monitor consistency of coding. Following this standardization process, the remaining data were coded. Analyses, as well as findings, were constructed and edited to protect the individual privacy of the participants.

Findings

An analysis of the data indicates reflection on experience is within the conceptual and practical constructs of these individuals. Approximately 65% (26 out of 40) of the participants within this study referenced *reflecting on experiences* as a form of professional development. Evidence exists to advocate a further infusion of scaffolded training and support for reflective practices in the work environment of academic faculty. Excerpts from the narrative are provided to create a descriptive picture of reflection on experience as it contributes to the growth and development of faculty members, and success in the academic career pipeline. Table 1 below summarizes the themes observed in the narrative, along with a sample of the narrative.

Table 1. Sample narratives of reflection on experience as a contribution to success.
Reflection on Experience as a Developmental Process

Reflection on Experience	Sample Narratives
Viewed as Developmental Process	
	Reflection is integral to my development as a faculty member insofar as it helps me to keep my knowledge and activities in perspective. It usually starts with a question or doubt and after that, my memory, reason, intention and pattern discernment go to work on my experience.
Viewed as Mentored Skill	
	I am fortunate to have a chair who sees his role as one of support. I think when, in the past, I had a chair who always sought to identify weaknesses, I was not forthcoming with those problems. Now I feel confident in presenting the positive and negative about my performance. I do think reflection depends somewhat on the ultimate audience.
Across Disciplines/Colleges and Universities	
	I *found this relationship with my colleague and mentor incredibly helpful for instructional refinement. My student evaluations have improved, and my satisfaction with the quality of instruction has increased. My respect for this talented and generous colleague is without limit.* ***(Private, Liberal Arts, Education)***
	Reflection is deep thought and consideration of myself. To facilitate self-reflectiveness, I engage in discussions with close confidants who are also in my field. ***(Urban, Public, Education and Human Services)***

It is apparent that 15 faculty members (37.5% of the participants) consciously connect their professional improvements to professional development. It is also likely that these faculty members view this as a developmental process, with the individual moving through discernable and continuously higher levels of professional competency over time. This is apparent through the various narratives from the participants. A faculty member stated:

> *I strive to enhance my lesson plans each semester. In class, I reference real-life scenarios that can double as learning tools for both personal and professional growth for myself as well as my students.*

Other faculty members commented on the importance of reflection as a process to develop professionally. For instance, "In nursing, the use of reflection from both perspectives, in action and on action, is essential since lives can be dependent on our actions", "I use reflection to inform how I might adjust my teaching methods in the future" and "Reflection means to reflect upon my approach to teaching and possibly revise materials, practices, and approaches."

Another faculty member referred to reflection as, "An ongoing process, sometimes as a purposeful method to discover one's successes and failures or improvements that might be made or even to imagine how one's actions may have been perceived by others." One of these faculty members continued, "I reflect on the positive and negative feedback I receive from journal editors when my submissions are either accepted or rejected."

Additionally, "Reflection is thinking deeply about and reviewing experiences in order to identify opportunities for learning and growth," commented a participant, "I develop strategies to improve in the future." Another participant noted he reflects on his course design and teaching practices to identify ways to improve courses.

"Reflection is thinking about my teaching practice and analyzing what works well and where I need to make improvements. This has a major impact on my professional development because it serves as a guide," another faculty member specified. One participant remarked, "I utilize reflection in order to further my professional development as a teacher and researcher."

Another participant detailed, "Reflection is the process of examining different aspects of your professional behaviors and addressing areas that need improvement. It is the process of examining change and self-regulation, often through the use of professional development plans." "The goal, through reflection, may be to learn for self-development," indicated a participant. Finally, "Reflection is the best way to improve, whether referring to life professionally or personally," added another participant.

Reflection on experience as a developmental

process seems quite relevant to the context of faculty development. Influenced by adult development theories, some authors have urged faculty development professionals to develop faculty as both persons and professionals, avoiding a "one-size-fits-all" approach. Essentially, nothing replaces individual conversations with faculty members to identify what each one needs in terms of support and to collaboratively create individual growth plans (Gappa et al., 2007; Rice, 2005; Strage & Merdinger, 2014).

Baldwin and Chang (2006) developed a model for mid-career faculty development and mentoring. The model consists of three steps in the mid-career faculty development process. The steps include (1) career reflection and assessment, (2) career planning: short- and long-term goals, and (3) career action/implementation. The majority of participants said they engage in career reflection and assessment and that this assessment was helpful in navigating the next steps of their faculty career.

According to Cook-Greuter (2004), Drago-Severson (2004a), Kegan (1994) and O'Fallon (2016), reflective thinking is a developmental capacity. They argue that recognizing reflection as a developmental process helps faculty develop and scaffold learning activities to support the progression of these capacities over time. Helsing et al. (2008) argue that having a developmental perspective can improve professional development for faculty.

Reflection as a Mentored Skill or Process

It was further observed that mentoring by higher level colleagues was an essential element in a reflective process for 8 of the faculty members (17.5% of the participants).

Mentoring has been used as an aid for reflection on experiences. In the current data, participants mentioned involvement in a research and writing community, a mindfulness-based program in which faculty come together to both mentor and to be accountable to each other regarding their scholarship. One faculty member stated:

> *Mindful attention and documentation of professional work, followed by assessment of efficiencies or inefficiencies seems to be my best connection to reflection. I have practiced these in the research and writing community program with weekly planning, time tracking and ongoing reflection/adjustments. This has greatly improved my productivity in teaching and research.*

Another faculty member defined reflection as "thinking in an evaluative way about one's practices and making a plan to improve." This definition implies growth and development within one's career. She goes on to state, "A valuable tool has been conversations with my center-based colleagues while commuting to and from campus." Another faculty member said, "I like to deconstruct the pluses and minuses with two faculty members who have similar philosophies and teaching styles but who have 'different enough' approaches and activities to help me think of new ways to use what I have." One participant said it this way, "I utilize many of my peer networks to reflect on both the process and product of my work."

The colleagues, confidants, department chair and particular faculty members mentioned by these participants could be construed as mentors. Faculty members specifically stated that reflection on experience, in particular with mentors, has an impact on and relates to their professional development.

Reflection on Experience Across Disciplines/Colleges and Universities

The data are clear regarding the presence of reflection on experience for purposes of professional development and success of faculty members across disciplines/colleges and universities. It appears there are not distinct, relevant differences across disciplines in colleges and universities in relationship to reflection on experience. This was clear in narratives from faculty members in all the colleges from two different types of institutions. Participants made the following statements:

> "I utilize reflection in order to further my professional development as a teacher and researcher." (education)
> "Reflection is thinking deeply about and reviewing experiences in order to identify opportunities for learning and growth. I develop strategies to improve in the future." (nursing)
> "Reflection, in general, is intentional thought directed at processing or understanding

actions, events, feelings, goals, etc. The goal may be to learn for self-development." (liberal arts and social sciences)

"For me, reflection is the practice of professional self-awareness." (arts and sciences)

Another participant shared that she had worked for a company which invested heavily in the use of reflection for training and therefore reflection now relates to her professional development immensely (business).

Reflection on experience through mentoring was also present across the various disciplines and types of colleges and universities. A faculty member stated:

> *I found this relationship with my colleague and mentor incredibly helpful for instructional refinement. My student evaluations have improved, and my satisfaction with the quality of instruction has increased. My respect for this talented and generous colleague is without limit.* (Private, Liberal Arts, Education).

With respect to the question regarding differences in the use of reflective practice to guide or support professional development of faculty members, these data support a conclusion that no important differences exist in the use of reflective practices in these different disciplinary contexts. This finding seems important and will be discussed later.

Discussion and Conclusions

There is evidence that reflection on experience contributes to the development and success of faculty in the academic career pipeline. This is consistent with Nelsen's (1983) argument that faculty development consists of "activities designed to improve faculty performance", in this case, the activity is reflection on experience. Narratives indicated the use of a past experience to enhance continuous learning and professional growth. The data also indicate the presence of reflection as a characteristic of professional growth and development, and also imply the use of this strategy throughout a career in academia. DeChenne et al., (2012) and others connect prior learning to current career challenges for meaning-making, and enhance early professionals' abilities to link prior learning, career challenges, and conceptions of career integration. The findings from this study confirm reflection on experiences, or connecting prior learning to decision making for the future, enhance the careers of academic faculty.

Importantly, these observations are robust across different disciplines, and types of universities, suggesting the possibility of a broadly applicable approach for supporting faculty through reflective-based or driven professional development. University administration may want to identify faculty members who have a professional interest in mentoring early career faculty and consider training them on the use of reflective approaches. Training and advocacy for reflective processes may be quite useful as part of the interaction that occurs informally among faculty in a mentoring relationship.

Many faculty members prefer formal mentoring experiences to help them develop professionally, as stated by Lindgren (2006); as this further supports positive social interactions in the workplace. This conclusion also supports Darwin and Palmer (2009) finding of increased confidence as well as personal satisfaction and growth through mentoring. Gaining support from the administration to offer informal and formal mentoring approaches that facilitate reflective processes seems like an appropriate step based on the current study findings.

There are clear connections between academic faculty perceptions of their own professional development and their processes of reflecting on their experiences. They seem responsive to informal and formal professional development, as these experiences become the focus of reflection. This leads to integrations of the lessons learned to the professional and developmental life tasks which oriented their participation initially. A commitment to the professional development of academic faculty through reflection on experiences may fill the gap Laird et al. (2011) identified in regards to the incorporation of reflective and integrative learning. Consequently, academic institutions should be confident that providing faculty development opportunities will have a leveraged effect on overall institutional success and retention rates to the extent that the enhanced, collective performance of the individual faculty contributes to that overall institutional context.

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Culture Matters: Faculty Satisfaction in Four-Year Postsecondary Institutions

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.

Introduction

AS AN INTEGRAL COMPONENT of faculty development, faculty member satisfaction is important to ensure strong student-faculty interaction, to increase learner and researcher productivity, and to lessen attrition. Further, the study of satisfaction as part of faculty development is important in light of the changing nature of today's professoriate and students (Hermanowicz, 2011; Sorcinelli, 2007), the decline in tenure-track positions (Finkelstein, et al. 2016), and the increase in career options outside higher education (National Academies of Science, Engineering, and Medicine, 2018). Recent economic constrictions in higher education resulting in workforce reductions, little or no cost of living salary increases, and/or work furloughs have contributed to low morale and satisfaction. For educational development, the Professional and Organizational Development (POD) Network acknowledges the value in programs and services that focus on the individual, but also includes programs that focus on the institutional structure and how it facilitates teaching and learning (POD Network, 2019). Many faculty development workshops as well as institutional policies and organizational activities are designed to provide support and information to new as well as veteran faculty as they grow in their careers.

Although there is a growing set of literature on demographic and institutional characteristics related to faculty members satisfaction (e.g., Cruz & Herzog, 2018; Denson et al., 2018; Lawrence, et al., 2010; Stanley, 2006; Trower & Bleak, 2004; Turner, 2002; Webber & Rogers, 2018), a limited number of studies have examined the type of postsecondary institution (as defined by institution size and focus such as through the Carnegie Classification system) for its effect on satisfaction. We know that particular institution missions affect faculty priorities and workload (Austin, 1990) and institutional decision making (Tierney, 2008). Environmental characteristics that affect satisfaction (Rice & Austin, 1988; Ropers-Huilman, 2000; Seifert & Umbach, 2008), occur at the institution level as well as the academic department. Policies and practices related to teaching and committee assignments, opportunities for mentorship, encouragement for research collaboration, and general clarity of work expectations all contribute to faculty member motivation and satisfaction. Departmental colleagues can be especially helpful in understanding department politics and norms as well as broader institutional culture. The campus size may contribute to the faculty members' main source of connection and feelings of collaboration. For example, smaller campuses, typical of baccalaureate colleges, tend to have stronger perceptions of community among faculty (Kaufman, 2013). Liberal arts colleges generally emphasize excellence in teaching and higher involvement in institution level governance, thus

leading to less time for disciplinary involvement (Austin, 1990). Feeling stretched across competing priorities, faculty members at state or comprehensive colleges are often required to complete heavy teaching loads, develop significant research, and be engaged institutional citizens (Austin, 1992). Because faculty members in research universities feel strong kinship to their discipline, they often place priority on research and interactions with disciplinary colleagues (Austin, 1990).

In addition to ties that form across campus, work collaborations often occur within one's academic department. As the local context through which academics engage in teaching, inquiry, and promotion and tenure (Pifer et al., 2019), the academic department is important in the faculty member's ability to feel connected. Positive experiences in mentoring can help a new faculty member to quickly learn the campus culture, how to best engage with students, and refine one's scholarly focus. However, poor mentorship, internal politics, and/or lack of clarity on work expectations can plague one's collegial relationships and lead to work dissatisfaction.

Purpose of This Study

This study sought to better understand work satisfaction through individual semi-structured interviews with full-time faculty members at six four-year institutions in the U.S. As an exploratory examination of faculty satisfaction broadly, a previous analysis of 30,000 survey respondents (Webber, 2018) found significant differences in faculty member satisfaction by select demographic and institution characteristics. The current study sought to gather more nuanced information on faculty member perceptions, preferences, and considerations in satisfaction.

