Faculty Renewal and Development Working Group Notes
ADT Fall 2002 Retreat
October 4-6, 2002

Participants:

- Avoiding “burnout”

- Application of post-tenure review process to maintain teaching “spark”
  - Apply only to problem situations?
  - Apply as general “quality control” process? “constructive/positive”
  - Wide variation in application throughout “Y”

- Focus on promoting “pre-tenure” spark

- Concern about “departmental” politics discouraging young faculty
  - Welcome them into the “community” of teachers
  - Bush program helps

- Mentoring/team-teaching can be synergistic for a junior and a senior faculty member

- Develop mentoring process more for pre-tenure and post-tenured faculty (narrative and case studies?)

Mentoring:
- Needs high trust level
- Have mentees seek out appropriate mentors

- Wide variation throughout the U in the application of the performance review process. Importantly affects faculty development process.

Graduate Education
- How to develop faculty as better teachers of graduate students
  - A focus not just on subject matter transferred but considering the psychology of the learning process as well
  - A shortage of literature on this topic
  - What is the Academy’s role here? (product) Education
  - Should there be structured training? Role of Graduate School? “Resp. of Research”

- Importance of periodic seminars- grad students/faculty
  - Sharing research (dress rehearsal- “Let us be brutal for up love one another”)
  - Outside speakers

Sabbaticals/Single Semester Leaves
- Participation varies over the University
- Departments receive no money for single semester leaves
Faculty Exchange Programs
• Inter-University
• Inter-campus with University
• “Visiting Scholars Program”
• International programs (can change your life)

Role of the Academy in a sort of “Continuing Education” series focusing on revitalizing faculty.

Spring Conference Topics
• To include some of the proceeding
• Academy could develop a shopping list of faculty renewal activities
• Academy could write grants to do more of what is needed
• Internalizing curriculum provides opportunities for renewal