
Site To Download Faculty List For The Academic Session 2016 17

When people should go to the ebook stores, search instigation by shop, shelf by shelf, it is in reality problematic. This is why we provide the book compilations in this website. It will very ease you to look guide **Faculty List For The Academic Session 2016 17** as you such as.

By searching the title, publisher, or authors of guide you in fact want, you can discover them rapidly. In the house, workplace, or perhaps in your method can be all best place within net connections. If you intend to download and install the Faculty List For The Academic Session 2016 17, it is no question simple then, since currently we extend the join to purchase and make bargains to download and install Faculty List For The Academic Session 2016 17 in view of that simple!

F45 - PITTS HANCOCK

By exploring the intellectual activities pursued by these faculty and their ongoing efforts to develop and define their academic interests, Professing to Learn directs the attention of higher education professionals and policy makers to the core aim of higher education: the creation of academic knowledge through research, teaching, and service.

Discover faith anew through the perspectives of 20 biblical women whose stories offer challenging and encouraging insights for women and men today. This collection of Bible studies features a diverse array of contributor voices from various cultures, denominations, and generations, as each contributor connects her or his personal story with the scriptural narrative. Professor and pastor Deborah Winters, with her seminary students from Palmer Theological Seminary, introduces women from Old and New Testament alike, highlighting characters both familiar and lesser known, from Rahab to Ruth, from Hannah to Huldah, and featuring many of the unnamed but pivotal women encountered in Jesus' ministry. Great for small-group use and for personal study, every session includes a "hook question" to begin and several reflection questions to conclude.

This book discusses theories in economics and ethics to help the reader understand all points of view regarding the crossroads between economic systems and individual and social values. Easily accessible to non-specialists, the book also provides numerous insights for specialists in economics, philosophical ethics, or both.

Demonstrates how the success of universities depends on the working conditions of the younger academic generation. Young faculty are the future of academia, yet without attractive career paths for young academics, the future of the university is bleak. Featuring case studies from Brazil, China, France, Germany, India, Norway, Portugal, Russia, South Africa, and the United States, *Young Faculty in the Twenty-First Century* is the first book to analyze issues facing early-career higher education faculty in an international context. The contributors discuss how young academics are affected by contracts, salaries, the structure of careers, and institutional conditions. The analyses cover the full spectrum of the academic profession, including part-time jobs and short-term contracts, both in public and private institutions. The book also addresses what universities must do in order to attract young, qualified candidates.

The heavens are beckoning us, telling us that this wonderful, mind-boggling cosmic display is indeed the work of the creator. And now, using rovers and satellites, we're venturing further out into the

vastness of space than ever before. In *Star Struck*, Christian astronomer David Bradstreet and writer Steve Rabey take readers on a guided tour of the biggest story ever, offering both intriguing science lessons and powerful spiritual insights: As we discover more about cosmos, we understand more about the character of our Creator; The more we see the vastness and complexity of the universe, the more we experience awe, wonder, praise, gratitude and humility; Hundreds of Christian astronomers blaze the way into deep exploration of the universe today, discovering and proving God's work in the heavens. Combining a respect and admiration for mainstream astronomy with a zeal for uncovering new details about God's celestial handiwork at its core, this book about stars, planets, asteroids, nebulae, comets, dark matter, and the other fingerprints of God will tell you that all of the worlds around you are God's and this world is his home for you.

This is the 2nd edition of *Technological Innovation*. Profiting from technological innovation requires scientific and engineering expertise, and an understanding of how business and legal factors facilitate commercialization. This volume presents a multidisciplinary view of issues in technology commercialization and entrepreneurship.