Reductions in state appropriations, changes in learning modalities, and the ongoing public scrutiny of higher education over the past decade have prompted postsecondary policy and organizational changes. These changes affect faculty members' perceptions of their work roles and intention to remain in their position. These changes call on faculty development experts who can develop programs and seek the consideration of institutional policies that can help ensure that faculty members continue in their academic roles. To ensure that the professoriate remains relevant in knowledge production, student and peer mentoring, and the teaching and learning enterprise, it is especially important that we have a better understanding of faculty member perceptions, preferences, and experiences that contribute to their work satisfaction. Thus, this study explored these questions:

1. In what ways are today's faculty members satisfied with their work?
2. Are there differences in satisfaction by gender, race, salary, tenure status, type of institution (research universities, doctoral, master's, baccalaureate colleges) and perceptions of fit in the campus environment?

Literature Review

Previous studies have documented substantial differences in satisfaction for postsecondary faculty. Studies can be organized into two broad themes: 1) work satisfaction related to the individual; and 2) experiences and perceptions of the work environment.

Individual Characteristics

Gender. Individual and demographic characteristics have been shown to be associated with job satisfaction. Although some studies reported few differences or mixed findings (e.g., Witt & Nye, 1992), a number of previous studies point to differences in job satisfaction by gender (e.g., Kessler et al., 2014; O'Meara & Campbell, 2011). While male faculty reported greater satisfaction with their salary (Webber & Rogers, 2018), some studies found that women faculty, like other minority peers, report lower general satisfaction than male faculty. For example, Ward and Wolf-Wendel (2012) found women faculty to have many competing demands that affect work-life balance. Related to promotion opportunities, Ward and Sloane (2000) found that female faculty members had almost three times lower satisfaction than male faculty peers, and Trower and Bleak (2004) reported that women felt less informed about time and performance expectations, what types of research outputs were expected, the amount of outside funding required, and assistance for the location and proposal of outside funds.

Race/Ethnicity, Age, and Discipline. Faculty of color may face additional obstacles in the workplace due to their minority status (Griffin & Reddick, 2011; Zambrana et al., 2015). Research on

satisfaction notes the effects of a racialized culture that often exists in predominantly white institutions (Kelly & McCann, 2014) as well as the intersection of race and gender, and its effect on personal identities (Harris, 2007). For example, Griffin and Reddick (2011) found that while Black male and female faculty spent more time mentoring students than their White counterparts, female Black faculty members assumed an even greater load as mentors.

Along with gender and race, another factor in work satisfaction is age. For postsecondary faculty members, age tends to be positively associated with promotion. Cruz & Herzog (2018) found 86% of senior level faculty to indicate satisfaction and vitality with their work. However, women are less likely to receive tenure than men, are promoted to associate and full professor more slowly, earn lower salaries, and are more likely to leave academia altogether (August & Waltman, 2004; Stewart et al., 2007). Furthermore, moving up the ladder at a later age may affect lifetime earnings and retirement benefits.

Discipline may also affect faculty member satisfaction. Although Hagedorn (2000) and Olsen et al. (1995) did not find discipline to be an important predictor, significant differences in job satisfaction by the faculty member's discipline were found by Ward and Sloane (2000) and Xu (2008b) who noted discipline to be strongly related to faculty turnover intentions. Sabharwahl and Corley (2009) found that overall, men had significantly higher levels of overall job satisfaction, but that satisfaction differed by broad discipline groups. Women in the health fields were the most satisfied and women in engineering were the least satisfied. Male faculty members in social sciences, engineering, and health fields were equally satisfied, and least satisfied in the sciences ('sciences' included biological, agricultural, environmental, computer and information sciences, math and statistics, and physical sciences).

Factors Related to the Institutional Environment

Although the institutional environment may be experienced differently based on individual characteristics, the work location, experiences encountered, and how valued one feels in that environment are also critical to work satisfaction. In general, female faculty members place a high value on interpersonal relationships and collaboration with colleagues (Dickens & Sagaria, 1997). Relatedly, Rice and Austin (1988) found that faculty morale and satisfaction were high in institutions with distinctive organizational cultures, organizational momentum, participatory leadership, and faculty who identified with the institution. As well, Wolf-Wendel and Ward (2006) found that liberal arts faculty believed they were in a location that combined the ability to have an academic career and family. Perhaps liberal arts or smaller institutions place a particular value on collaboration, which can offer advantages such as pooling resources and alleviating isolation (Fox & Faver, 1984) along with greater opportunities for scholarly collaboration (Driscoll, Parkes et al., 2009).

Person-Environment Fit and Salary. Perceptions of person-environment fit can relate to or interact with characteristics of the institution. For example, job satisfaction is found to be related to employee motivation and performance (Ostroff, 1992), absenteeism (Hackett & Guion, 1985), turnover (Griffeth, Hom, & Gaertner, 2000; Rosser, 2004), family-friendly organizational policies (Anderson et al., 2002) and organizational citizenship behavior (Organ & Ryan, 1995).

Findings on the contribution of salary to satisfaction are mixed. For example, Pfeffer and Langton (1993) and Terpstra and Honoree (2004) found salary to be positively related to satisfaction. However, across multiple employment sectors, Judge, Piccolo et al. (2010) reported that pay level is only marginally related to satisfaction and Spector (1997) reported that pay was not a strong factor. Satisfaction with salary may differ by other factors such as gender or race, as well as by one's knowledge of normative values and/or one's evaluation of personal worth. Even if not the top factor in satisfaction, others note the impact of salary; for example, Howell et al., (2009) found salary to be a factor when faculty members consider leaving. In light of the increase in part-time positions and depressed salary levels that may be lagging following the 2008 recession, continued examination of the perceived impact of salary is warranted.

Conceptual Frameworks Guiding This Study

The theory of perceived organizational support (POS) by Eisenberger and colleagues (e.g., Eisenberger, Huntington et al.,1986; Rhoades & Eisen-

berger, 2002; Rhoades et al., 2001) guided my thinking on faculty member satisfaction. POS proposes that the employee's relationship with colleagues and his/her employer affects job satisfaction. According to Eisenberger et al. (1986), employees who believe they are valued by their employer will develop an affective attachment to the organization. Affiliative attachment contributes to higher job satisfaction and organizational commitment and lower likelihood of job turnover, and organizational rewards such as pay, promotions, job enrichment, and influence over organizational policies are important to employees and contribute to POS.

If faculty members have high POS, it seems likely that they will be more involved with students and peers at their institution. In addition, faculty may develop greater identification with the institution and spend more time and emotional energy on work-related activities. If they believe they have a role in organizational decision making and that decisions are made in a reasonable and just way, faculty members may participate in administrative and service tasks, seek participation in daily interactions with colleagues, and be less likely to pursue departure.

Along with tenets of POS, this study is also informed by Hagedorn's (2000) framework of faculty member job satisfaction. As a construct with complex nuances, triggers and mediators interact and affect job satisfaction. Drawing concepts from Herzberg (1966) and Herzberg, et al. (1959), Hagedorn (2000) sees satisfaction on a continuum that evolves over time. Life stage and change in family, work roles, or personal circumstances may enable the faculty member's satisfaction to move an individual along the continuum, and subsequent triggers may prompt the individual to cycle back to different points on the satisfaction continuum. Faculty member roles and length of service to the higher education community likely include changes in personal and work needs and relationships. In the work environment, junior faculty may desire and benefit highly from mentorship, whereas mid and later career faculty may find great personal satisfaction from serving as mentors to junior colleagues. Such life issues constitute events and activities that span a substantial part of one's life. When faculty members believe they are supported and that organizational decisions are made in a way that acknowledges their personal and work needs, they may be more committed to the organization and satisfied with their work.

Method

Selection of Institutions and Participants

Based loosely on findings from the previous quantitative study (Webber, 2018), I sought to engage in deeper inquiry that would allow more nuanced detail of faculty satisfaction. Following human subjects approval and piloting the interview questions, a research assistant and I gathered names and contact information from each institution's public website. We identified a purposeful sample to ensure a mix of assistant, associate, and full professors by gender, race, and discipline. We contacted each potential participant via email and followed up via telephone to explain the purpose of the study and to request participation, assuring each that all information would be kept confidential. If we received no response after three email or phone call contacts, we did not pursue that individual further.

Forty-two full-time tenured or tenure-track faculty at six four-year institutions in the Southeast, Mid-Atlantic, and Midwest U.S. served as participants[1]. Five of the institutions are public, one is private. Two have a strong liberal arts mission, with one described on its website as a 'liberal arts institution for African Americans.' Two of the institutions are public research universities with more than 35,000 students. Two institutions are regional mid-size campuses that are part of a state higher education system. Two institutions were part of a state system that recently introduced a controversial executive leader; one institution had an outspoken president who had implemented a number of cost-cutting measures and was recently featured in higher education news magazines. When seeking permission for study participation, my initial communications with a chief academic officer indicated interest in this study from all individuals, however officials at two institutions seemed especially pleased to participate and to learn (broadly, not about individuals). Their interest appeared sincere and seemed to indicate a genuine interest in creating a positive and productive environment for

[1] To ensure anonymity for the participants, the institutions are not named nor described in great detail. At least one institution fell into each category of interest, baccalaureate, master's, doctoral, or research university.

faculty members. Interviews took place in late fall of 2016 and early spring of 2017. Table 1 outlines participants' demographic information. As shown, participants were fairly evenly distributed by rank, gender, and years in their current position.

Table 1. Participant Information

Rank	N	%
Assistant	13	30.9
Associate	18	42.8
Full	11	26.2

Gender		
Male	21	50.0
Female	21	50.0
Race/Ethnicity		
Asian	7	16.7
Black/African American	5	11.9
Latino	3	7.1
White/Caucasian	27	64.3

Years at the Institution		
1–5	9	21.4
6–10	11	26.2
11–20	11	26.2
21+	11	26.2

Institution Type		
Baccalaureate	10	23.8
Master's	10	23.8
Doctoral	12	28.6
Research	10	23.8

Interview Protocol and Analytic Plan

Following completion of the consent form, each participant completed a 40–65-minute interview. Interview questions are shown in Appendix A, and all interviews were completed by me or my (one) research assistant. Prior to beginning interviews, I shared relevant information with the research assistant about the study's goals and planned procedures. To ensure trustworthiness, the research assistant and I maintained frequent discussions throughout the data collection phase, including selection of institutions and possible participants, our requests for participation, and follow up after interviews. About half of the interviews were completed in a face-to-face setting on or near the faculty member's campus, while about a quarter were completed via telephone and a quarter by Skype.

We analyzed and coded transcripts using the constant comparative method (Merriam & Tisdell, 2016). As a first stage, we reviewed comments in the transcripts to identify themes that emerged, then in a second review we sought to synthesize and condense themes into logical categories. We were mindful of ideas in the literature as we endeavored the coding, yet also allowed the transcribed comments to guide our organization of themes. Once the themes and subthemes were established, we then further analyzed the data using Dedoose software (dedoose.com). Following the preliminary analysis and to ensure credibility and transferability (Lincoln & Guba, 1985), I first shared a summary of the findings with the six provosts to inform them of the findings and to ensure there were no concerns with the level of anonymity used to describe the findings. After receiving no objections, I sent the summary to all participants. Some participants thanked me for the summary, and no participants informed me of any concerns in my representation of their comments.

Limitations

This study is limited in that it did not include responses from part-time faculty members. With 67% of the sample being tenured, the sample was not evenly balanced, and may not represent the non-tenured or tenure-track faculty as well as tenured peers. I assume that participants were honest in their responses; they could have given socially-acceptable answers, but that did not appear to be the case. It is also possible that faculty who felt vulnerable were not willing to participate. In the written recruitment letter and all requests, my research assistant and I were clear to explain that all comments were confidential. Although institutions in this study were stratified by institutional type, there was little exploration of satisfaction for individuals by sector. Further study by private versus public sector is recommended.

Findings

Overall, all interviewees demonstrated a relatively high level of job satisfaction. Forty-one of the 42 participants articulated clear overall satisfaction

in their faculty role, and the majority articulated moderate to high levels of satisfaction. In analyzing the interview data, three themes related to work satisfaction emerged that indicated differences by institution type. In addition, four additional themes emerged showing similarities across institution type.

Findings That Varied by Institution Type

Three themes emerged that showed differences by institution type: 1) sense of belonging; 2) work expectations; and 3) perceived politics.

1. Sense of belonging. This category of themes included faculty participants' focus on institutional, community, and regional fit, as well as the connection they felt to the institution and the people with whom they worked. This category varied in how it was expressed; some developed a sense of belonging quickly, for others it took years. Six participants specifically mentioned their current or desired connections with colleagues. Some participants said they sought or remained at a specific institution type or region of the country where they could raise a family. For others, a top value was collaborating and engaging with colleagues at an institution that shared their values. In general, the comments related to belonging were more frequent from participants at smaller institutions.

While interacting with colleagues was an important factor in participants' satisfaction, having a mentor seemed to be a large contributor to job satisfaction, being mentioned on 25 occasions (not necessarily the number of participants). One full professor's comment was heard from several participants, "I could not be who I am today or be the mentor to others that I hope I am without the influence of the strong mentors that I had." However, more comments on mentoring varied by institutional type. Compared to the five negative comments from interviewees in baccalaureate institutions, comments from participants at master's and doctoral institutions varied, but some of these participants articulated specific needs they desired of mentors, including having the time and skills necessary to engage in a long-term mentoring relationship.

At baccalaureate institutions, comments related to mentoring seemed to be focused on acculturation to the campus environment and teaching. With two comments on the 'ambiguous' and 'opaque' nature of tenure, participants also said that having a mentor who shared their discipline was helpful, but not required to have a positive impact on their job satisfaction. With varied comments from research institution faculty, participants generally desired more mentoring than they were provided. In addition, these participants wanted a mentor who could specifically assist with the challenges of research, securing grants, and navigating the tenure process within their discipline.

