Chapter 1 : Juvenile Justice & the Adolescent Brain | Center for Law, Brain and Behavior

"Overall, Faculty Development in the Age of Evidence is an essential resource for the field of faculty development and for the higher education sector. Beach and colleagues provide an updated examination of the status of the field, and create meaningful arguments in favor of continually strengthening faculty development.

One of the most frequently-named needs centered around the inclusion of new members. For many, this concern was driven by good circumstances â€" the addition of new lines or renewal of positions for CTL staff who are advancing in their careers. However, as reported in a previous issue of POD Network News, there has been a sharp increase in the number of job postings in the field, which has been a pressure point for some centers. Equally importantly, based on the importance of diverse perspectives in collaborative organizations, it is critical that we intentionally build pathways to our profession through individual invitation and partnerships with other national organizations. My entry into the field, probably like many of you, was serendipitous. I took a class on faculty development with a luminary in the field, Dr. This class was an extraordinarily fortunate life event for me. How can we continue to highlight the sense of fortune that many of us feel from being in such a meaningful profession â€" but for the next generation, also construct new narratives of intentional mentorship and outreach? To this end, the POD Network developed a new series of short articles, which outline evidence-based approaches and personal narratives for new professionals in the field. The first piece focuses on getting started in an educational development career, aimed at graduate students and postdoctoral scholars. The next installment in the series will focus on pathways from a faculty career to a small college CTL director. Additionally, in a complementary initiative, the Membership and Professional Development Committees are planning a mentorship initiative to build pathways within the profession. In service of outreach and professional growth, the POD Network is focused on building bridges to other educational organizations. Finally, we look forward to working with the Collaborative on Academic Careers in Higher Education COACHE â€" a survey designed to promote positive outcomes in faculty recruitment, development, and retention â€" to inform efforts on our own campuses to support collegiality and inclusion through evidence-based practice, key POD Network values. Intentional invitations to the field can also start in small ways on many of our campuses. I am certain that not all will go on to work in a CTL â€" some are pursuing advising, others K teaching, and yet others, faculty and research careers. However, I do hope that all will go on to be allies to their own CTL or to higher education more generally, which we deeply need in this day and age. I look forward to hearing your own ideas about how your CTL engages in this important work, or other ways that the POD Network can better cultivate pathways to the profession. Faculty development in the age of evidence: Current practices, future imperatives.

Chapter 2 : United Board Faculty Scholarship Program - United Board

In Creating the Future of Faculty Development (), Sorcinelli et al. posit that faculty development has evolved through five ages: The Age of the Scholar (s-mid 70s), The Age of the Teacher (mid-to-late 70s), The Age of the Developer (s), The Age of the Learner (s), and The Age of the Network (21st century).

Professional Development Faculty Development Resources The Office of Faculty Affairs is dedicated to the professional development and well-being of its faculty members. Faculty Training Faculty members involved in clinical care, biomedical research and education are subject to increasing and changing regulatory requirements that often require additional training. The School of Medicine and the Vanderbilt Medical Center have combined efforts to address the need for a centralized process for faculty to access training. Clinical and Translational Scientist Development The Office for Clinical and Translational Scientist Development provides an integrated career development program for all physician-scientists, regardless of their scope of research, and for PhD-scientists engaged in translational or clinical research. The program provides the foundation for success in the roles of chairman, division chief or center director. The program consists of monthly meetings on topics related to faculty work-lives. Hazinski Faculty Development Workshop The Hazinski Workshop is an annual half-day conference on a chosen topic related to faculty development. The program consists of a keynote lecture, complemented by interactive workshops in varying formats. Recent topics covered include: Women on Track The overall mission of the Women on Track program is three-fold: To promote the retention and advancement of tenure-track women faculty in medical science; to provide mentorship, support and career education for junior faculty women; and to construct a framework from which to attract and retain talented women from the house staff and post-doctoral levels of our organization. Junior Faculty Leadership Development Program The Junior Faculty Leadership Development Program is a program aimed at junior faculty members conducting bench science who wish to learn and refine skills related to lab management and success in basic research. Early Career Faculty Development Seminar The Early Career Faculty Development Seminar is a series of workshops designed to engage Assistant level faculty in learning core competencies necessary for effective career progression. Monthly seminars focus on leadership, education, research, quality improvement, wellness, diversity and academic promotion. The didactic and colloquial sessions will provide practical examples and applications of the core competencies necessary to lead departments, divisions, centers and other combined clinical and academic enterprises at Vanderbilt University Medical Center. Mid-career faculty are invited to attend all sessions, or only those of interest to them. The workshops are separated by academic track in order to ensure faculty members receive appointments and promotions data and information about their individual track. The workshops include a panel discussion with senior administrators, recently promoted faculty members, and senior faculty members who have served on appointments and promotions committee. This informal networking opportunity serves as a way for new faculty members to meet Faculty Affairs staff, learn about services, and meet other newly hired faculty members. This event hosts over 35 units that impact faculty work-lives. All School of Medicine faculty members are encouraged to the resource fair to identify opportunities for funding, research, and professional development. The Academy was established in November of and is currently comprised of 50 distinguished medical educators from the School of Medicine. Vanderbilt University Center for Teaching Masters Programs The School of Medicine facilitates faculty training in a number of health services-related disciplines through masters programs, including those listed here: In particular, the Center offers the following services:

