Faculty Student Services Training: The Fourth Pillar of Faculty Life

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Plan of Action
“A good teacher must stand where personal and public meet, dealing with the thundering flow of traffic at an intersection where ‘weaving a web of connectedness’ feels more like crossing a freeway on foot” (Palmer, 1998, p. 17).

The Problem
• Faculty are not prepared to address student out-of-class concerns
• Faculty lack knowledge of student services and resources and how to guide students to those services and resources
• Faculty concentrate on intellectual development

Rationale for Approach
• Faculty’s time is taxed with the three pillars of faculty life
• Faculty are often the first resource students approach
• Faculty scramble to get students the appropriate help
• Faculty could benefit from an introductory training about student services and guide book.

Context
• Kettering College: A Seventh Day Adventist higher education institution
• Allied Health degrees since 1967
• Physician Assistant (PA) program is one of oldest in U.S.
• 27 month program, Masters degree

Limitations
• Advisor and counselor is an “addition” to faculty roles
• Faculty are currently evaluated and promoted based on the three foundational pillars: teaching, service, and research
• Faculty are rewarded for focusing on the three pillars, not the fourth.

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Guide Book
Training Session

References