2. Work expectations. The second theme centered on work expectations. This category includes expectations from employers, ability to balance work realities with outside life, and maneuvering the tenure and promotion process. Many participants articulated frustration and dissatisfaction with increasing levels of bureaucracy at their institutions. Of the three topical theme categories, work expectations varied most by institution type.

Participants at baccalaureate institutions seemed to feel pressure to fulfill very high or perhaps unrealistic expectations as a teacher, researcher, advisor, mentor, and administrator. Although they generally voiced their work as manageable, participants at doctoral institutions struggled with the overall workload. For example, an associate professor in the health sciences said: "I wish there was more time in the day … it's not that I don't like teaching, I absolutely love teaching. I love mentoring—I love all of that. I just find it very hard to do it all."

Interviewees at doctoral institutions stood out from other interviewees in their frustration with their institutions' leaders' decision to manage with a more business-model approach. A full professor who had worked at the institution for many years seemed to understand the changes occurring in higher education management, and yet he sounded dismayed: "The emphasis is on producing a product that can be counted. And that's not how you measure success in education. It's what satisfies state legislature … it becomes an attitude that the students are here for the benefit of the university."

Relatedly, another interviewee at a doctoral institution seemed even more direct with his words, perhaps unhappy with the perceived move to a more business-like approach: "Our faculty are still involved in everything, but increasingly I just have this feeling that everything is a foregone conclusion

… it's more of that corporate mentality of the CEO and everything is top-down."

3. Perceptions of politics. The third theme was related to politics, which seemed to play an integral role in participants' satisfaction. The themes of this category included perceptions of privilege and oppression, the level of voice or agency participants felt that they had, perceptions of institutional leadership, and the impact of state and national politics.

Perceptions of privilege and oppression, as described by participants, included the ways individuals felt their social identity impacted their experiences as well as the ways in which systems benefitted specific individuals. While participants at all institutional types discussed the ways in which privilege and oppression impacted their experience on campus, the theme was most common with interviewees at baccalaureate institutions, making up over half of the comments in this category. For example, one minority faculty member was "frustrated because I felt that the institution was about two decades behind on certain issues related to race, diversity, inclusion and also recognizing gender bias." Comments showed a noteworthy difference in overall satisfaction between white participants and participants of color. For example, a minority female assistant professor from a small campus said:

> I realized that when I got here there are very few minorities and that started to affect me and I began to feel very isolated … it was hard for people to acknowledge or recognize my experience … They hadn't had a person of color before so they didn't know to anticipate the additional work that faculty of color perform by mentoring students of color.

Participants varied in the levels of agency they felt they had at their institutions. At baccalaureate institutions, participants generally felt as though they had the agency necessary to impact change at any level within the campus. These participants identified this process as neither particularly good nor bad, but required for positive change to occur. In contrast, however, interviewees at research institutions said that they felt they had little agency or voice in decision-making. For example, one female professor said, " … directives largely come directly and only from the President without any buy-in from the senate."

Participants at master's and doctoral institutions articulated agency and voice similarly. On most issues discussed, participants at these institutions felt that they had the ability to impact change within their departments, and occasionally their colleges, but very limited ability to impact university-level change.

Leadership seemed to be a key factor in the way participants felt power and politics played out on their campuses. Leadership defined herein included department chairs, deans, provosts, presidents, and where applicable, state university system leaders. In the interview data collected, 53 excerpts contained a reference to leadership. Of those 53, 16 (30%) noted a positive impact on job satisfaction, while 22 (42%) identified leaders as having a negative impact on job satisfaction.

Responses from faculty members at master's and doctoral institutions were mixed. The responses from participants at master's institutions were one-third positive, and at doctoral institutions, there was an even split between the ways leadership positively and negatively impacted job satisfaction. There was a palpable sense of dissatisfaction in institutional leaders' interactions with faculty. For example, a full professor who had worked at a doctoral institution for many years said: "I get the feeling from the administration of a sort of erosion of respect for faculty … Faculty are often viewed as a nuisance."

At research institutions, out of 12 comments within the theme of leadership, only one was positive. Some of the negative comments focused on interactions at the department level: "Since I've been here several people have left and almost every one of them left because of the previous chair." However other comments spoke more broadly about overall institutional leadership. One full professor said: "I think it is crippling for an institution to have an autocratic leader who really does not care for the history or the expertise of the place."

The period in time when this study was conducted was an interesting and unprecedented one in history for higher education and the U.S. nation (fall 2016/early spring 2017). A conservative national president had just been elected and a political appointee from a previous conservative political group was serving as chancellor at the institution system for two institutions in this study. The national election may have impacted state policies and participants' satisfaction. More comments on state or

national politics were made by faculty participants at master's and doctoral institutions than baccalaureate or research institutions. Specifically, of the 25 excerpts coded for politics, 22 of them came from master's and doctoral institutions. It is quite possible that the skewed responses had little to do with the institution type and instead were due to state politics and/or general perceptions of U.S. national leadership that were impacting specific institutions and individuals. It is important to note that none of the semi-structured interview questions asked about politics, yet on 25 occasions, participants expressed concern about ways in which politics were impacting their satisfaction.

Findings Across Institution Type

From participant comments four themes emerged across institutional type: 1) some criticism of one's employer despite high satisfaction; 2) autonomy's large role in job satisfaction; 3) desire for a higher salary but generally little impact on overall satisfaction; and 4) inadequate support for family. These are mentioned briefly.

1. Critical yet content. Overall, participants eagerly identified factors that impacted their satisfaction and critiqued their employers in detail with little effort. However, participants' detailed critiques generally did not demonstrate major dissatisfaction. Instead, their critiques seemed to be representative of faculty members who were adept at inquiry, analysis, and ultimately, a balanced perspective.

2. Value of autonomy. Participants identified autonomy as one of the strongest contributors to their job satisfaction. This theme included flexibility of one's schedule, freedom to create programs and curriculum, and the ability to set one's research agenda. The value of autonomy was made by participants at all ranks and across a number of disciplines.

3. Desire for higher salary. Contrary to previous studies (Howell et al., 2009; Pfeffer & Langton, 1993), salary did not demonstrate a high level of impact on faculty satisfaction for most participants interviewed in this study. Many participants stated they would appreciate a higher salary (especially those at master's institutions) and two (at doctoral level institutions) spoke strongly about salary compression that had affected them adversely. However, other participants generally gave salary less weight among the overall factors that contribute to their satisfaction.

4. Inadequate support for family. Across a number of participants, there seemed to be a fairly consistent perception that having a family and/or children was a hindrance to success as a professor. Fifteen individuals, mostly women, expressed frustrations that their institution did little to support families. A female full professor said this:

> I think the best thing that they could do to improve life on campus would be to have a more robust parental leave policy and more adequate and accessible child care. I used my sabbatical to have one child and I used an outside grant to have my second child. So I paid for my own maternity leave both times—I'm still resentful!

Discussion and Implications

Faculty member satisfaction is an important topic to be considered in faculty development programs and institutional policy development. Because faculty members serve as role models and mentors to students who will become future leaders in society, it is especially important to ensure that faculty members can effectively contribute to student learning, community improvement, and broader knowledge production. Overall, results from this study illuminate factors that contribute to satisfaction of today's faculty show that the institution's culture is important. Consistent with Eisenberger et al. (1986), if faculty members develop affiliative ties to their campus environment, they will be more likely to report higher satisfaction and organizational commitment. However, consistent with Hagedorn (2000), triggers such as not feeling a sense of belonging or perceiving a negative impact from campus or department politics could contribute to lower satisfaction and may push a faculty member to consider departure.

Findings from this study show that although some full-time faculty report lower satisfaction and a few said they had considered leaving, the majority of survey respondents and interviewees were reasonably satisfied with their work. Furthermore, the majority of interviewees mentioned the desire for higher salaries, but only a few said they had considered leaving due to low salary or salary compression. Perhaps participants were mindful of some improvements since the 2008 recession or hopeful of continued gains. For most academics, and consistent with Hagedorn's (2000) model of faculty

satisfaction; happiness is multifaceted and includes perceptions of comfort with one's colleagues and work environment. Participants herein enjoyed their student interactions, and seemed energized when 'seeing the light bulb go on' in the student's mind. Faculty development programs offered as centralized or smaller faculty learning communities can help members examine teaching and learning practices, which will, in turn contribute to instructional effectiveness. Workshops and other programs may be offered as face-to-face meetings, but expanded options for synchronous or asynchronous remote workshops may offer more opportunities to support faculty.

While this study is limited in its exploration of dissatisfaction, a few comments indicated some dissatisfaction. One participant spoke clearly about dissatisfaction with his salary. A few female participants spoke passionately about the need for greater family-friendly policies. Several participants (both men and women) mentioned the added challenge of having children while on the tenure-track. Today's cultural norms still offer mixed messages for faculty member parents, both men and women. Women who are seen as the primary caregiver hinders faculty mothers who search for good work-family balance, and it also hinders faculty fathers who wish to assume the primary or dual caregiving responsibilities (Sallee, 2014). Faculty development programs can assist by emphasizing institutional policies related to work-life balance. Policies such as stop-the-clock and encouraging participation in leave programs, can help faculty feel comfortable when taking family leave without concern that they will be perceived as less dedicated. Faculty development professionals can engage in dialogue with institutional leaders, urging them to monitor the percentage of women who move successfully through promotion and tenure, to offer mentor programs across all disciplines, and to ensure clear guidelines for the promotion and tenure process.

Some differences were found by faculty member race/ethnicity. Comments from a few interviewees expressed clear concerns on the lack of embrace they felt from institution leaders. Participant comments on feeling isolated may reflect Turner's (2002) point that women faculty of color feel invisible and experience multiple marginalities; they face exclusion based on both race and gender, and report high levels of stress. Previous literature on the racialized and gendered cultures (e.g., Aguirre, 2000; Turner, 2002; Hooker & Johnson, 2011; Ward & Wolf-Wendel, 2012), particularly at predominantly white institutions (e.g., Griffin & Reddick, 2011; Zambrana et al., 2015) provides thoughtful information on perceived discriminations experienced by today's faculty members and considerations for ways to ensure a friendlier environment for marginalized members. Leadership programs such as that discussed by Skarupski and colleagues (2019) may be especially helpful for women and faculty of color.

Across the board, many interviewees mentioned an increase in overall work and quite a few spoke of the increasing bureaucracy that seemed to be entering their higher education setting. A number of participants felt satisfied when they were involved in change (i.e., via faculty governance). Because women are typically underutilized (Lester & Sallee, 2009), faculty development experts may wish to examine the use of work-life policies. A culture shift that allows faculty peers to embrace such policies may be required to encourage greater use. Such a shift in culture can begin from the ground up, but must also be embedded in written policies as well as observed in senior leaders who genuinely and enthusiastically support them.

Because colleges and universities exist within a larger social context, faculty development programs should consider how social events impact faculty and the campus culture. Faculty members may benefit from dialogue on how federal or state educational policies (e.g., student financial aid, admissions criteria) affect institution policies. Mindful of the possible impact on satisfaction, faculty development professionals can examine institution and state-level policies to ensure that institutions continue to serve their institution's mission effectively. Faculty development or other institution leaders may wish to engage in discussion with state and perhaps federal leaders on issues related to general institution funding (e.g., level of state appropriations), student financial aid, plans for various instructional modalities (face-to-face classroom, hybrid, distance learning), and policies related to student access for underrepresented populations.

Recent events (i.e., Black Lives Matter, civil unrest after police shootings) have prompted deeper

discussions of race and acceptance of diversity on college campuses. Faculty development professionals are positioned well to facilitate discussions on campus climate. Institution-wide workshops or smaller learning communities can help faculty members develop strategies for classroom facilitation and peer dialogue that can help institutions further instill a welcoming environment for all. Helping students engage in honest and respectful dialogue requires a skilled facilitator that can balance emotions and acknowledge a variety of perspectives.

Addressing research question two, it was notable that the level and perceived effectiveness of mentoring varied by type of institution. Interview data seemed to show the happenstance-nature of some faculty mentoring; some participants said they received and benefitted from such interactions while others had negative experiences. Although it is difficult to make generalizations about mentoring from the data collected here, there were many more general comments from faculty in baccalaureate institutions that spoke to their positive interactions with colleagues and how that benefited their work and their satisfaction. These findings are generally consistent with those from Rice and Austin (1990). The interactions mentioned by faculty members in baccalaureate institutions can be used as models for faculty development workshops in other institution types, emphasizing the value and benefits that accrue when colleagues engage in professional but personal exchanges.

In light of findings reported herein, faculty development experts should monitor indicators of faculty satisfaction on a regular basis. Changes in the professoriate (Sorcinelli, 2007) encourage officials to examine how organizational changes such as the increase in more part-time faculty affects the perceptions and productivity of the full-time peers, the impact on instructional vitality, and the quality of student interactions. Even when institution leaders see positive fiscal gains in the shift to more part-time or non-tenure track members, the institution may experience unintended consequences such as lower extramural grant funding, lower levels of morale from current faculty, lower levels of student learning, less interaction with community members, and ultimately, higher attrition rates.

Future studies will gain additional insight by exploring salary differences by gender in greater depth, and the fact that lower salaries did not seem to adversely affect women more so than male peers. Salary and gender (as well as race/ethnicity) are intertwined and affected by many factors including discipline, geographic region, type, and sector or institution. Because salary affects current and future retirement funds, faculty development programs and future studies should explore the interconnections, particularly for women and underserved faculty groups.