Chapter 3 : Professional Development | Faculty Affairs & Career Development

Teams that used to be responsible for the acquisition, implementation, and support of technology are now being tasked with transforming higher calendrierdelascience.com, they are set at the middle of the academy, between administration, faculty and students, in a position to reimagine how learning happens.

Learn more about the SDG Academy in the video below, and check back here for information on available and upcoming courses. From , she was advisor to the chairman and managing director at Reliance Industries. There, she helped set up Reliance Foundation, a nonprofit philanthropic foundation focusing on areas of education, health, rural development, and urban renewal. From , Chandrika worked with the United Nations in different roles. She has prior teaching experience at Harvard University and Columbia University. She previously worked as a researcher at the Konrad-Adenauer-Stiftung Rule of Law Programme, Asia based in Singapore where she, inter alia managed country profiles, conceptualized and developed its pan-Asian Environmental Law Talks and edited its publication Rule of Law: Prior to this, she worked as a legal officer to Paryavaran Mitra, an environmental NGO based in Gujarat, India where she carried out fieldwork towards gathering evidence for pro bono litigation against defaulting Environmental Impact Assessment EIA projects. From â€", her work experiences with environmental NGOs such as Environment Support Group , Tarun Bharat Sangh and and Centre for Science and Environment affirmed her interests in law with environmentalism, whilst broadening her outlook towards understanding its linkages to gender issues and overall sustainable development. Chiteisri is a Young India Fellow of its founding class of Over the course of her banking career, she managed business operations, client relations, marketing strategy development, go-to market execution, new business development and new customer acquisition and retention. A critical, passionate aspect of her experience has been her work in entrepreneurial projects and organizations, such as launching new retail banking branches in high-value locations. She comes to the SDSN most recently from a New York-based nonprofit that promotes cultural exchange between international university students and local communities. She also spent more than five years as an editor and project manager for an educational publishing house. She credits her interest in international education to her own intercultural experiences and the formative year she spent in the U. She comes to SDSN from the higher education publishing sector, where she worked for 5 years as an editor and product manager, creating and managing digital databases for university libraries. Her interest in online education and sustainable development began with a project to build a digital collection of videos and learning materials about climate change and sustainability from indigenous perspectives. Her area of interest is digital learning and designing pedagogical tools for education technology. Amber has also worked extensively in humanitarian contexts with expertise in facilitating education during periods of crisis. Her research centers on displaced children and barriers to youth empowerment and peacebuilding. University Partnership Program Learn here how your university or academic institution can get privileged access to the SDG Academy course materials to tailor and use in your own education programs. Read about the position and find out how to apply here. Subscribe to the SDG Academy newsletter Get the latest on courses, opportunities to engage with our faculty, and more.