No matter what side you're on or how you look at it, we're living in a world that's filled with "fake news" and with lots of people who believe it. How do Christians fit into this world? In this book, Kenton Sparks argues that certain approaches to biblical authority, which assume that the Bible is a perfect book, make Christians especially susceptible to the deceptions of "fake news" and cause us to embrace false understandings of the Bible and, because of this, about natural science, social science, various academic disciplines, politics, morals, ethics, and loads of other things. The resulting damage to faith and Christian witness is significant. Is there a better way to understand and honor biblical authority? Yes. We must restore God as the final authority over our interpretations of Scripture. The path forward for this theological agenda was modeled by Jesus Christ in his interpretations of Scripture. Whereas his contemporaries often followed the "letter of the law" or something akin to it, Jesus taught that love for God and neighbor provided the proper foundation and destination for healthy readings and applications of the Bible. If love required more radical, internal commitments to the law, Jesus demanded this of his audience; where love required that we set aside the law's violent judgments, he pointed his audience in the opposite direction. In modeling this approach to Scripture, Jesus taught "as one with authority" and thus showed us that, when we interpret Scripture through the lens of divine love, we give ourselves the best opportunity to read Scripture under the authority of God.

There was a time when the faculty governed universities. Not anymore. *The Rise and Decline of Faculty Governance* is the first history of shared governance in American higher education. Drawing on archival materials and extensive published sources, Larry G. Gerber shows how the professionalization of college teachers coincided with the rise of the modern university in the late nineteenth century and was the principal justification for granting teachers power in making educational decisions. In the twentieth century, the efforts of these governing faculties were directly responsible for molding American higher education into the finest academic system in the world. In recent decades, however, the growing complexity of "multiversities" and the application of business strategies to manage these institutions threatened the concept of faculty governance. Faculty shifted from being autonomous professionals to being "employees." The casualization of the academic labor market, Gerber argues, threatens to erode the quality of universities. As more faculty become contingent employees, rather than tenured career professionals enjoying both job security and intellectual autonomy, universities become factories in the knowledge economy. In addition to tracing the evolution of faculty decision making, this historical narrative provides readers with an important perspective on contemporary debates about the best way to manage America's colleges and universities. Gerber also reflects on whether American colleges and universities will be able to retain their position of global preeminence in an increasingly market-driven environment, given that the system of governance that helped make their success possible has been fundamentally altered.

Using case studies and relevant literature, this book illustrates the challenges to legitimate, shared-governance domains when the routine of the academy is forced to deal with big issues, often brought on by external forces. Mortimer and Sathre have gone beyond a discussion of faculty/administrative behavior by focusing on what happens when the legitimate governance claims of faculty, trustees, and presidents clash. They place these relationships in the broader context of internal institutional governance and analyze the dynamics that unfold when advocacy trumps collegiality. The book closes with a defense of shared governance and offers observations and practical suggestions about how the academy can share authority effectively and further achieve its mission.

Originally published in 1992, this Asian-authored book presents a cultural description and interpretation of American high school adolescent life and ethos, based on anthropological fieldwork in a semi-rural school and its surrounding community in Oregon. It combines a realistic account of late 1980s adolescent culture and a confessional tale of the Asian ethnographer's fieldwork experiences among American youngsters. The three main parts of the book focus on a portrayal of adolescent daily life, an interpretation of these young people's cultural values and ideals, and a reflection on the ethnographer's fieldwork experiences respectively. Part 1, *Adolescent Life*, includes five chapters presenting a brief version of a key informant life history, a profile of the school, a portrait of the community, a sketch of a typical school day, and adolescent life out of school. Divided into four chapters, Part 2, *Adolescent Ethos*, identifies three dimensions of adolescent ethos and analyzes dynamics between the dimensions and reflecting ideals. The last chapter of this part, 'The Duality of Ideals' discusses how adolescents negotiated themselves in a complicated web of various ideals pressing on them. Part 3, *Doing Ethnography*, reports procedural and personal aspects of doing ethnographic research in two separate chapters. The former discusses each step from locating a field to writing an ethnography; the latter describes personal feelings and scholarly thoughts which occurred during and after

fieldwork. Adopting the most inconspicuous, unobtrusive form of research methods (she even dressed like them and acted with and among them), the ethnographer tried to listen to the young people's voices, peek into their lives from outside, and look out at the world through their eyes.