The project described received funding from the TIAA Institute. The findings and conclusions expressed are those of the author and do not necessarily represent official views of the TIAA Institute or TIAA. The author wishes to thank research assistant Peter Paquette for contributions to this study.

Appendix A

Interview Questions

1. How long have you worked at this institution?
    a. Probes about any other tenure-track positions held and reason(s) for leaving

2. What about this institution attracted you?
    a. Did you pursue other institutions/positions?
    b. What influenced your decision to work at this institution over other opportunities?

3. Has your experience here differed from your expectations of it?
    a. If Yes, please identify how it has differed.

4. Please estimate the proportion of your time spent respectively on teaching, research, service, or administrative tasks?
    a. Of your teaching time, what portion is undergrad, graduate, and doctoral students?
    b. Are you satisfied with how your time is appropriated?

5. What aspects of your position do you find most satisfying?

6. What aspects of your position do you find least satisfying?

7. Do you feel a stronger connection to the overall institution or your department?
    a. To what do you attribute the stronger connection?

8. Do you agree with the majority of institutional policies? Why or why not?

9. Do you believe your voice counts in decision-making?

10. I'm going to identify some factors that may impact faculty satisfaction. Please comment how each factor impacts your satisfaction currently:
    a. To what extent does work-life balance impact your satisfaction?
    b. To what extent do salary and benefits impact your satisfaction?
    c. To what extent has mentoring you've given and/or received impacted your satisfaction?
    d. To what extent has clarity of tenure and promotion processes impacted your satisfaction?
    e. Are there additional factors that have impacted your satisfaction?
    (If so, please identify those)

11. How would you rate your satisfaction in your work role overall on a scale of 1 to 10?

12. Have you considered leaving and/or are you planning to leave (X institution)?
    a. If so, why?
    b. What would change your mind about leaving?

13. Is there anything additional you'd like to share regarding your work satisfaction?

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From Access to Inclusion: A Faculty Learning Community Curriculum

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.

FACULTY ARE TYPICALLY hired for their extensive content knowledge and training in a disciplinary field. Few graduate programs have in-depth training to develop the pedagogical skills of future faculty, especially knowledge of how students learn and effective teaching strategies to reach a diverse student body (Robinson & Hope, 2013). Postsecondary classroom diversity is a reality for any college instructor: Nationally in the US, student demographics have changed dramatically over the past few decades. Overall undergraduate enrollment in 2015 included 56% women and 42.1% non-white students (IES/NCES, 2018a), and 56% first generation students (IES/NCES, 2018b). In 2011–12, 11% of undergraduates reported having a disability (IES/NCES, 2018c). Classroom learning needs regarding information access, learning demonstration, and the process of teaching and learning require that faculty use and respond to new levels of instructional flexibility.

Strategies for engaging diverse students and classrooms need not be complex or burdensome. There are a multitude of pedagogical strategies and "mindsets" that can create more engagement amongst diverse enrolled students, and simultaneously make the job of teaching more effective. In this paper, we summarize a curriculum designed to lead faculty through a semester-long professional learning community where they learned about accessible and inclusive pedagogy, identified sticky "challenge points" within their current courses, devised a strategy to reduce those sticky points, and practiced implementing the strategy.

In the fall of 2016, coauthors Schley and Cawthon launched the *From Access to Inclusion* project, a three-year grant-funded program (NSF# 1625581) focusing on faculty development of inclusive pedagogy, specifically with co-enrollment of deaf, hard of hearing (DHH) and hearing students at a large university. Via semester-long faculty learning communities, the aim was to work with faculty to identify, develop, and implement a specific strategy to increase inclusion, engagement, and interaction in the post-secondary classroom. Our hunch was that these strategies would have broader positive impacts for many students with communication and interaction diversity.

Disability within the Lens of Diversity

This faculty development model is built upon establishing relationships between students in faculty-mentors role and faculty learning community participants. We chose to partner DHH students with faculty due to the context of our university. Rochester Institute of Technology has multiple degree granting colleges. One of those colleges has a high number of DHH students. This provides an important and unique opportunity to examine inclusive teaching from the lens of disability. We argue that by focusing on challenges and "sticky points" of DHH students in the classroom, these unique pedagogical strategies will benefit all students in post-secondary classrooms.

Legal Context for Access

The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 (ADA, 1990; ADAAA, 2008; US Dept. of Justice, 2014; Section 504 of the Rehabilitation Act, 1973) requires that post-secondary institutions provide reasonable accommodations to ensure that students with disabilities receive equal access to instruction. Accommodations and services vary depending on disability needs, and include things like ASL/English interpreting and/or speech-to-text captioning, note taking, extended time for exams, and wider doors which accommodate wheelchairs, ramps to access buildings, etc. Students must self-identify with a disability services office and document their needs. Faculty are then informed of the necessary accommodations for any student registered in their course, and asked to support implementation of accommodations.

What faculty do not do typically is vary or modify how they teach course content to fit the needs of registered students with disabilities. Faculty usually have latitude in determining how they teach. However, they do not routinely plan for specific needs of either students with disabilities, or students who have varying communication backgrounds such as non-native English speakers. As a result, classroom activities and interaction can be less inclusive than is necessary for equal access to the content of the course. This project was designed to extend instructor flexibility to meet the specific learning needs of students who enroll in their courses.

From Legal Compliance to Inclusive Pedagogy

While compliance with ADA law offers a level of access to curriculum in higher education, it is access that is, in a sense, retrofitted (Dolmage, 2017). ADA-required retrofit accommodations do not adequately support interaction and engagement for all students. For example, consider ASL interpreting in education. While the ASL/English interpreter translates classroom talk from one language to the other, there is a lag between when the utterance occurs and when the DHH student receives the message. This accommodation works relatively well for lectures. It does not work very well in active classroom discussion and conversations, where talk happens quickly with frequent and speedy changes in who is doing the talking. The lag of interpreted conversation inhibits meaningful discussions and full learning. Access is necessary but not sufficient for inclusion in the learning opportunities afforded by higher education.

Using inclusive teaching strategies, an instructor can reduce the limitations of accommodated learning environments. There are several strategies that can address the conversational lag problem of active interpreted classroom discussions: the class can establish communication ground rules (Marchetti, 2019), and consider implementing strategies such as using a "talking stick" to control the flow of conversation (Blizzard & Foster, 2007). In practice, this results in more inclusive classroom discussion in who fully participates because the discussion slows a bit, and benefits the entire class. Individuals are no longer talking over each other, but instead, implement ground rules and practices to manage classroom conversational flow.

Faculty Learning Communities as Professional Development

Changing one's instructional approach is a challenge for many faculty, particularly when most have little formal training in pedagogy. Making a significant shift in teaching approach requires a shift in attitudes, knowledge, and skills as a teacher. Pedagogical conceptual change (Thorley & Stofflett, 1996) generally refers to a shift in the faculty member's ideas about teaching, which then translates into changes in teaching practice. While faculty acquire content knowledge expertise during graduate training, and then are hired into departments because of that training, graduate programs typically do not include extensive training about pedagogy and how to teach for learning.

Professional development formats that focus on pedagogical conceptual change go beyond the "what" of teaching, and encourage faculty to think about the "why" behind the practice (Keiny, 1994). This process takes time and is not limited to a single workshop or binder of activities. The complexity of teaching requires an equally constructive and complex environment to foster meaningful pedagogical change (Guskey, 2002; Lee et al., 2013).

Faculty learning communities (FLCs) consist of faculty members who agree to participate in groups for at least one semester to learn new instructional practices, skills, and technology (Nugent et

al., 2008), and provide group members a safe place to explore new ideas (Cox & Richlin, 2004). The emphasis on community, and on multidisciplinary exploration and innovation, is what makes FLCs distinct from other academic groups. FLCs have shown to improve instructors' interest in pedagogy (Cox & Richlin, 2004; Lesser & Storck, 2001; Magalhães & Hane, 2020).

Project: *From Access to Inclusion*

Because of the unique presence of a substantial number of DHH students on a large multi-college campus, this project is situated on a campus where there are a number of resources to support faculty and their pedagogical efforts with DHH students. Students use a disability services office to qualify for classroom accommodations needs. An access services department provides interpreting, note taking, and real-time captioning services to the college community. There are dedicated content-specialist academic support faculty who are skilled in communicating and teaching DHH students. In addition, several websites provide specific guidelines and resources on general practices which make classroom and learning more accessible for DHH students (e.g. Teach2Connect, https://www.rit.edu/ntid/teach2connect/, and ClassACT, Foster, Long, & Saur, 2002a, 2002b; see https://deaftec.org/teaching-learning/best-practices-for-teaching/). While this is the case, results from a survey on campus (Schley, 2014) showed that despite orientation and professional development activities, few faculty are aware of these resources on campus, and few implement any instructional adaptations. Accomodations, access services and the availability of faculty resources are necessary but not sufficient to engage faculty in fully exploring inclusive pedagogy strategies for DHH students.

An important note is that student partnerships were built-in to the experience for faculty participants (Cook-Sather, 2014). DHH students were hired to participate in the FLCs, and to partner with faculty participants. These DHH students were not enrolled in the faculty's courses: They were trained to give observational and formative, but not evaluative (i.e., not used for merit or peer review) feedback about their perceptions of interaction, collaboration, and DHH/hearing inclusion. An observation tool was designed to collect information about any barriers to access or interaction with course information and activities (Cawthon et al., 2019; Jassal et al., 2020).

From Access to Inclusion FLC Curriculum

Each FLC in our project ran for 15 weeks and met every other week for 2 hours at a time (7 sessions total). The syllabus included a timeline for all sessions in the semester, topics and session overviews, learning objectives, homework objectives and specific tasks, and DHH student mentor responsibilities. Each session had several background readings and guided reflections for participants, as well as a detailed session agenda for sharing information and for deepening understanding through discussions. Materials were available in our course management system, including a discussion board, downloadable files, due dates, and information summaries. Design of the FLC scaffolded the processes of exploration, design, and implementation to guide faculty in their conceptual change and development of pedagogical flexibility (see Figure 1).

Topics in *Exploration* included topics of Universal Design for Learning (UDL; Rose et al., 2008), and identification of a "challenge point" in their course. *Design* involved brainstorming and detailing a strategy to address this challenge. *Implementation* included applying and evaluating the strategy during a class session. Figure 1 summarizes this curriculum process model. The end of the semester included a reporting phase, where participants provided summaries and reflections of their work over the semester. Online supplemental guides containing more detailed information including readings, specific learning objectives, assignments, and discussion guides (S1), a strategy planning and reflection template (S2), and an end of semester strategy summary template (S3) are available here: https://drive.google.com/file/d/1tw1BHbU4lbx5c6ttauXH1n8R8--mKC2u/view?usp=sharing.

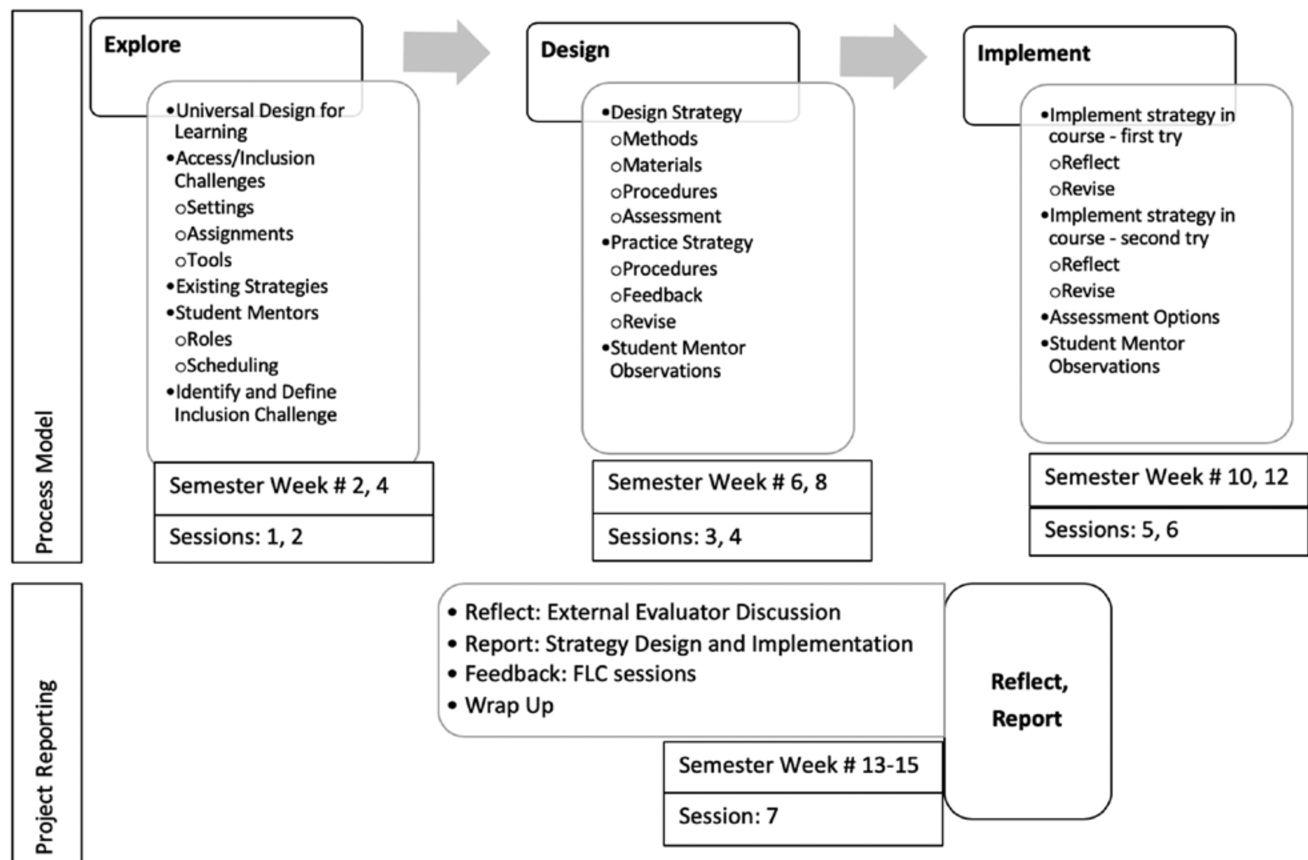

Figure 1. **Faculty Learning Community Overview: 14–15 Week Semester.**

We ran five faculty learning communities between 2016 and 2019, with a total of 21 faculty participants (one participant attended two sessions; session sizes varied from 2 to 7 participants). All sessions paid careful attention to the language access needs of participants with ASL/English interpreters and speech-to-text captioning services, and a detailed participatory discussion about ground rules for access and communication participation. Each faculty participant designed and tried at least one strategy to increase interaction and inclusion in their course.

