

Faculty Student Services Training: The Fourth Pillar of Faculty Life

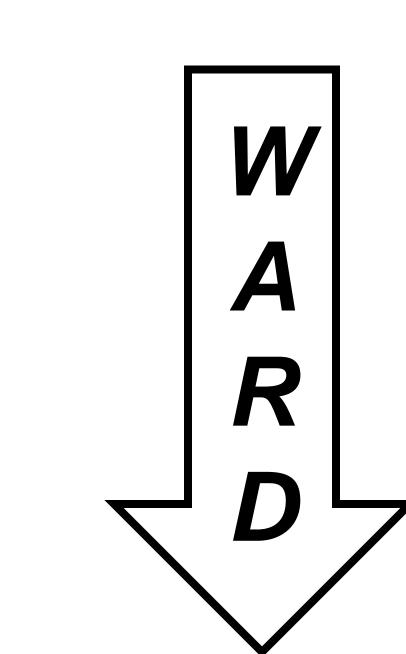
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The Problem

- 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

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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).

Rationale for Approach

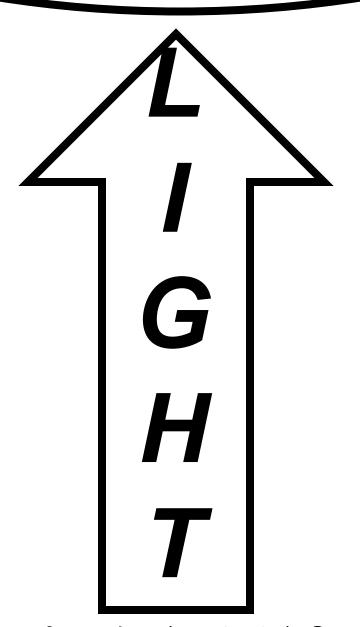
- Faculty's time is taxed with the three pillars of faculty life
- Faculty are often the first resource students approach
- Faculty scramble to get students the appropriate help
- Faculty could benefit from an introductory training about student services and guide book.

NEUMANN & TEROSKY)

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

Guide Training Session



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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.