Empathy, and Empowerment
Cultivating Consciousness,
Faculty Morale:
Assessing and Addressing

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Narrative Theory: The Power of Stories

Novice, American, & Houston, Faculty Mentors

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The primary focus of our research is to identify key issues and challenges faced by educators in preparing and equipping their students for success in higher education. Our goal is to provide insights into effective strategies and practices that can be employed to improve student outcomes and overall educational experience.

In this paper, we explore the impact of early exposure to higher education on students' academic performance and future readiness. We draw on a comprehensive literature review of relevant studies to provide a thorough analysis of the factors that contribute to student success.

We find that early exposure to higher education programs, such as AP courses and dual enrollment, can significantly enhance students' preparation for college and improve their chances of academic success. However, it is important to consider the potential drawbacks and challenges associated with these programs, such as increased academic pressure and the need for adequate support.

Our study also highlights the importance of collaboration between K-12 and post-secondary educators to ensure a smooth transition for students. This includes the development of effective communication strategies and the establishment of clear partnerships between the two sectors.

In conclusion, our research provides valuable insights into the critical role played by early exposure to higher education in shaping students' academic readiness and future success. We encourage educators and policymakers to actively consider these findings as they develop strategies to support student success in higher education.

We hope that this paper will contribute to the ongoing conversation about how to best prepare students for success in higher education and inspire further research on this important topic.
they need advice not only in intellectual and professional matters, but
Faculty needs are often overlooked, or given low priority in the faculty governance process. It is critical that the faculty governance structure be structured to ensure that faculty input is valued and given serious consideration. This can be achieved through the establishment of a faculty advisory committee or other similar mechanism that allows faculty to provide input on important decisions. Faculty governance should be inclusive, with representatives from all areas of the university. This will ensure that the needs and interests of the faculty are considered and addressed.

The role of academic leadership in the context of faculty governance is also important. Academic leaders should be actively involved in the governance process, providing guidance and support to faculty members as they work to advance their research and scholarly activities. This includes providing resources for research and professional development, as well as creating a supportive environment for faculty members to thrive.

In conclusion, faculty governance is a critical component of university governance. It ensures that the needs and interests of the faculty are considered and addressed, and that the faculty has a voice in the governance process. By creating a governance structure that is inclusive, transparent, and responsive to faculty needs, universities can foster a culture of excellence and innovation that benefits all members of the university community.
Creating the Scenarios

and portrayed the university culture in alternative terms that implicitly captured the essence, depth, and complexity of faculty roles and positions. Each scenario was developed and refined through iterative conversations with faculty members, focusing on the experience of the faculty in relation to the broader context of the institution. The scenarios were designed to reflect the diverse experiences and perspectives of faculty members across various academic disciplines.

The Scenarios

The scenarios highlighted the complex nature of faculty roles and responsibilities, addressing the challenges faced by faculty members. They emphasized the need for institutional support and recognition of the unique contributions of faculty members.

1. Faculty Engagement: A strong focus on faculty engagement and collaboration with the administration to enhance the overall experience of teaching and research.
2. Faculty Development: A commitment to ongoing professional development and career advancement opportunities for faculty members.

Discussing the Scenarios

The outcomes of the scenario discussions were presented to the faculty and administration. The feedback was incorporated into the final version of the scenarios, providing a clearer understanding of the faculty's perspectives and needs.

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For suggestions on how to improve the session, please

We would like to thank a recent guest member in the Computer Science Department for her insights on how to improve the session.

In preparation for scenario-based discussions, we trained a group of

**Outcomes of Scenario-Based Discussions**

After the training, participants were asked to reflect on their experiences and discuss their responses. Here are some of the key outcomes:

- **Stimulated discussion** after which participants shared their reflections and insights.
- **Enhanced comprehension** of participants' communities, reflecting the role played in actual learning scenarios.
- **Improved retention** of critical information, leading to greater understanding.
- **Increased engagement** in discussions, highlighting the importance of these interactions.

We also examined common reasons for the differences between participants:

- **Physical space constraints**: In-room (a) and physical (b) limitations, along with reduced conversational possibilities.
- **Lack of essential resources**: Limited access to essential resources, exacerbating the previous constraints.
- **Limited discussion tools**: Tools and materials were insufficient for effective discussion.
- **Lack of guidance**: Participants lacked clear guidance on how to proceed.

Because some of the reflections were taken across different contexts in which discussions were held, the outcomes varied across participants.

**Above the line**

The process of discussion was further enhanced by the above-mentioned strategies:

- **Enhanced clarity**: Clear instructions helped participants understand the objectives.
- **Facilitated communication**: Effective communication tools were used to facilitate understanding.
- **Increased responsiveness**: Participants were encouraged to respond more actively.

While the experience was positive, we identified areas for improvement:

- **More opportunities**: More opportunities for participants to engage.
- **Clearer guidelines**: clearer guidelines on how to proceed.
- **Enhanced resources**: Enhanced resources were necessary to support discussions effectively.

In conclusion, the scenario-based discussions were highly effective in stimulating deeper understanding and encouraging active participation.
A different group of faculty members discussing another scenario in which the departmental norms and the faculty response differed from the earlier one.