Through the course of the semester, faculty and DHH student partners developed strategies across three broad categories of approaches to the challenges they identified in their courses: responding to challenges with the physical set up and layout of the classroom, adapting assignment expectations and requirements, and adding a tool or piece of technology to facilitate interaction and collaboration (Marchetti et al. 2019; Cawthon et al., 2019; Jassal et al., 2020; Schley & Marchetti, 2020; see also Schley & Stinson, 2016; Schley et al., 2020). Table 1 has several detailed examples.

Table 1. Examples of Classroom Challenge Points, and Strategies.

Challenge Points:	Strategy Designed:
• Typical "theatre seating" (desks in rows) • DHH students had trouble following course discussions: Often looking at the backs of other students, or, other students were behind them. • This limited discussion flow, especially with focus on an interpreter or a captioning screen.	• The faculty member rearranged the seats into a "U" shape. • This offered clear sightlines between all class participants. • Example of **changing the physical classroom setup**.
• This instructor used a U-shaped seating layout. • DHH students in this course had trouble following active class discussions: their gaze had to move between figuring out who was talking, and the interpreter or the speech-to-text screen.	• Instructor implemented a "talking stick" strategy. • They brought a handheld-sized plush toy to class; whoever was holding the toy held the conversational floor. • Example of **adding a tool**. • DHH students could see changing conversational turns and then look back to the interpreter or captioning stream to follow the class discourse.
• DHH students' participation was limited during class group/team work activities (there were a handful of DHH students to divide into groups, and only two class interpreters). • Instructor did not want to limit DHH students to working within the same group.	• Each group got a large whiteboard • The faculty member instituted one guideline: Each group had to use the whiteboard. • This resulted in giving all students an additional interaction. • Example of **adding a tool**.
• Course had culminating end-of-semester student presentation assignment • Goals: Students to demonstrate their skill at summarizing a scope of research, and at fielding questions from the audience. • 1–2 sessions a semester with very little interaction.	• The faculty member adopted a strategy of holding a poster session instead • Example of **changing the assignment**. • This resulted in interactive sessions. Students circulated and shared research posters.

Discussion

Course Modalities: Face to Face, Hybrid, Online

The first four FLCs included faculty participants teaching face-to-face and blended courses, with ongoing face-to-face sessions. Typically, course information, assignments, grades, and some discussion occurred online. For the final FLC, we worked specifically with faculty teaching online courses. Strategies that faculty and student partners developed here ranged from adding short video supplements to the online course to give students some "face-to-face"-like connection, to adding a "Question and Answers" section on the course management software where students could submit video questions (which would allow students to use ASL rather than English text to ask their questions). These strategies capitalized on working with communication preferences of students while not unduly stressing faculty capacities with additional class preparation or management.

Impact of FLC Experience

At the end of the semester, faculty participants completed a summary of their strategy development process, a description of the final strategy with implementation notes, and feedback on their experience in the FLC (see Marchetti et al, 2019). In general, faculty participants found the experience "supportive," "helpful," and "inspiring." One commented, "I do expect that my awareness for the multitude of factors that can either inhibit or enhance DHH students' classroom access has been forever heightened" (Marchetti et al., 2019, p. 24). For faculty participants, it was a valuable experience to have a semester to work with deaf education and inclusion experts, consider students' lived experiences in the classroom, and work alongside other faculty trying to improve their pedagogy. At the end of the semester, faculty concurred that the experience positively impacted their pedagogical practices, and was valuable in developing skills and strategies to carry forward to their future teaching efforts.

We started with the thought that learning UDL principles and how to effectively increase inclusion in the classroom involves a *mindset*, rather than learning a list of applied strategies. The goal was to give faculty a safe, supportive "playground" to deeply reflect on their teaching and learning goals, and to contemplate how to increase interaction and collaboration amongst students with diverse communication abilities and preferences (hearing students via both hearing and vision, and DHH students primarily via visual channels). Faculty participants were able to dig deeply into the topic' work together to reflect, design, implement and evaluate their efforts, and emerge with a new set of skills. Importantly, the semester ended with ideas about specific strategies to carry forward to future courses.

Typically, even in accessible courses for DHH students with ASL interpreters and/or speech to text captioning, the onus is on the student to adapt to the course activities and access the classroom interaction. Dolmage (2017) offers a metaphor of "steep steps" that distinguishes mere ADA accommodations from actual faculty efforts to design and encourage inclusive classroom experiences. Higher education is often viewed as something to attain, and that involves a "climb" to gain expertise. ADA accommodations guarantee access for those who cannot climb the proverbial steps (physically or metaphorically). Inclusion on the other hand builds the learning space without barriers in the first place, and responds with solutions to subvert barriers that appear. Importantly, creating inclusive classroom spaces is not a "one time" effort, but an ongoing process both before and during educational experiences.

While this project focused on the needs of DHH students in college classrooms, we believe that the process and implications apply to a broader set of examples of student diversity characteristics in higher education today. Consider non-native English-speaking students. While the source of the challenge (e.g., conversation flow with a sign language interpreter) may not be the same for students who are second-language learners of English, the strategies to help facilitate conversational interaction (e.g., talking stick toy; white boards; U-shaped seating; 1:1 questions during a poster session rather than an all-group presentation) may well facilitate their learning needs.

The process model is adaptable for any scenario of diversity. Identify a classroom interaction challenge (with the help of a student observer), brainstorm possible solutions with others who are also experimenting in the same pedagogical playground, and then implement and test the solution. Tobin & Behling (2018) recommend a "plus one" strategy for faculty looking to UDL strategies in their college classrooms: Start by making one change to improve inclusion. This FLC gave faculty a process and support to identify, design, and implement a single strategy in their courses. Going forward, these faculty now have a set of tools in their pedagogical wheel house. They spent a semester reflecting on a variety of course challenges (not just their own, but also those in other courses), interacting with students about why addressing these challenges mattered, and not only designing a solution themselves, but also interacting and informing the strategy development process of other faculty. Additionally, these faculty have a process to use in the future, one that results in classroom experiences that are more fully inclusive of student needs with regard to interaction and collaboration in college classrooms.

Acknowledgements

This work was supported by a grant from the National Science Foundation, NSF# 1625581 Accessible STEM Instruction with Deaf and Hard of Hearing Students: Supporting Faculty in Pedagogical Exploration and Innovation. We also deeply appreciate the time, effort, and perspectives offered by faculty and student participants in this project.

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Acknowledgement and its Role in the Faculty Development of Inclusive Teaching

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.

Introduction

THERE IS A DEEP, HISTORICAL relationship between institutions of higher education and the broader national power structures that generate socio-economic hierarchies in the United States. This relationship has been manifested in two key ways. First, racism and its associated ideologies determined and still determine in many ways who gained access to colleges and universities both as students and as members of the professoriate. Second, if and when access was granted, structural inequities continued to implicitly and explicitly act as barriers to socio-academic success. In recent years, institutions of higher education have begun to confront the roles they have played in ignoring this historical relationship, and perpetuating inequities on their campuses (Wilder, 2013; Fanshel, 2021). In some cases, these reflections have led institutions to acknowledge their own shortcomings (Ross et al., 2020) and then be intentional about creating transformative solutions that result in more inclusive learning spaces. Part of the institutional response toward inclusion typically involves an examination of the nature and structure of pedagogies enacted in the classroom, and a recognition of the crucial role played by Educational Developers as catalysts of professional, instructional, and organizational change (Fossland & Sandvoll, 2021; Kelley et al., 2017). This therefore means that more attention has increasingly been paid to faculty development of inclusive teaching.

In his many works on the subject, Freire (1970) introduces the terms 'critical consciousness' and 'education, the practice of freedom' which underlie how we define inclusion here, because it speaks to how inclusive pedagogy can help students cultivate power and agency to shape their futures. In this paradigm, pedagogies must be based on consistent *dialogue* with students so that more authentic contextual considerations can inform the nature of the curriculum and the academic experience. This concept was recently explored by Dewsbury's (2020) *Deep Teaching* model—which focused on the role of instructor-student relationships as the key driver of curriculum design. In this model, faculty development of inclusive practices must transcend simply encouraging faculty to implement formulaic, generalizable "best practices." Faculty should be encouraged to explore the historical relationship of higher education with *exclusion*, and their own socio-economical positioning, before considering the potential role they can play as part of the solution moving forward. Dewsbury (2020) purports that this reflection is the beginning and critical step that precedes the cultivation of authentic dialogue, inclusive relationships and the specific pedagogical mechanics enacted in the classroom. Therefore, if

the future inclusive classroom is to become a reality, two critical faculty steps are necessary. First, instructors must **acknowledge** the relative extent of their lack of knowledge in this area as it pertains to the true U.S. history on race, ethnicity, class, and power. Second, an appropriate environment is necessary for people from marginalized identities, be it students or colleagues in the professoriate, to engage that acknowledgment, in order to begin the forgiveness and healing process. In so doing, they trust that the individual on a change journey will enact practices to conduct themselves and their profession differently.

Therefore, when we (the authors) conduct faculty development on inclusive teaching, we strive to design learning experiences that challenge participants to fully explore both the history of exclusion in higher education and society-at-large, as well as the ways in which faculty can use our power and privilege to augur a different approach going forward. Education as a practice of cultivating freedom means that inclusive teaching brings these conversations to the forefront. In this vein, faculty development of inclusive teaching should create spaces where difficult dialogues support both the acknowledgement and the reconciliation process. Part of the acknowledgement process includes embracing difficult dialogues on race, ethnicity, class, and the history of how power structures have in the past and present disenfranchised particular identities.

These meaningfully difficult conversations are necessarily discomforting and important for three reasons. First, a significant percentage of the U.S. professoriate enjoy social and economic privilege (Morgan et al., 2021). Only a small percentage of the U.S. professoriate represents an ethnic minority (Kaplan et al., 2018). This is significantly lower than the representation of those groups in the broader U.S. population. Second, most current professors earned terminal degrees and then matriculated through the ranks of higher education without having to fully consider any of these issues seriously. For many, our workshops are the first instances where the subject of inclusive practices is being deeply explored, particularly as it pertains to their classroom instruction. Third, as participants grapple with emotional responses, often a normative by-product of authentic difficult dialogue, powerful opportunities for transformational learning can be created (Gayle et al., 2013). For example, Roderick (2011) provides an example of how these emotive overlays were approached, engaged and utilized toward a transformative change at the University of Alaska.

These are challenging spaces to create, which from our experience require significant and intentional attention towards problematizing the concept of "expertise" and the related facilitators' role and positionality, normalizing vulnerability of all participants involved, co-creating group guidelines in pursuit of shared ownership and agency, and engaging with questions by generously sharing knowledge while resisting the finality of prescribed answers. Based on participants' feedback received many of our interactions to this end have been incredibly meaningful for faculty, so here we provide considerations for faculty development that transcend content creation and design, to center the experience on dialogue and relationships (which includes self-examination). With the understanding that acknowledgement, forgiveness and reconciliation are inextricably linked (Pope, 2014; Quinn, 2003), we draw from various schools of thought on these paradigms and look particularly at examples from around the world where variations of these models were used to heal national social trauma. We use these examples to highlight why approaches to faculty development in the U.S. need to directly address the explicit role that instructors, as potential gatekeepers of freedom, can play in ushering higher education toward inclusive futures. As Educational Development as a scholarly area increasingly expands its recent considerations about why and how justice is central to its practice (Artze-Vega, 2018), we embrace its multidisciplinary nature by incorporating diverse frameworks where elements of the difficult dialogue process have been considered, and offer in our final section some practical suggestions about leveraging intentional intercultural development for creating spaces where acknowledgment and forgiveness may occur in healing, justice-driven encounters.