At head of title: American Academy of Religion.

"This case study offers scholars, policy makers, and the public a deep analysis of one of the few districts that is making progress toward true integration. The research team behind the book has diverse content and research design expertise and have been able to study the legal, educational, political, historical, and sociological dimensions of the case of the Morris School District by employing qualitative and quantitative research along with GIS mapping. This book provides policy makers and the public with a series of lessons learned from the Morris School District. Many of these lessons--which are at times inspiring and also still continuing to challenge the district--will prove valuable for those engaged in building equitable school systems. It will provide scholars with a superb example of mixed methods research and draws on a range of essential theoretical frameworks to aid in the analysis of one district's journey towards true integration"--

This important book addresses the prevalence of faculty incivility, camouflaged aggression, and the rise of an academic bully culture in higher education. The authors show how to recognize a bully culture that may form as a result of institutional norms, organizational structure, academic culture, and systemic changes. Filled with real-life examples, the book offers research-based suggestions for dealing with this disruptive and negative behavior in the academic workplace.

Until very recently, American universities were led mainly by their faculties, which viewed intellectual production and pedagogy as the core missions of higher education. Today, as Benjamin Ginsberg warns in this eye-opening, controversial book, "deanlets"--administrators and staffers often without serious academic backgrounds or experience--are setting the educational agenda. *The Fall of the Faculty* examines the fallout of rampant administrative blight that now plagues the nation's universities. In the past decade, universities have added layers of administrators and staffers to their payrolls every year even while laying off full-time faculty in increasing numbers--ostensibly because of budget cuts. In a further irony, many of the newly minted--and non-academic--administrators are career managers who downplay the importance of teaching and research, as evidenced by their tireless advocacy for a banal "life skills" curriculum. Consequently, students are denied a more enriching educational experience--one defined by intellectual rigor. Ginsberg also reveals how the legitimate grievances of minority groups and liberal activists, which were traditionally championed by faculty members, have, in the hands of administrators, been reduced to chess pieces in a game of power politics. By embracing initiatives such as affirmative action, the administration gained favor with these groups and legitimized a thinly cloaked gambit to bolster their power over the faculty. As troubling as this trend has become, there are ways to reverse it. *The Fall of the Faculty* outlines how we can revamp the system so that real educators can regain their voice in curriculum policy.

Vice President Joseph Biden has blamed tuition increases on the high salaries of college professors, seemingly unaware of the fact that there are now over one million faculty who earn poverty-level wages teaching off the tenure track. *The Chronicle of Higher Education* ran a story entitled "From Graduate School to Welfare: The PhD Now Comes with Food Stamps." Today three-fourths of all faculty are characterized as "contingent instructional staff," a nearly tenfold increase from 1975. Equality

for Contingent Faculty brings together eleven activists from the United States and Canada to describe the problem, share case histories, and offer concrete solutions. The book begins with three accounts of successful organizing efforts within the two-track system. The second part describes how the two-track system divides the faculty into haves and have-nots and leaves the majority without the benefit of academic freedom or the support of their institutions. The third part offers roadmaps for overcoming the deficiencies of the two-track system and providing equality for all professors, regardless of status or rank.

A useful compendium of 'survival' advice for the faculty newcomer on a variety of subjects: practical tips on classroom teaching, student performance evaluation, detailed advice on grant-writing, student advising, professional service, and publishing.

Attaining professional success and finding personal happiness in academic medicine is not an easy path, yet both are critical if the future is to be brighter through better science, better clinical care, better training, better responsiveness to communities, and better stewardship and leadership in the health professions. This concise, easy to read title consists of "mini" chapters intended as a resource to assist early- and middle-career physicians, clinicians, and scientists in understanding the unique mission of academic medicine and building creative, effective, and inspiring careers in academic health organizations. Organized in eight sections, the Guide covers such areas as finding your path in academic medicine, getting established at an institution, approaching work with colleagues, writing and reviewing manuscripts, conducting empirical research, developing administrative skills, advancing your academic career, and balancing your professional and personal life. Each chapter includes pointers and valuable career and "best practices" strategies in relation to the topic area. An exciting addition to the professional development literature, *Achievement and Fulfillment in Academic Medicine: A Comprehensive Guide* is an indispensable resource for anyone seeking to achieve a fulfilling career in academic medicine.

