

Faculty Student Services Training: The Fourth Pillar of Faculty Life

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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

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