Literature Overview

Much of our brief overview places an emphasis on acknowledgement and forgiveness work closely related to intergroup conflict. We also use the liter-

ature here as a launching pad to recommendations we make later on. According to Hughes (2015), forgiveness, specifically with regard to wrongdoing, "has typically been regarded as a personal response to having been injured or wronged, or as a condition one seeks or hopes is bestowed upon one for having wronged someone else" (p. 1). Acknowledgement with regard to wrongdoing—particularly wrongdoing based on historical intergroup conflict is considered multifaceted and a "combination of coming to terms with the past and of emotional response … a recognition of wrongs" (Quinn, 2003, p. 3). Acknowledgement and forgiveness have long been proposed for societies like the United States, where tense racial and ethnic relations have persisted, and arise from a painful history of racism, the prevalence of racial inequities and solid evidence of racial trauma within and among many minoritized individuals (see for e.g. Cairns et al., 2005; Tutu, 2000). As Erguner-Tekinapl (2009) posits, "in a racially divided society such as the United States, the concepts of reconciliation, public apology, and the offering and acceptance of forgiveness should well be considered for overcoming the harmful effects of prolonged racial discrimination and offenses" (p. 1066). Education, as a microcosm of society, can be a space that is ripe for the inclusion of acknowledgement and forgiveness as a means of countering racism in the teaching and learning transaction (Zembylas, 2012). The process of acknowledgement and forgiveness for situations that involve deep, historical trauma can be uneven, emotionally difficult, and unpredictable depending on the context. To begin to understand forgiveness and acknowledgement necessitates a look at foundational descriptions of what they involve.

Framing Forgiveness: Theories, Perspectives and Models

Forgiveness has been extensively explored as a single act, a moral virtue and a process. It is also often described as a concept without a fixed, static or consensual definition (McCullough, 2000; Worthington, 2005; Strelan & Covic, 2006). Most contemporary accounts of forgiveness acknowledge their debt to Bishop Butler (Garcia, 2011). Grounded in a theological worldview, Butler's dominant perception emphasizes forgiveness as a moral virtue, benefitting the individual and society (Hughes, 2015). He also distinguishes between the character trait of forgiveness and particular acts of forgiveness. In describing forgiveness, he includes the biblical precept of "lov[ing] our enemies", overcoming resentment and fulfilling the general obligation of "benevolence or goodwill" in light of mistreatment by our wrongdoers (Butler, 1897). Garcia's later interpretation of Butler's work largely outlines forgiveness as a moral virtue, but it also highlights Butler's discussion of a tension—namely, resentment as a lingering issue that might be to the benefit of the offended "insofar as it promotes three main values: self-respect, self-defense and respect for the moral order," though Butler advocates avoiding revenge and excessive or deficient wrongdoing against wrongdoers (Garcia, 2011, p. 9). Critics of Butler's work argue forgiveness might not be such a desirable moral obligation or virtue if it emphasizes overcoming resentment. Forgiveness as framed in other fields—e.g. psychology or therapy and wellness—might be seen as conditional only to be extended in some circumstances—an individual act based on sound judgement of a particular situation (e.g., Worthington, 2005) and elective (e.g. Calhoun,1992; Kolnai, 1974). In response to such traditional views, some contemporary scholars have proposed forgiveness as potentially more effective as a coping mechanism (e.g., Strelan & Covic, 2006).

Models that emphasize forgiveness as a process have also largely been grounded in either religious or therapeutic contexts. Though there are differences in how theorists see particular stages appearing in sequence or manifesting—and differences in whether they include a religious foundation (e.g. God's forgiveness), stages of forgiveness might usually include "(a) initial feelings of hurt or anger, negative cognitive and affective consequences, (b) acknowledging that previous strategies of dealing with the hurt are not working, (c) a decision to forgive or consider forgiving and (d) understanding or empathy for the offender" (Strelan & Covic, 2006, p. 1064). Andrews (2000) proposes negotiated and unilateral forgiveness. Negotiated forgiveness occurs through dialogue between the offender and the victim. Here, the offender seeks forgiveness, apologizes, owns the responsibility, and acknowledges the wrongdoing. In contrast, unilateral forgiveness is a process that is entirely dependent upon the position of the offended. Some scholars disagree with

elements of forgiveness as a process contending that the endpoint of forgiveness is not clear, questioning whether forgiveness must end with reconciliation and noting that not many forgiveness models include the extent to which the interpersonal plays a major role in the process. As McCullough (2000) asserts, not much is known about the perspective or the role of the wrongdoer, beyond offering an apology or expression of remorse. Much of the psychological literature only explores the qualities and characteristics of those who might be injured or offended; subsequently, there are calls to widen the focus of forgiveness work and analysis to include the relationship itself (Strelan & Covic, 2006). Regardless of how forgiveness is conceptualized, there is relative consensus that it is mostly effective in tandem with acknowledgement and reconciliation. Although some researchers contend reconciliation is not an automatic by-product of forgiveness (Worthington, 2005), acknowledgement remains glaring as a precursor to the process of forgiveness. What remains apparent, yet far less interrogated across forgiveness literature, is the relatively dominant role that acknowledgement plays in the process of forgiveness.

How Acknowledgement and Forgiveness are Connected

Factors such as remorse or repentance (by way of acknowledgement in word or action) complement trust and level of relationship/closeness with the offender and can promote the process of forgiveness. Remorse remains effective in promoting forgiveness largely because it involves acknowledgement that further (a) acts as an indicator of admission of responsibility of wrong-doing, (b) suggests the offender's need to be forgiven and (c) provides a level of anticipation that the offender's future behavior will be positive (Erguner-Tekinapl, 2009). A mixed method study examining the correlates of forgiving historical racial offenses and the relationship between daily experiences of racism and forgiving historical racial offenses in the U.S for example, suggests "acknowledgement of wrongdoing by the historical offender will increase the likelihood of forgiveness of historical offenses [and that] for an individual to forgive the historical offenses external expression of remorse is needed" (Erguner-Tekinapl, 2009 p. 1071). In analyzing responses from a sample of 147 African American participants, researchers found several factors related to forgiving past racial offenses. These factors were: need of reparations, religion and the perception of the apology granted by the offender. The number one reason for lack of forgiveness on the part of the offended however, was lack of trust, and specifically difficulty of African Americans trusting Whites. The authors also indicated that an acknowledgement of the past offenses were an important factor concerning how forgiveness was meted out. Such an indication remains in line with other studies showing acknowledgement by way of apology or remorse increases the likelihood of collective forgiveness (e.g. Wohl & Branscombe, 2005; Azar et al., 1999).

In countries like Northern Ireland that faced long standing ethnic conflict, research showed that full forgiveness was not possible without the element of trust but for trust to be built gradually, some form of acknowledgement remained a necessary initial step (Hewstone & Cairns, 2001). In his book, *No Future Without Forgiveness*, Tutu's (2000) reflection on South Africa's Truth and Reconciliation Commission process emphasized the importance of truth telling and acknowledgement as tools that might promote forgiveness, racial healing and dignity. He contends "our nation sought to rehabilitate and affirm the dignity and personhood of those who for so long had been silenced, had been turned into anonymous, marginalized ones. Now they would be able to tell their stories, they would remember, and in remembering would be acknowledged to be persons with an inalienable personhood" (p. 30). In response to critics of the commission who argued several of the Commission's outcomes were far from being met, the idea of acknowledgement remained consistent: "the past, far from disappearing or lying down and being quiet, has an embarrassing and a persistent way of returning and haunting us unless it has in fact been dealt with adequately. Unless we look the beast in the eye, we find it has an uncanny habit of returning to hold us hostage" (p. 28).

Elsewhere, research conducted on truth commissions set up to provide a space for healing of historical intergroup conflict has also found that acknowledgement is an inextricable link to positive outcomes in those spaces. Quinn's (2003) work on Truth Commissions in Uganda and Haiti for example noted literally that "acknowledgement is

the road to forgiveness" (p. 1). Quinn subsequently articulated a theory of acknowledgement within which acknowledgement plays an initial and very central role in the process of forgiveness that *then* can lead to social trust, reconciliation and true democracy. Of the truth commissions explored, she concluded, "what is especially important about this truth-seeking process, however, is the acknowledgement that takes place throughout. Acknowledging the events of the past and one's complicity in them is particularly important" (p. 2).

In Quinn's (2003, 2009) work, Quinn equally recognizes the historical critiques relative to acknowledgement, noting that some prefer that details of past events be left alone. Such a notion of "burying the hatchet" remains prevalent in United States society and perhaps mirrors the kinds of resistance those who often facilitate conversations on historical inequities leading to acknowledgement often face in higher education (e.g., Sue, 2016; Murray-Johnson & Ross-Gordon, 2018).

Perhaps the most rigorous review of models of forgiveness to date has been conducted by Strelan and Covic (2006). In their critical review of over 25 forgiveness process models, these scholars conclude that forgiveness involves a complex combination of the cognitive, affective and behavioral actions or engagement that is often sequential but that the most dominant social-cognitive influences on forgiveness include:

- commitment to relationship;
- apology, remorse,
- offense severity;
- empathy and responsibility attributions.

Arguably, several of these influences speak to coming to terms with, or acknowledgement of an offense—whether they involve an enacting of an emotional response like empathy or remorse—or an action like attributing responsibility or issuing an apology. As Quinn (2003) articulates "there is a strong and causal relationship between acknowledgement and forgiveness, social trust, democracy and reconciliation in order for any society to begin to move forward, it must [first] come to terms with its past" (p. 2).

Cultural and Contextual Caveats

Other studies highlight forgiveness as based on individual/personal context, values or disposition. Lijo (2018) examined empirical work on the definitions, theories and correlates of forgiveness over time and concluded "there are certain personality traits correlated with forgiveness … people inclined to forgive others tended to be more agreeable, emotionally stable, spiritual and religious compared to people who are not inclined to forgive offenders" (p. 3). Scholars researching dispositional forgiveness particularly in the context of racial discrimination note that those who forgave offenses were less likely to view the scenario as discriminatory in the first place, and are also careful to note that many of these individuals may have needed to increase their sensitivity to the fact that discrimination actually occurred (Erguner-Tekinapl, 2009). Similar work by Fehr et al. (2010) found the less deliberate an offense seemed, the more willing the offended was to forgive. But perhaps the most glaring evidence of the importance of individual/personal context, values or disposition resides in how much these variables continue to be positioned in designing large scale research on forgiveness. Belicki et al. (2020), for example, applied dispositional predictors including religiosity, trait anger, and individualism versus collectivism as central research design components for their study on common forms of forgiveness and outcomes associated with different ways of forgiving. Building on their earlier work and utilizing an ethnically diverse sample of 297 participants in Canada and 194 in India, these scholars asserted that (a) individual disposition and values vary relative to forgiveness even within similar ethnicities, but that (b) individual disposition and values remain important in designing research that maps the predictors of different forms of forgiving. "*Why* people forgive is closely related to what forgiveness means to them" (p. 1); in this study, all of the dispositional variables were related to a subset of reasons for forgiving (p. 10).

Similar to what prior research on factors influencing forgiveness found, Belicki et al. (2020) also acknowledged that societal culture might affect the extent to which forgiveness is meted out given that individualistic and collectivistic cultures tend to differ. For example, it has been noted that while individualists are more concerned about protecting their personal identities or obtaining justice for what is fair, collectivists' priorities include maintaining a good relationship, social norms and behaviors

consistent with how one should behave in a given situation (Ho & Fung, 2011; Hooks et al., 2009, 2012). Still, Belicki et al. (2020) also concluded that variations in responses to forgiveness were likely rooted in the reality that there are different forms of forgiveness; they asserted that research moving forward should remain attentive to this reality.

Conclusions relative to the possible conditions surrounding forgiveness so far remain complex and nuanced, but most underscore the fact that to be authentic, the process of forgiveness must include active participation of both offender and the offended (and that the process is most successful when the offender engages in acknowledgement). Forgiveness as both posture (individual trait) and process also carries wide-ranging psycho social and health benefits (Lijo, 2018; Souders, 2021). Such conclusions from the literature also underscore the importance of helping faculty learn to build a culture of acknowledgement, which can lead to the promotion of trust and the kind of dialogue driven instructor-student and student-student relationships that characterize inclusive teaching.

In Practice: Trust, Truth, and Authentic Experience in Faculty Development

Grounded in this conceptual framing of acknowledgement and forgiveness, we identify below key tenets that we have observed from our experience as foundational in the growth of critically inclusive educators.

In this process, we strive to highlight traits that can be helpful in the design of developmental experiences fostering learning in the encounter from both perspectives: acknowledging and forgiving. Intercultural Competence (Bok & Deardorff, 2009) emerges as a particularly valuable set of actionable learning areas in this regard, as intentionally applying Intercultural Development tools helps ensure attention is given to the cultural and contextual caveats outlined above. Moreover, we find this lens provides unique insights towards a truly intersectional understanding of equity, allowing us to posit the transformational learning made possible when we come together in critical intercultural encounters (Santucci, 2019) as a way to build capacity in a united pursuit of justice, as our conclusion will highlight.

The sections below remind us of the situational factors shaping the journey at hand, and then signpost some action-oriented recommendations for learning in terms of exposure to knowledge (likely to stimulate attitude shifts), active development of skills, and critical investigation of attitudes. In the hope of offering practical suggestions that may be helpful to both instructors and educational developers in their own practice and professional development, we also provide in each section brief related commentaries (on one case study) drawing from our own experiences. Importantly, these commentaries are purely meant to represent a possible example of practice and are by no means exhaustive nor generalizable: practice is essentially unique and contextualized; thus any intervention needs to be informed by considerations relating to the specific context, history and stakeholders involved.