The definitive career guide for grad students, adjuncts, post-docs and anyone else eager to get tenure or turn their Ph.D. into their ideal job. Each year tens of thousands of students will, after years of hard work and enormous amounts of money, earn their Ph.D. And each year only a small percentage of them will land a job that justifies and rewards their investment. For every comfortably tenured professor or well-paid former academic, there are countless underpaid and overworked adjuncts, and many more who simply give up in frustration. Those who do make it share an important asset that separates them from the pack: they have a plan. They understand exactly what they need to do to set themselves up for success. They know what really moves the needle in academic job searches, how to avoid the all-too-common mistakes that sink so many of their peers, and how to decide when to point their Ph.D. toward other, non-academic options. Karen Kelsky has made it her mission to help readers join the select few who get the most out of their Ph.D. As a former tenured professor and department head who oversaw numerous academic job searches, she knows from experience exactly what gets an academic applicant a job. And as the creator of the popular and widely respected advice site *The Professor is In*, she has helped countless Ph.D.'s turn themselves into stronger applicants and land their dream careers. Now, for the first time ever, Karen has poured all her best advice into a single handy guide that addresses the most important issues facing any Ph.D., including: -When, where, and what to publish -Writing a foolproof grant application -Cultivating refer-

ences and crafting the perfect CV -Acing the job talk and campus interview -Avoiding the adjunct trap -Making the leap to nonacademic work, when the time is right *The Professor Is In* addresses all of these issues, and many more.

In an interconnected and globally competitive environment, faculty mobility across countries has become widespread, yet is little understood. Grounded in qualitative methodology, this volume offers a cutting-edge examination of internationally mobile academics today and explores the approaches and strategies that institutions pursue to recruit and integrate international teachers and scholars into local universities. Providing a range of research-based insights from case studies in key countries, this resource offers higher education scholars and administrators a comparative perspective, helping to explain the impact that international faculty have on the local university, as well as issues of retention, promotion, salaries, and the challenges faced by these internationally mobile academics.

In *Freedom as Motion*, Leslie Dale Feldman explores the American concepts of freedom, individualism, and liberal culture and how they are closely tied to Thomas Hobbes' notion of free movement. In chapter XXI of *Leviathan*, Hobbes describes freedom as 'the absence of opposition' to motion. This idea of freedom as motion has flourished in America where the emphasis on individualism is greatest. Feldman explores the evolution of this concept through Western and American history, and also the theoretical connection that exists in reality at the level of simple daily life. Hobbes' theory of freedom as motion becomes the central metaphor of liberalism and forms the basis for the American conception of freedom today. This book will prove thought-provoking to students of Western and American Political Theory, as well as students of American History and Culture.

This two-part volume contains a comprehensive collection of original studies by well-known scholars focusing on the Bible's wide-ranging reception in world cinema. It is organized into sections examining the rich cinematic afterlives of selected characters from the Hebrew Bible and New Testament; considering issues of biblical reception across a wide array of film genres, ranging from noir to anime; featuring directors, from Lee Chang-dong to the Coen brothers, whose body of work reveals an enduring fascination with biblical texts and motifs; and offering topical essays on cinema's treatment of selected biblical themes (e.g., lament, apocalyptic), particular interpretive lenses (e.g., feminist interpretation, queer theory), and windows into biblical reception in a variety of world cinemas (e.g., Indian, Israeli, and Third Cinema). This handbook is intended for scholars of the Bible, religion, and film as well as for a wider general audience.

