



Building Community Among New Faculty

Tricia Wilson, Provost
Dr. Julia Hershey, Associate Provost



SCAN ME

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Our goals for today...

- Learn about the importance of new faculty orientation
- Hear about LBC | Capital's mentoring model for new faculty development
- Develop ideas for supporting new faculty

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Building Community: Our Context

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Our Mission

To educate Christian Students to think and live a biblical worldview and to proclaim Christ by serving him in the church and society.

2000+ students

- 1500 Undergraduate (750 Traditional + 750 Adult Learners)
- 500 Seminary, Graduate, Doctoral Students

65+ Academic Programs

- Certificates
- Undergraduate
- Seminary/Graduate
- Doctoral

Lancaster, Philadelphia, Washington DC, and Online

- Partnerships in Uganda, Brazil, Montana, Oregon, Minnesota, and church organizations

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Our education is...

BIBLICAL
FORMATIONAL
MISSIONAL

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Center for Teaching & Learning

The Center for Teaching & Learning exists to equip the faculty of LBC | Capital as faithful Christian educators, empowering collaboration, scholarship, and practice reflective of the desire to form students through a distinctively Christian approach to teaching and learning.

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Faculty as Agents for Student Success

Developmental Outcomes

Attitudes, Values, and Beliefs

Academic Achievement

Career/Vocation

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“The successful integration of faith and learning demands a certain level of theological literacy and expertise. Otherwise, all our attempts to relate faith to learning will inevitably prove abortive.”

--Richard T. Hughes, *The Vocation of the Christian Scholar*

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The
Framework:
A Faculty
Member
is...

Or, what students need...



AN EXPERT IN
THEIR FIELD:



A SKILLFUL
TEACHER



AN ADVISOR &
MENTOR



KEZAR & MAXEY: ENVISIONING THE FACULTY FOR THE 21ST CENTURY: MOVING TO MISSION ORIENTED AND LEARNER-CENTERED MODEL

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- 1 History
- 2 Types of Orientations
- 3
- 4
- 5

Considerations in the Development of Building Community

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Types of Orientations

- College/Human Resources
- Department
- Program
- Course



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- 1 History
- 2 Types of Orientation
- 3 Nature of New Faculty/Academic Support Personnel
- 4 Purpose
- 5



Considerations in the Development of
Building Community

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Outcomes of Building Community

1. Developing relationships with colleagues that enhance teaching
2. Reflecting on their own teaching practice
3. Integrating institutional priorities into their academic life

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- 1 History
- 2 Types of Orientation
- 3 Nature of New Faculty/Academic Support Personnel
- 4 Purpose
- 5 Tell & Show

Considerations in the Development of Building Community

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The Content of Building Community

Who

When

Where

What

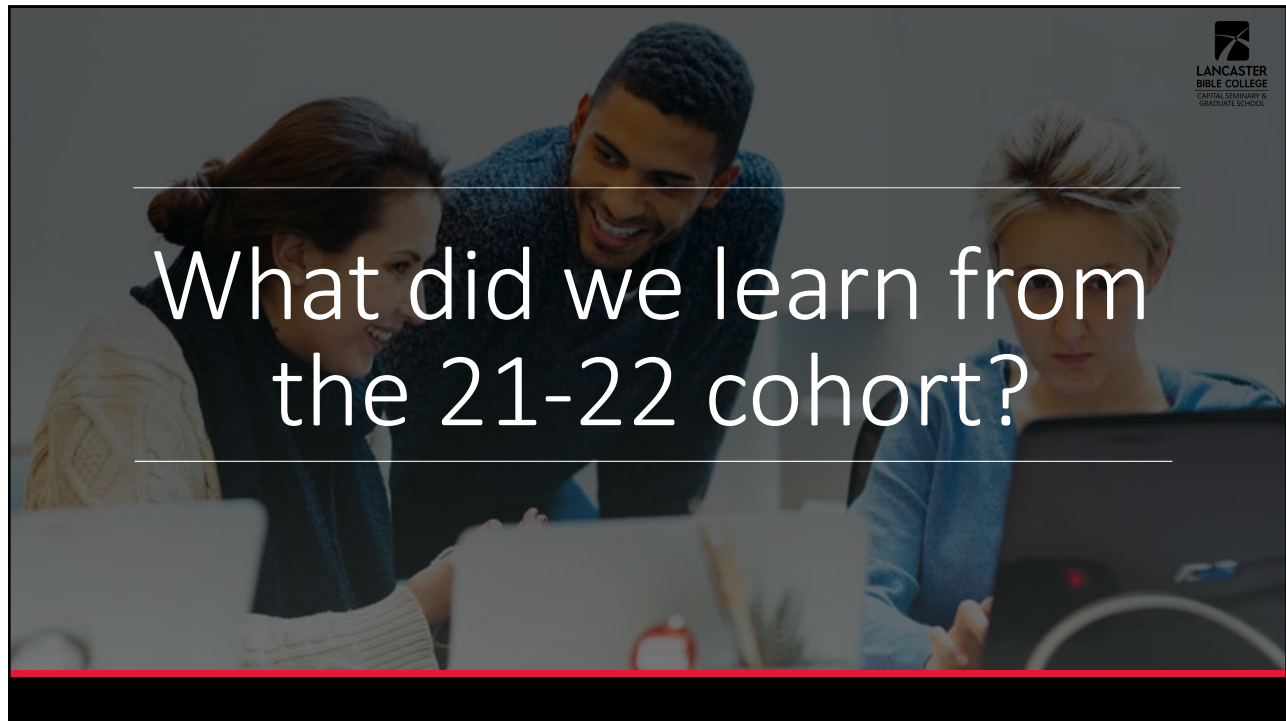
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Logistics

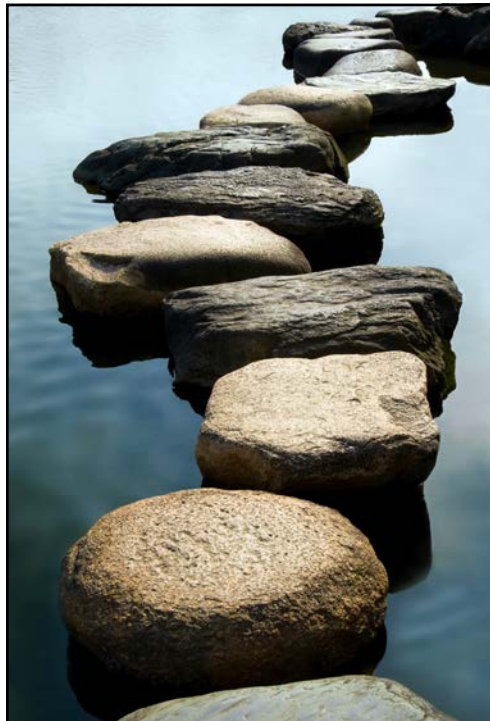
Organization
Communication
Materials
Hospitality
Remote Option/Recording
Evaluation
Acknowledgement

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What did we learn from
the 21-22 cohort?

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What are our next
steps to further
develop Building
Community?

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Challenges to Faculty Development

- Faculty Models
- "Unbundling"
- Demands of Full-Time Faculty
- Student needs



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Discussion and Questions

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