Embarking on a Journey for Understanding

In the context of faculty development of inclusive teaching special effort should be placed to understand how oblivion to race and class in the higher education context informs the national moment we are in. Part of this oblivion stems from a lack of knowledge of the racist forces that have impacted the social structures we see today. There is also a fundamental lack of understanding of how inclusive classrooms can play a role in broader social aspirational equity goals. Understanding both requires an academic journey akin to learning and honing any new area of scholarship. The literature on this relationship has existed for over a century, but unfortunately has not yet been fully brought to bear on thorough opportunities for the professional development of higher education faculty to the level that it should. Faculty development of inclusive teaching should purport that institutions of higher education and those who hold the levers of power within it have to engage in some degree of acknowledgement of oblivion *or* culpability, before the process of healing through which transformative pedagogies can begin. This requires a deep and extensive self-reflection process where participants come to terms with the details and consequences of the history. They perhaps failed to know so that they can prepare to travel a different pathway going forward. In this vein, we suggest below ways in which educational development experiences built on

this paradigm can consider the learning of faculty participants along three tenets: knowledge, skills, and attitudes.

Seeking a Solid Knowledge Base

Knowledge in this context refers to the areas of scholarship needed to increase the awareness of participants on the inequitable structures that generate the disparities they need to acknowledge. Faculty development may involve identifying a variety of meaningful texts or other sources of literature that not only expose participants to a different lens of the Northern American and international experience, but also challenge them to reconsider the evolution of their own socio-economic positioning in that context. This will inevitably necessitate difficult dialogues on topics that sometimes yield defensive reactions or conjure emotions participants are not necessarily aware of or ready to deal with. Works like 'Race for Profit' (Taylor, 2019) and 'These Truths' (Lepore, 2018), retell the American experience from an entirely different structural lens. Cultivating knowledge and fully engaging with it requires difficult conversations that faculty developers must be prepared to facilitate. This knowledge will only be useful if it can be used to cultivate a different faculty mindset that results in changes in the classroom.

Mindset drives behavior. Increased knowledge, and critical engagement with that knowledge increases the likelihood that the individual construes their world differently and adopts attitudes more congruent with their new understanding of the world. Faculty development of inclusive teaching will thus evolve from engaging the knowledge needed for authentic acknowledgement to cultivating the attitudes needed for direct action. These new attitudes will be emblemized by the ways in which practitioners dictate new procedures and strategies informed by the newfound knowledge they gathered. Faculty developers should orient their support structures of this process to ensure that the connection between the attitudes developed and the acknowledgement is in clear alignment. This is the way in which acknowledgment will meaningfully manifest into skills and strategies that enact change. Faculty development of inclusive teaching can facilitate the evolution of inclusive practices, but its own activities must be centered on providing the space and structure for acknowledgement to happen.

Developing Skills for Difficult Dialogues

In the context of the history of marginalization, dialogues that bring to light a different view of the forces that impact social positioning may surface feelings of defensiveness or even anger. The dialogic environment then should be a safe-enough space for participants to practice and where those feelings can be understood, supported and navigated. The support present in this space and the subsequent navigation of those complex emotions are what can lead to acknowledgement.

Inclusive teaching faculty development that meaningfully incorporates acknowledgement and forgiveness processes must therefore contain difficult dialogues. Many models exist for consideration of contextual ways to implement difficult dialogues (e.g., Goodman, 1995). For example, Murray-Johnson and Ross-Gordon (2018) advocate a unique professional development framework of "balance" for educators of adults in higher education—noting the importance of navigating simultaneously occurring tensions during the dialogue. What these models tend to have in common is the need for active listening on the part of its participants and the acceptance that in the listening process one might have to engage realities that potentially challenge long held understandings about one's own experience.

In this process, some specific skills come into play that are identifiable as actionable learning areas relating to the sphere of intercultural competence:

- Self-awareness: metacognitive attention to one's own processing and behaviors as always necessarily informed and shaped by one's fundamentally unique combination of experience that make us who we are.
- (Cultural) humility: self-awareness leads to a heightened capacity for humility in recognizing one's cumulation of behaviors, habits, & experiences as only one specific set among human plurality.
- Cognitive flexibility: developing humility helps in the process of de-centering the self that can lead to an increased ability to shift cognitive frameworks of reference beyond the ones we have been socialized into.
- Experiential & epistemological empathy: practicing flexibility moves us further towards the (never completely obtainable) goal of entertaining experience, feelings, and thoughts like another.

We support the design of faculty development experiences that intentionally target exercising and developing these learning outcomes; among resources available to practitioners, Purdue's Intercultural Learning Hub (HubICL.org) offers a vast repository of materials organized by outcomes areas and drawing from leading literature on intercultural competence (Bok & Deardorff, 2009). For example, Intercultural Development activities such as 'Describe/Interpret/Evaluate' exercises (Bennett, 1986; Stringer & Cassiday, 2003; see HubICL.org for a detailed lesson plan) can provide a powerful toolkit from which to develop and adapt learning experiences that help faculty cultivate empathy, cognitive flexibility, and the type of interpersonal work needed to establish authentic relationships with both students and colleagues. Scholars in fields like counseling and education provide useful practical guidelines for the facilitation of difficult dialogues on race and difference, to include working through emotional tensions (Murray-Johnson, 2019; Sue, 2016).

Acknowledgement thus scaffolded may herald a new understanding of society, and by extension students in the classroom, and lead to a sharper radar that can be used to identify context specific approaches that moves teaching towards equity. For example, we have observed in our workshops how exposure to a better understanding of the role that historical policies such as redlining have played in shaping neighborhoods and by extension its schools, and accompanying self-reflection activities have successfully improved instructors' cognitive flexibility, manifesting in their moving away from employing deficit language when describing student preparation. Further steps in manifesting skills relating to taking action drawn from our practice involve for instance considering ways in which they can partner with local K–12 schools that serve mostly marginalized populations and develop programs that help elevate the strengths of the students from that community. More immediately, our hope is that both faculty developers and the educators they serve, through an intentional learning process, fully embrace the breadth of and need for acknowledgement as a preparatory step for inclusive practices that are responsive to the social realities of our historical and present time.

Investigating Attitudes: Whose Justice?

Returning to our journey metaphor that opened this section, it is crucial to remember that embarking on the learning journey in the first place requires motivation and willingness; engagement in the development of the sharper radar and skills described above cannot occur without connected attitudinal traits. Attitudes constitute the third piece of this interconnected cycle, in which learning in each area requires integration and support from the other two:

- exposure to knowledge leading to > shift in values & attitudes, seeking skills development
- skills development leading to > heightened awareness of attitudes, sophisticated exploration of knowledge
- investigation of attitudes leading to > willingness to engage in skills development, seeking exposure to knowledge

In closing this section with attention to attitudes, we feel compelled to highlight how a focus on justice work inevitably entails crucial considerations relating to one's own ethos. We want to challenge ourselves and our readers by asking: what does it mean to foster any learner's development in terms of their attitudes, aka what we respect and value, what drives us, what shapes the way we experience and interpret the world? We find it fundamental in our work as educators to constantly remind ourselves to interrogate the political responsibility of teaching in this regard: teaching as facilitating someone else's ownership of their learning journey and active exploration.

Therefore, in offering the suggestions below in terms of attitudinal traits we identify as valuable for conducting truly transformative inclusive education, we remain aware of our own perspective and positionality, which inevitably informs our specific shared understanding of justice as the authors of this piece, and try to own that with generosity by sharing these thoughts—here are the attitudes we propose and strive to intentionally cultivate:

- willingness to engage with discomfort: authentic struggle leading to deep learning requires facilitation of brave spaces (Arao & Clemens, 2013), safe enough for participants to accept discomfort as a necessary element

- curiosity: critical educators constantly invite the unknown, seek further exploration, entertain the infinity of possibilities, resist finality
- openness to life-long learning: stemming from curiosity, a constant attention towards problematizing the notion of "expertise" and recognizing it as contextual, constructed, and developmental
- generosity: seeking reciprocal trust involves actively sharing our whole self by generously contributing knowledge, feelings, and thoughts
- non-judgmentalness: a guiding attitude that not only respects, but also specifically values diverse voices as integral to growth and advancement
- solidarity: a fundamental care for humanity manifesting in active pursuit of justice

Closing Considerations

In this piece, the authors have proposed an acknowledgement and forgiveness dialectic as a theoretical framework and conceptual argument that is crucial for the faculty development of inclusive teaching.

We then offered intercultural competence as an actionable set of developmental skills to intentionally work on. Crucially, this intercultural lens allows us to encompass the complex relational panorama involved in the acknowledgement and forgiveness dialectic, moving beyond simplistic approaches that problematically position stakeholders in oppositional camps populated by those who need to acknowledge and those who need to forgive. We envision important ways in which the line of thought proposed here will develop its next steps towards positing intercultural coming together as a cornerstone on which to build faculty development encounters. Such encounters must be better equipped to open up a truly intersectional understanding of equity and pursuit of justice, allowing us to hope we may build capacity for a united fight for justice.

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The Role of the Faculty Developer: Reducing Instructional Uncertainty

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.

THE PROFESSORIATE TENDS to change slowly, some would argue at a glacial pace. Yet, the quick online pivot that occurred in spring 2020 due to the COVID-19 pandemic necessitated a hurricane-like evolution. The storm was holistic, it was intense, and it changed most of the operational functionality of post-secondary institutions. Institutions are still reeling from pandemic implications. Budgetary consequences are widespread, students are recovering from Zoom fatigue, and instructors continue to evaluate the use and necessity of virtual modalities. The oft-forgotten population, university staff and administrators, continue to sift through expectations and daily operations in a remote or semi-physical context. As you know, this has caused great confusion.

As the dust settled, after the quick pivot that moved courses almost exclusively online in spring 2020, some universities employed a blended approach in fall 2020. For some institutions, this resulted in a BlendFlex or HyFlex modality. The distinguishing feature of the BlendFlex model is flexibility. Instead of forcing students to choose either face-to-face or online course content, a BlendFlex model provides the best of all worlds simultaneously allowing face-to-face, synchronous (real-time), and asynchronous student classroom experiences.

Our institution, the University of Central Florida (UCF), one of the largest in the United States, utilized a BlendFlex approach that encouraged a cohort-based model. Students in large classes were placed into cohorts with assigned face-to-face class days. While not exactly as flexible as a traditional BlendFlex offering, the sentiment was similar.

In some ways, the challenges associated with the BlendFlex modality were representative of more widespread teaching and learning concerns. At UCF, faculty were confused by the modality with some instructors even communicating that they did not know they were teaching in a BlendFlex capacity despite training and individual mentorship provided by several teaching and learning departments. End-of-semester surveys and faculty focus groups at our institution showed, generally, a dissatisfaction with teaching and learning modalities and strategies employed in 2020 with some faculty lamenting the 'ineffective' nature of BlendFlex courses as well as fully synchronous virtual instruction, and others proclaiming they never want to teach outside of the fully face-to-face environment again. We did find, however, that there were pockets of faculty that found the unique modalities and new expectations invigorating.

In our conversations, a recurring theme arose. Faculty members are struggling with what we are calling instructional uncertainty. The overall sentiment of instructional uncertainty is not new. Frykholm (2004) proposes a theoretical framework to overcome teacher discomfort. His conceptualization connected back to Dewey (1933) who identifies discomfort as something arising from doubt,

perplexity, and anguish. Once these feelings take root, Dewey (1933) argues, faculty search for any materials that help alleviate that anxiety. We can imagine that these feelings of doubt, perplexity, and anguish are even more intense today as a result of uncertainty surrounding BlendFlex, synchronous virtual instruction, and general distance learning in a COVID world.

In a recent *Academic Leader* article, we argue that instructional certainty stems in part from a significant feeling of a lack of control (Strawser & Looney, 2021). This feeling is understandable. In a fully face-to-face class, the preferred modality for generations, instructors experience a high-touch teaching environment. If a student is not paying attention, the instructor can see and sense non-verbal 'tells'. In a virtual environment, a student can hide behind a screen, both literally and figuratively, as one can easily turn off a microphone or camera and remain present in name but not in attention. Instructors, then, start to deal with higher anxiety. We cannot even ask our students to turn off their devices—we need their devices on to connect. This new reality reinforces one role of the faculty developer. We believe faculty developers need to consider how they can significantly reduce instructional uncertainty.

The Role of the Faculty Developer: Reducing Instructional Uncertainty

Faculty development can be a precarious balance between providing tech support and training faculty on pedagogical theory and practices. These two functions are often divided into separate departments within a university, with one shop handling tech support and the other handling pedagogical best practices. Yet, technical acumen and pedagogical knowledge are not mutually exclusive. And perhaps the same can be said of the instructional uncertainty to which COVID-19 has given rise.

For those serving in a faculty development role, remembering this balance is more important than ever. The interdependency of effective technology use and sound instruction is the foundation for helping faculty work toward reducing instructional uncertainty. With this in mind, we offer the following tips for teaching and learning centers to transform into *havens of certainty*:

Work to address the root of uncertainty: Every faculty member might have a different cause of uncertainty, reducing it starts with naming the source. Discomfort with a new piece of technology requires a different solution than the anxiety of virtual lecturing to students with cameras turned off. If we can help faculty identify where they are feeling the most uncertain and why, it is much easier to create a plan that will increase their confidence.

Try not to skip the tech basics: A detailed training session about the merits of sound online pedagogy will mean nothing to someone who still cannot figure out how to mute/unmute a microphone. It is worth identifying at what level your faculty are operating, and this starts with not assuming proficiency.