Hatch develops a robust rhetorical theory of reconciliation and applies it to contemporary national and global efforts to redress the racialized wounds and injustices created by slavery. What emerges from this work is a profound vision for the prospects of meaningful reparation, forgiveness, and reconciliation in American race relations.

The quality of doctoral-level biochemistry (N=139), botany (N=83), cellular/molecular biology (N=89), microbiology (N=134), physiology (N=101), and zoology (N=70) programs at United States universities was assessed, using 16 measures. These measures focused on variables related to: (1) program size; (2) characteristics of graduates; (3) reputational factors (scholarly quality of faculty, effectiveness of programs in educating research scholars/scientists, improvement in program quality during the last 5 years); (4) university library size; (5) research support; and (6) publication records. Chapter I discusses prior attempts to assess quality in graduate education, development of the

study plans, and the selection of disciplines and programs to be evaluated. Chapter II discusses the methodology used, focusing on each of the assessment measures. Chapters III to VIII present, respectively, findings from the analyses of the biochemistry, botany, cellular/molecular biology, microbiology, physiology, and zoology programs. Chapter IX includes a summary of results, correlations among measures, several additional analyses, and suggestions for future studies. Among the findings reported are those indicating that cellular/molecular biology programs had, on the average, the largest number of faculty and that students in cellular/molecular biology, biology, biochemistry, microbiology, and physiology received a relatively high fraction of financial support. (Survey instruments and supporting documentation are included in appendices.) (JN)

Responding to the growing need for recruitment and retention of international talent in higher education institutions globally, this volume documents the experiences and contribution of international graduate students, researchers, and faculty. This text foregrounds perspectives around recruitment, transition, integration, professional development, and the retention of scholars originating from, or arriving in, countries including China, Australia, Iraq, Japan, and the US. By investigating the support systems that are in place to assist foreign-born faculty members in institutes of higher education, the text provides important insights for departments and institutions as they look to successfully attract and retain global academic talent. Moreover, the scientific and practical implications of the research presented in the text directly informs institutional policy, working towards more effective, inclusive, and equitable ways to support international faculty. This text will benefit researchers, academics, and educators with an interest in higher education, international and comparative education, and, more specifically, those involved with faculty development programs. The text will also support further discussion and reflection around multicultural education, international teaching and learning, and educational policy more broadly.

Lizet, a daughter of Cuban immigrants and the first in her family to graduate from high school, secretly applies and is accepted to an ultra-elite college. Her parents are furious at her decision to leave Miami, and amid a painful divorce, her father sells her childhood home, leaving Lizet, her mother, and older sister, a newly single mom--without a steady income and scrambling for a place to live. Amidst this turmoil, Lizet begins college, but the privileged world of the campus feels utterly foreign to her, as does her new awareness of herself as a minority. Struggling both socially and academically, she returns home for a Thanksgiving visit, only to be overshadowed by the arrival of Ariel Hernandez, a young boy whose mother died fleeing with him from Cuba on a raft. The ensuing immigration battle puts Miami in a glaring spotlight, captivating the nation and entangling Lizet's entire family. Pulled between life at college and the needs of those she loves, Lizet is faced with hard decisions that will change her life forever. Her urgent, mordantly funny voice leaps off the page to tell this moving story of a young woman torn between generational, cultural, and political forces; it's the new story of what it means to be American today.

The employment of adjunct faculty is often what allows community colleges to offer excellent yet affordable education; however, this group is often deprived of the professional development and basic amenities enjoyed by their full-time colleagues. Academic administrators are those charged with hiring and supervising adjunct faculty, and this book provides them with examples of successful programs that highlight the important connection between teaching quality and effective hiring, orienta-

tion, acculturation, and professional development practices for their constituency. These models come from community and technical colleges across the United States and can be implemented into any two-year system. Through the use of research, case studies, and hands-on how-to guides, checklists, and samples, this volume's expert contributors explain how to understand part-time faculty—how to motivate them and value them as members of the academy. They go on to offer practical advice for recruiting, integrating, supporting, and retaining these great teachers.