**Emphasis**

Faculty members expressed their disapproval of the discussion, which seemed to be focused more on the negative aspects of the scenario. They argued that the discussion was inappropriate and that it was important to understand the different perspectives and the faculty members' concerns. They also highlighted the need for a more constructive and positive environment for discussion.

**Consciousness**

The scenario raised several critical questions for the department. The faculty members were concerned about the impact of the discussion on the students and the department's reputation. They also expressed concern about the potential for the discussion to escalate and become unproductive. The faculty members suggested that the discussion should be more facilitative and that the department should focus on positive and constructive discussions toaddress these issues in a more structured and professional manner.

The department then reviewed its policies and procedures to ensure that similar discussions were conducted in a manner that was respectful and constructive. The faculty members were encouraged to participate in these discussions and to express their views in a respectful and professional manner. The department also initiated training sessions for faculty members to improve their communication skills and to ensure that they were better prepared to handle such discussions in the future.
An unprejudiced and fair conclusion of the discussion was that the external review of the faculty members' work did not reflect the traditional discipline of the recent empirical evaluation of the faculty members' work. The external review of the faculty members' work did not reflect the traditional discipline of the recent empirical evaluation of the faculty members' work. The external review of the faculty members' work did not reflect the traditional discipline of the recent empirical evaluation of the faculty members' work. The external review of the faculty members' work did not reflect the traditional discipline of the recent empirical evaluation of the faculty members' work. The external review of the faculty members' work did not reflect the traditional discipline of the recent empirical evaluation of the faculty members' work.
Institutional application and further research

To other members of the university community,

Promote scholarly research and the exchange of information at conferences and workshops.

Promote the understanding of the role of curriculum development and implementation.

Promote the understanding of the role of assessment and evaluation.

Promote the understanding of the role of faculty development.

Promote the understanding of the role of institutional research.

Institutional culture

Institutional culture refers to the norms, values, and beliefs that are shared by the members of the institution. It is shaped by the history, traditions, and practices of the institution.

Institutional culture can be studied through various methods, including surveys, interviews, and focus groups. The culture of an institution can be measured by assessing the level of cooperation, communication, and trust among its members.

Institutional culture can have a significant impact on the effectiveness of an institution. A positive institutional culture can lead to increased collaboration, innovation, and productivity. Conversely, a negative institutional culture can lead to decreased collaboration, innovation, and productivity.

Institutional culture can be modified through various strategies, including the promotion of a shared vision, the provision of training and development opportunities, and the creation of a supportive work environment.
Then again, how can one be surprised? How could one fail to mention the importance of the research conducted in the department? How could one fail to mention the impact of the research conducted? How could one fail to mention the impact of the research conducted? How could one fail to mention the impact of the research conducted?

And why should it? The research was a success by all measures: the research was successful. The research was successful. The research was successful. The research was successful. The research was successful.

I have been told about the importance of the research. I have been told about the importance of the research. I have been told about the importance of the research. I have been told about the importance of the research. I have been told about the importance of the research.
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The whole university community

The whole university community should be involved in efforts to create a positive culture of research and teaching. The emphasis should be on fostering collaboration, promoting diversity, and encouraging open communication. The university should provide resources and support to ensure that faculty members have the opportunity to engage in meaningful research and teaching activities.

In summary, the university community should be viewed as a whole, with all members playing a role in creating a culture of excellence in research and teaching. By fostering collaboration, promoting diversity, and encouraging open communication, the university can create an environment where faculty members have the opportunity to engage in meaningful research and teaching activities. This will ultimately lead to a more vibrant and dynamic academic community.

References


How does a department deal with shifting departmental goals?

- Departmental goals
- How should junior faculty members respond to changes in the department with shifting departmental goals?
- How would you rate the junior faculty? (1 to 10, 10 being the highest)

Specific Questions to Address Scenarios

Appendix B

Appendix C

But she never felt like she was part of the community. She was always worried that she didn't belong, that she was making a difference in the community. She joined the staff because she realized that the people she was seeing were part of the community. She had a passion for helping others and she knew that she was making a difference. She decided to stay and work towards making the community a better place. She worked hard and eventually became a respected leader in the community.
How might the city impact various junior faculty members?


Is there a process to fairly distribute resources (e.g., space, graduate students)? How is the process communicated to junior faculty?

Strategic issues:
- How does one build trust and confidence in the RFP process?
- How do you ensure that a junior faculty member’s expectations are met?

How do you (as a department head) communicate the process of: 
- How do you obtain faculty participation in the process?
- How do you ensure that a junior faculty member’s expectations are met?

Recruitment, Promotion and Tenure Process
- How can a department head foster faculty members’ or mentor deals with major issues?
- When major people are not involved (e.g., their subordinates on special projects).

Providing support:
- How do you ensure that all faculty equally use these resources?

Are all faculty members equally involved and active (i.e., do they have equal opportunities)?

Performance Evaluation:
- How do you ensure that faculty members are evaluated equally?

What is the role of the department head in writing faculty evaluations?

Encourage/Support:
- How do you encourage junior faculty members to seek external funding?

How do you encourage department members to seek external funding?

Academic Freedom:
- How do you ensure that faculty members have academic freedom?

Where do you see the primary function of a department head?