Encourage faculty to contemplate their virtual teaching identity: There is considerable temptation to copy and paste our teaching methods and philosophy from one modality to another. That might feel like an obvious and easy choice, but it rarely creates a good experience for students or faculty. As early educators, we are often encouraged to write a teaching philosophy and articulate our classroom identity. For many educators, it may be time to reassess this with the backdrop of virtual learning in mind. Contemplating a virtual identity can be an empowering way to demonstrate that there is no one right way to teach, no matter the modality. How can each educator bring their own set of strengths and values to their students, just as they hopefully always have done?

Provide a space for hands-on mistakes: It is one thing to warn someone of potential pitfalls in emerging course modalities, but it is something entirely different when that person *experiences* said pitfalls. Faculty should not have to wait for a mistake to happen organically to learn from it. Think about it like flight school; a pilot experiences a simulated plane crash before facing a real

one. Create "crash" simulations that allow experimentation. If your institution uses a platform like Zoom, design a session where participants can make mistakes and solve them. This will give first-hand experience with problem-solving and failure. The opportunity to get comfortable with malfunctions in front of an audience is priceless. This is also the easiest way to demonstrate that, no matter how much you can mess up in a virtual classroom, there is no detonation button. Everyone will survive to see another lecture.

Offer a gentle reminder that teaching is inherently uncertain: Most seasoned faculty are already more equipped to deal with uncertainty than they may realize. Long before COVID-19, the classroom environment was steeped in uncertainty. Wasserman (1999) wrote that teaching is "a profession in which there are few, if any, clear-cut answers" (p. 466). She also suggests that searching for certainty is an "illusionary quest," and educators should be equipped with tools to navigate this inherent uncertainty. Perhaps the simplest of tools is a gentle reminder that faculty engage in an 'uncertain' profession.

We believe faculty developers can help ensure faculty achieve some level of certainty in an often, especially recently, uncertain vocation. While it is not possible to remove every challenge or barrier that creates uncertainty in virtual or hybrid modalities we can work diligently to address what we can control. By addressing the root of faculty uncertainty, reminding faculty of teaching fundamentals, and encouraging well-planned mistakes, faculty developers can help faculty achieve an even greater level of instructional effectiveness.

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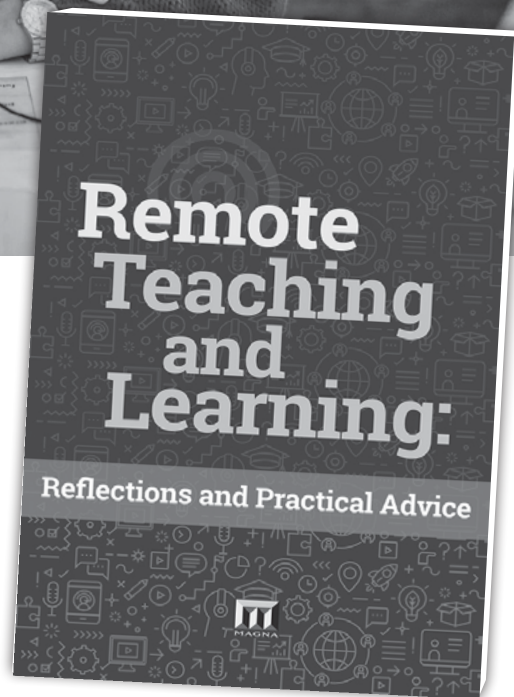
Remote Teaching and Learning: Reflections and Practical Advice presents fresh strategies and advice from faculty who were successful during the 2020–2021 period of remote instruction. Gain expert, proven insights from fellow colleagues that implemented effective teaching methods and see for yourself how you can use them in your own classroom.



Paperback: 126 pages
Compiled by: Jon Crylen
Published by: Magna Publications, 2021
ISBN: 978-0-912150-78-9
Formats available: Print, Amazon Kindle

For more information, visit https://magnapubs.com/RemoteTeaching

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Inclusive Collegiality and Nontenure-track Faculty: Engaging All Faculty as Colleagues to Promote Healthy Departments and Institutions, by Haviland, D., Jacobs, J., Alleman, N. F., & Allen, C. C. Stylus Publishing, 2020.

Reviewed by Michael L. Rowland

As our government, and particularly our educational systems, explore ways to be more inclusive in our teaching and increase diversity in our ranks, this book explores many aspects of collegiality in higher education. It defines a collegial work environment, what policies and practices create a less-than-inclusive and collegial atmosphere for non-tenure track faculty in our institutions of higher education. Several earlier studies have identified a sense of dissatisfaction among non-tenure-track faculty in interactions with colleagues and a lack of integration and voice in curricular matters in a department, thus leading to a less than optimal collegial working environment.

The author's note that the inspiration for the book stemmed from a specific moment during a conference in November 2015 after a presentation on full-time non-tenure-track faculty (NTTF). A provost then asked the author's "what do I do about this? How do I make it better?" The book is part of a series of books by The New Faculty Majority Series with other titles in the series including, *Contingent Academic Labor* and *Adjunct Faculty Voices*. Its intended audience includes: "institutional leaders, department chairs, tenure-line faculty, and leaders in the academic profession (p.15)." The book is based on research conducted at two types of institutions during a five-year timeframe: a "public unionized master's institution [and] a private nonunionized research university."

The authors spoke with a total of 101 nontenure-track faculty, tenure-track faculty, department chairs, and administrators. As described in the foreword, "healthy departments that exhibit collegiality [serve] as a source of inspiration and [offer] transferable lessons for other departments and institutions" (p. ix). The findings lead to recommendations (methods and solutions) for creating a more inclusive and collegial environment for non-tenure-track faculty and their tenure-track faculty colleagues.

Chapter 1 (introduction) opens with data on the rise in the numbers of non-tenure-track faculty in higher education in the U.S. In 1969, non-tenure-track faculty was estimated to be 22% of all faculty; by 2015, that number increased to 70%. Therefore, a larger number of students in higher education are being taught by nontenure-track faculty. The chapter describes the research study undertaken, defines *nontenure-track faculty*, and most importantly, *inclusiveness* and *collegiality*, which include both interpersonal respect and trust and respect for professional expertise. The authors denote that there can be challenges in how the term *collegiality* is defined and expressed.

Chapter 2 explores the interpersonal interactions and relationships among the faculty. Readers should keep in mind that the authors examined what they term as *healthy departments* and issues of healthy collegiality for nontenure-track faculty. Yet, they caution readers about the role social identities, (i.e., race, gender, and ethnicity) play in the interpersonal relationships of nontenure-track faculty. The authors point out issues that underrepresented minority faculty have faced in areas of unhealthy interpersonal interactions within their departments. This chapter concludes with specific recommendations from the authors on how to cultivate interpersonal trust and respect for University Administrators, Department Chairs, Tenure-Track Faculty, and Nontenure-Track faculty.

Chapter 3 focuses on recognizing the professional expertise that nontenure-track faculty bring to an institution or department. This includes an examination of policies and practices that may hinder the full participation and utilization of the professional expertise of nontenure-track faculty. The chapter concludes with recommendations of

how to recognize the professional expertise that nontenure-track faculty bring to an institution. Chapter 4 examines the institutional context that affects the interpersonal and professional expertise of nontenure-track faculty.

Chapter 5 (conclusion) offers some basic principles in building a more inclusive and collegial work environment for nontenure-track faculty. The authors clarify the essential, distinct roles that tenured and tenure-track faculty, campus leaders, department chairs, and others play in the creation and development of inclusive collegiality for nontenure-track faculty.

One concern a reader may have with this five-year study is the lack of detailed information regarding the methodology it has employed. For example, were the discussions with the 101 key informants conducted via individual interviews or focus group? Also, it would have been helpful to provide a brief description of the selection process of the nontenure-track, tenured, tenure-track faculty, and administrators were selected for inclusion in their study. A greater concern is how the recommendations and utilization rates of nontenure-track faculty in higher education can assist in the present COVID-19 environment of remote teaching and learning, where faculty colleagues cannot physically congregate in their respective departments formally or even informally in the hallways or in each other's offices for a chat, but can only hold various committee meetings via Zoom, Skype, telephone, or email. Can a remote environment begin to instill and promote inclusive collegiality for all faculty? If so, how can this be accomplished? Haviland and colleagues have provided a much-needed discussion for nontenure-track faculty that readers can extend to their individual circumstances during this unusual time.

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Book Review

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Preparing for College and University Teaching, Gilmore, J. & Hatcher M. Sterling, VA: Stylus Publishing, 2020.

Reviewed by Vanessa Gonzalez

Preparing for College and University Teaching is the culmination of decades of experiences, conversations, and ideas intended to positively improve the teaching experience of graduate student instructors (GSIs). The authors created a framework of 10 teaching competencies essential for the development of graduate students. The competencies include foundational, postsecondary, and pedagogical concepts and provide critical insight for graduate student instructors looking to uncover more about a career in academia. These competencies outline the understanding and knowledge necessary to be a successful scholar, educator, and teacher. Each chapter is organized to consistently provide a description of the competency, the rationale for the competency, and examples of how to implement or teach the competency.

The authors share that though graduate students historically teach between 25%–50% of undergraduate coursework, there is often a lack of adequate preparation and training for these students. Many GSIs note that the only teaching instruction they receive is from a short orientation program that does not incorporate all aspects of learning needed to be successful in teaching courses.

This book addresses many challenges GSIs are experiencing, such as not feeling suited to teach a course, lack of autonomy to instruct and assess as they see fit, or feeling ill-prepared for the professoriate after graduate school. However, the authors also offer specific recommendations to combat those challenges. The range of relevant areas for graduate students in this book is extensive, including topics like developing professional identities, discovering career possibilities, learning how to communicate goals and expectations, and even understanding psychological learning principles to better inform teaching practices. Additionally, there is also an entire chapter devoted to strategies for teaching with attention to diversity and inclusion, something that is incredibly timely and important as our society and higher education student population continues to become more diverse with each passing decade. One unique trait of this book is that by sharing detailed examples and scenarios, it provides the reader the opportunity for a progress check, of sorts, to evaluate their own abilities and strategies related to each competency.

There are many different types of audiences who would benefit from reading *Preparing for College and University Teaching*. The most apparent is, of course, graduate student instructors looking to learn more successful teaching strategies. Faculty GSI supervisors would also be able to gain a deeper understanding of the challenges their supervisees may be experiencing and what actions could help in addressing those teaching and learning strategies. Additionally, institutions that are aiming to create their own GSI professional development course or training program would be ideally suited to learn from this work. Though the book is full of multiple and varied real-word examples that focus on each specific competency, the main resource lies in its final chapter where the author explores, in detail, a current program that implements the competencies outlined in the framework. Institutions can use the insight from that chapter as a model to influence the development of their own new or existing programs.

One key takeaway from the book is that we must expand GSI training beyond a short, one-time orientation program. If we are entrusting graduate students to provide a substantial amount of undergraduate coursework teaching, we must consistently work to develop their skills, abilities, and knowledge to be effective and successful educators. A second top strength of this text is the variety of in-depth examples of what multiple institutions around the country are actively offering for their graduate student training. Understanding that what may work best for one institution may not fit well with another is an important reason for so many unique examples

to be highlighted in the book. This appears to be a viable book to hold on to for many years for graduate student instructors to employ new strategies during their studies or for GSI supervisors to refer back to as a relevant resource. As a graduate student, I have a unique perspective of reading *Preparing for College and University Teaching* at the same time as taking a Preparing Future Faculty course. Based on my current experience, I feel that this book supplemented a wealth of additional knowledge to expand my understanding beyond a one-semester faculty preparation course. Instructors of current faculty preparation programs may consider including this text in their courses to enhance the graduate student's learning.

Preparing for College and University Teaching is comprehensive, detailed, and derived from many years of relevant work and experience. As a result of its thoroughness, there is much for graduate student instructors, faculty GSI supervisors, and institutions at large to glean from their framework of the ten competencies. *Preparing for College and University Teaching* provides an opportunity for reflection and assessment to further develop graduate student teachers across academia.

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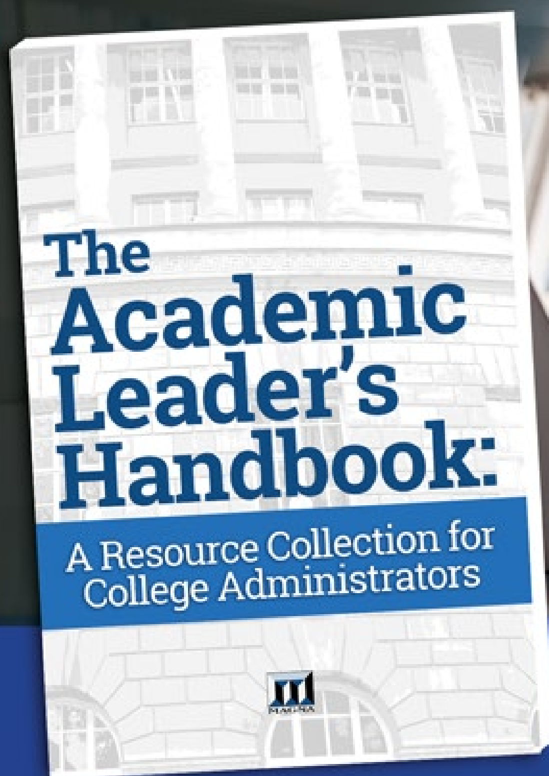
The Academic Leader's Handbook: A Resource Collection for College Administrators



Paperback: 165 pages
Published by: Magna Publications, 2017
ISBN: 978-0-912150-64-2
Formats available: Print, Amazon Kindle

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