Civility, Free Speech, and Academic Freedom in Higher Education: Faculty on the Margins represents a multidisciplinary approach, deploying different theoretical, methodological, sociological, political, and creative perspectives to articulate the stakes of civility for marginalized faculty within the landscape of higher education. How has the discourse on civility and free speech within academia become a systemic and oppressive form of silencing, suppressing, or eradicating marginal voices? What are some overt and covert ways in which institutions are using the logic of civility to control faculty uprising against the increasingly corporate-controlled landscape of higher education? This collection of essays examines the continuum between the post-9/11 and the post-Trump era backlashes. It details the organized retaliations against those in academia whose views and scholarships articulate their discontents against the U.S.-led "War on Terror." It contests the rise of White supremacy, Trump's Muslim ban, anti-immigrant and racist government policies and rhetoric, and those who support the Boycott and Divestment Sanctions movements within the corporatized universities. All of these new and original essays shed light and further the debate on the various modes of civility that have become politicized within the U.S. academy. It will have a broad appeal to a cross section of national and international academics, activist scholars, social justice educators and researchers in the field of higher education.

At the turn of the early twentieth century, Harlem—the iconic Black neighborhood—was predominantly white. The Black real estate entrepreneur Philip Payton played a central role in Harlem's transformation. He founded the Afro-American Realty Company in 1903, vowing to vanquish housing discrimination. Yet this ambitious mission faltered as Payton faced the constraints of white capitalist power structures. In this biography, Kevin McGruder explores Payton's career and its implications for the history of residential segregation. Payton stood up for the right of Black people to live in Harlem in the face of vocal white resistance. Through skillful use of print media, he branded Harlem as a Black community and attracted interest from those interested in racial uplift. Yet while Payton "opened" Harlem streets, his business model depended on continued racial segregation. Like white real estate investors, he benefited from the lack of housing options available to desperate Black tenants by charging higher rents. Payton developed a specialty in renting all-Black buildings, rather than the integrated buildings he had once envisioned, and his personal successes ultimately entrenched Manhattan's racial boundaries. McGruder highlights what Payton's story shows about the limits of seeking advancement through enterprise in a capitalist system deeply implicated in racial inequality. At a time when understanding the roots of residential segregation has become increasingly urgent, this biography sheds new light on the man and the forces that shaped Harlem.

In *Black Utopias* Jayna Brown looks to utopia as a way of exploring new states of being, doing, and imagining in Black culture. Brown uses the lives and work of Black women mystics Sojourner Truth and Rebecca Cox Jackson, musicians Alice Coltrane and Sun Ra, and speculative fiction writers Sa-

muel Delany and Octavia Butler to develop a concept of utopia that radically refuses the terms of liberal humanism. For Brown, utopia consists of those moments in the here and now when Black people—untethered from the hope of rights, recognition, or redress—celebrate themselves as elements in a cosmic effluvium. In such moments, musical, literary, and mystic practices become utopian enclaves in which Black people can take part in modes of alternative worldmaking. Brown demonstrates that engaging in such practices gives Black people the power to destabilize humanism and to create new genres of existence and models of collectivity.