Chapter 4 : Creating the Future of Faculty Development - Dr. Ann Austin

Faculty Development in the Age of the Network Rethinking Faculty Work highlights an overall framework and five key elements that are essential to the work experience of all faculty members- equity, academic freedom, flexibility, professional growth, and collegiality.

News CLBB Faculty Member Leah Somerville is featured in this article highlighting the difficulty in clearly defining a line between adolescence and adulthood. Kinscherff draws parallels between conversations around pain in juvenile justice settings and other legal and medical domains. Edersheim offers insight on how the neurobiology of adolescence makes the case for raising the age of adult incarceration. A wider and better-translated neuroscientific understanding of the adolescent brain has the potential to help inform and transform how we respond to juveniles who offend, for their benefit and to reduce recidivism. Supreme Court has evolved to change our legal responses to juvenile offending. They have abolished the death penalty for crimes committed during adolescence, found mandatory life-without-parole sentences for murder in violation of the 8th Amendment, and eliminated life-without-parole sentences for crimes less than murder. A significant part of the argument for these decisions included an understanding of adolescent brain development. They have developed basic tools that offer data with which to judge the potential for juvenile desistance, recidivism, and rehabilitation. With its ability to examine the workings of the teenage brain, neuroscience is improving our understanding of adolescents, and potentially, juvenile offenders. Through their window into the brain, neuroscientists understand, for example, that adolescents mature at markedly varied rates. They can often recognize risks, but incomplete development of brain mechanisms related to modulation of impulsive behavior reduces their tendency to heed those risks. Science may also help us understand which juvenile offenders are likely to commit future crimes and which may not. Scientists and clinicians interested in the practical application of neuroscience have created a substantive body of work that should inform juvenile justice policy. The MacArthur Foundation Research Network on Adolescent Development and Juvenile Justice established and expanded the knowledge base on adolescents and crime, and dissemination of that knowledge to juvenile justice practitioners and policy-makers has played a critical role in policy change. Models for Change , a multi-state initiative relying on a network of court officials, legal advocates, and researchers, produces research-based tools and techniques to make juvenile justice systems more fair, effective, rational, and developmentally appropriate. Researchers have taken to the popular press, as well, to advance a developmentally appropriate juvenile justice system in the areas of prevention and treatment. Meanwhile, the legal system urgently lacks a nuanced conception of adolescent brain development as it is currently understood, and an effective use of data and assessment tools that would drive systematic change. CLBB contributes to the improvement of juvenile justice by engaging in activities that translate neuroscience through original research and expert engagement with the public. With support from the Harvard Society for Mind-Brain-Behavior, CLBB has convened a Faculty Working Group to catalyze the development of a rich, interdisciplinary program of education, outreach, research, and policy work. Is Healthy Neurodevelopment a Civil Right? Watch complete event video here. Events Robert Kinscherff provides perspective inside the fight over the fate of juveniles in prison for murder, following a landmark Supreme Court ruling.

Chapter 5 : HBCU Faculty Development Network - Homepage

Description. The first decade of the 21st century brought major challenges to higher education, all of which have implications for and impact the future of faculty professional development.

Chapter 6 : Sustainable Development Solutions Network | The SDG Academy

DOWNLOAD PDF FACULTY DEVELOPMENT IN THE AGE OF THE NETWORK

The HBCU Faculty Development Network Ensuring quality in higher education has been a cornerstone of the HBCU Faculty Development Network Annual Conference. For over 25 years the HBCU Faculty Development Network has covered a variety of programs for administrators, faculty and staff, aimed at improving students learning outcomes.

Chapter 7 : "Faculty Development in the Age of Evidence" by Andrea L. Beach, Mary Deane Sorcinelli et a

The Paperback of the Faculty Development in the Age of Evidence: Current Practices, Future Imperatives by Andrea L. Beach, Mary Deane Sorcinelli, Ann E. Buy 1, Get 1, 50% Off Jigsaw Puzzles Goodnight Goon Only $ with Purchase.

Chapter 8 : POD Network News - WikiPODia

Organizational Development Network in Higher Education by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln. Park, Rosemary, "Faculty Development: An Historical Perspective" ().