

4-17-2013

Research exercise: Faculty Student Services Training: The Fourth Pillar of Faculty Life

Follow this and additional works at: https://ecommons.udayton.edu/stander_posters

Recommended Citation

"Research exercise: Faculty Student Services Training: The Fourth Pillar of Faculty Life" (2013). *Stander Symposium Posters*. 315.
https://ecommons.udayton.edu/stander_posters/315

This Book is brought to you for free and open access by the Stander Symposium at eCommons. It has been accepted for inclusion in Stander Symposium Posters by an authorized administrator of eCommons. For more information, please contact frice1@udayton.edu, mschlangen1@udayton.edu.

Faculty Student Services Training: The Fourth Pillar of Faculty Life

Curtis R. Nash

Frances M. Angerer

Advisor: Michele Welkener Ph.D

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.

WARD

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).

NEUMANN & TEROSKY

BOYER

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.

Guide Book

Training Session

LIGHT

References

Boyer, E. (1990). Enlarging the perspective. In *Scholarship reconsidered: Priorities of the professoriate* (pp. 15-25). San Francisco, Ca: Carnegie Foundation For The Advancement Of Teaching.
 Light, R. (2001). Faculty who make a difference. In *Making the most of college: Students speak their minds* (pp. 104-128). Cambridge Ma: Harvard University Press.
 Neumann, A., & Terosky, A. (2007). To give and to receive: Recently tenured professors' experiences of service in major research universities. *The Journal of Higher Education*, 78, 282-310.
 Palmer, P. (1998). The heart of a teacher. In *The courage to teach: Exploring the inner landscape of a teacher's life* (pp. 9-33). San Francisco, Ca: Jossey-bass.
 Ward, K. (2002). Internal service: Faculty at work as institutional and disciplinary citizens. In *Faculty service roles and the scholarship of engagement* (pp. 51-68). San Francisco, Ca: Jossey-bass.