First-rate scholars and preachers on four interpretive approaches to Paul and Romans Pauline scholarship is a minefield of differing schools of thought. Those who teach or preach on Paul can quickly get lost in the weeds of the various perspectives. How, then, can pastors today best preach Paul's message? Scot McKnight and Joseph B. Modica have assembled this stellar one-stop guide exploring four major interpretive perspectives on the apostle Paul: Reformational, New, Apocalyptic, and Participationist. First elucidated by a scholarly essay, each perspective is then illuminated by three sermons expositing various passages from Paul's magisterial letter to the Romans. Coming from such leading figures as Richard Hays, James Dunn, Fleming Rutledge, and Tom Schreiner, these essays and sermons splendidly demonstrate how each perspective on Paul brings valuable insights for preaching on Romans. [Table of Contents] Introduction Interpretive Perspectives on the Apostle Paul 1. Romans and the "Lutheran" Paul: Stephen Westerholm 2. Romans and the New Perspective: Scot McKnight 3. Romans and the Apocalyptic Reading of Paul: Douglas A. Campbell 4. Romans and the Participationist Perspective: Michael J. Gorman Preaching Romans: Sermons Reformational Perspective 5. Romans as Ecclesial Theology: Building Multiethnic Missional Churches: Michael F. Bird 6. God Justifies the Ungodly: Romans 4:1-8: Thomas R. Schreiner 7. The Transforming Reality of Justification by Faith: Romans 5:1-5: Carl R. Trueman New Perspective 8. The Balance of Already/Not Yet: Romans 8:1-17: James D. G. Dunn 9. This Changes Everything: Romans 5:12-21: Tara Beth Leach 10. Pass the Peace by Faith: Romans 4:1-4, 13-17: Scot McKnight Apocalyptic Perspective 11. Immortal Combat: Romans 1:16-17 and 5:12-14: Jason Micheli 12. In Celebration of Full Communion: Romans 3:21-24: Fleming Rutledge 13. Old Adam, New Adam; Old World, New World; Old You, New You: Romans 5:12-21: William H. Willimon Participationist Perspective 14. Death Becomes Her: Romans 6:1-14: Timothy G. Gombis 15. Made New by One Man's Obedience: Romans 5:12-19: Richard B. Hays 16. Breathing Well: Romans 8:12-30: Suzanne Watts Henderson Conclusion 17. Implications: Joseph B. Modica

Nihil nimis is a guide to the start of a successful academic career. As its title suggests (nothing in excess), it advocates moderation in ways of working.--From publisher description.

In *The Slow Professor*, Maggie Berg and Barbara K. Seeber discuss how adopting the principles of the Slow movement in academic life can counter the erosion of humanistic education.

The essential guidebook for effective faculty hiring committees *Best Practices for Faculty Search Committees* presents a clear, direct action plan for faculty and administration involved in hiring. Written by a veteran university administrator, this book lays out a step-by-step process for selecting the right candidate for the job. Practical guidance on application review, interviewing, and evaluation walks you through established and effective methods, while case studies and examples from a variety of institutions provide insight into real-world implementation. Whether you're serving on a faculty

search committee for the first time, or simply seeking a more efficient route to the best candidate, this book provides invaluable guidance that can streamline the search and selection process. Tenure-track and long-term opportunities don't come about every day, so it's essential for hiring committees to make the correct choice. While the search process may be codified to an extent by your institution, there is still plenty of room for error or misjudgment; this book helps you keep the process on track and moving forward until the best candidate is identified. Develop criteria for efficient and informative application review Conduct in-depth interviews that provide a clear picture of fit Evaluate final candidates on the most pertinent points for the job Most faculty search resources are technical in nature, with little guidance on getting the job done properly and efficiently; best practices tend to be unwritten, and frequently verge into "habit" rather than critically evaluated method. *Best Practices for Faculty Search Committees* provides clear, concise, concrete guidance for a more efficient, effective, and successful candidate search.

For over a decade, SSI has published the annual Key Strategic Issues List (KSIL) to inform students, faculty, and external research associates of strategic topics requiring research and analysis. Part I of the Academic Year (AY) 2015-2016 KSIL, referred to as the Chief of Staff of the Army Special Interest Topics, consists of five critical topics that will be addressed by the USAWC as Integrated Research Projects. Part II: Priority Research Areas, has been developed by the U.S. Army War College in coordination with Headquarters Department of the Army (HQDA) and Major Commands throughout the Army. Part III: Army Warfighting Challenges, developed by ARCIC, represents those critical issues associated with the Army Operating Concept, "Win in a Complex World." The KSIL will help prioritize strategic research and analysis conducted by USAWC students and faculty, USAWC Fellows, and external researchers, to link their research efforts and results more effectively to the Army's highest priority topics.

This book focuses on the status and work of full-time non-tenure-track faculty (NTTF) whose ranks are increasing as tenure track faculty (TTF) make up a smaller percentage of the professoriate. NTTF experience highly uneven and conditional access to collegiality, are often excluded from decision-making spaces, and receive limited respect from their TTF colleagues because of outdated notions that link perceived expertise almost exclusively to scholarship. The result is often a sub-class of faculty marginalized in their departments, which reduces the inclusion of diverse voices in academic governance, professional relationships, and student learning. Given these implications, the authors ask, how can departments, institutions, and the profession do more to engage NTTF as full and active colleagues? The limited access of NTTF to the rights and responsibilities of collegiality harms institutional success in several ways. Given the full-time nature of their work and the heavy (but not exclusive) focus on instruction, NTTF are likely to be on campus as much or more than TTF, and thus be engaged with students, colleagues, and administrators in ways that more closely resemble TTF than part-time faculty. Their limited access to collegial spaces makes it harder for them to do their jobs by restricting access to information and input into decision-making. Moreover, since the greatest growth among women faculty and faculty of color is in NTTF roles, their exclusion from collegiality and decision-making negates the very diversity the profession claims to seek. Finally, colleges and universities face financial, curricular, and organizational challenges which require broad input, although the burden of governance is falling on fewer shoulders as the percentage of TTF declines and

NTTF are excluded from these spaces. Ultimately, NTTF must be engaged as partners and colleagues in supporting institutional health. This book – the fruit of extensive data collection at two institutions over a five-year period – describes lessons learned from and benefits experienced by departments that have successfully supported and engaged NTTF as colleagues. Drawing on their research data and analysis of “healthy” departments that integrate NTTF, the authors identify the practices, policies, and approaches that support NTTF inclusion, shape a more positive workplace environment, improve morale, satisfaction, and commitment, and fully leverage the expertise of NTTF and the valuable human capital they represent. The authors argue that this more inclusive collegiality improves governance, supports institutional success, and serves diverse institutional missions. Though primarily addressed to institutional leaders, department chairs, tenure-line faculty, and leaders in the academic profession, it is hoped that the findings will be useful to NTTF who are engaged as advocates for and partners in the change process required to address the evolving structure of the university faculty.

The National Faculty Directory contains the names, departmental affiliations, institutional addresses, and phone numbers of nearly 1 million members of teaching faculties at nearly 4,500 American colleges and universities and 278 Canadian institutions that use instructional materials primarily in English. Updated and verified continuously, it is used by academic, public, and media libraries, and scholarly and research organizations.

The go-to reference for academic leaders seeking practical answers to everyday challenges The Es-

ential Academic Dean or Provost explains the “how” of academic leadership, providing a practical, comprehensive, reality-based reference for almost any problem, challenge, or opportunity. This updated second edition includes new chapters on the difference between leadership and management in higher education, leadership in politically charged environments, effective strategies for making decisions, and working with associate deans or provosts, plus new case studies, new research, and ten additional chapters available on the companion website. Each topic deals concisely with the most important information deans and provosts need when faced with a particular situation, providing both a comprehensive guide to academic leadership as well as a ready reference to be consulted as needed. The role of a dean or provost at a modern university is extremely complex, involving budgeting, community relations, personnel decisions, management of a large enterprise, fundraising, and guiding a school, college, or entire institution toward a compelling vision of the future. The details academic leaders have to deal with are numerous and critical, and every little thing matters. This invaluable guide provides the answers you need when you need them, and gives you framework for successfully navigating your job’s many competing demands. Build support for a shared vision of the future Interact effectively with different internal and external constituencies Learn decision-making techniques specific to the academic environment Set, supervise, and implement a budget that allows your programs to flourish Academic leaders need a handy, focused reference that provides authoritative answers to the many issues and questions that arise every day. With proven solutions to a multitude of challenges, The Essential Academic Dean or Provost shows academic leaders what they need to know in order to successfully guide their institutions into the future.