

THE CORE FACULTY OF UNION GRADUATE SCHOOL

In a program like Union Graduate School, with its emphasis on scholarship at the frontiers of new knowledge and of understanding as well as the personal development of the learner, performance expectations of the core faculty are high.

The core faculty person must be an active scholar, one who carries on original scholarship while facilitating the intellectual and personal development of the UGS learner. Publishing of one's work and participation in professional activities is encouraged to manifest ongoing learning and sharing.

By continuing as an active involved scholar, the core faculty person shares in the crucial function of linking learners to current -- and future -- learning resources that will assist the learner's intellectual growth and understanding. This includes those academic resources appropriate for the learner's program, as well as the sharing of personal/professional networks.

Such facilitation calls for in-depth knowledge of one or more fields of study, combined with a general awareness of the traditional divisions of knowledge. The Union Graduate School serves many learners who operate beyond traditional boundaries, often at the very edge of research and thought. Core faculty are expected to know and be capable of sharing information concerning alternative methodologies, work in progress and leading scholars in the field who might assist the learner's program.

Core faculty interact individually and collectively with the learner. On the individual level, there is the responsibility for assisting in the development of the learner's self-directed skills and responding to the needs of the learner while her/his program develops. At the colloquium, and other UGS learning events, faculty members meet collectively with the learners, usually making a presentation about themselves, their work, or some facet of the Graduate School.

Then, in the context of the learner's doctoral committee, the core faculty member must respect the leadership of the learner, who serves as chairperson, while being responsible for sharing knowledge, introducing the committee to the UGS process and academic requirements, and seeing that the quality of the program is sufficiently high to merit the award of the degree.

There is a rhythm to proper facilitation; at times, active intervention is the most appropriate response, while at other times, a passive stance is the most productive. There are times to be creative, times to be receptive. Both in individual interaction and in working with the learner's committee, there will be occasions when a co-operative tension resulting from playing adversarial roles allows the highest development of the learner's program. Such an art cannot be prescribed, but it is expected that core faculty will become skilled in facilitative learning.

UGS core faculty, therefore, face the teacher/learner paradox. The personal development and intellectual growth of the learner are central concerns; at the same time, the quality

of each person's program must be sufficient to merit the award of the Doctor of Philosophy degree. Also, the process requirements of UGS must be fulfilled. Core faculty bear the responsibility of becoming personally involved with the learner's growth while meeting institutional requirements; while difficult, proper resolution of this dynamic tension is a crucial part of the UGS process.

Administrative responsibilities include periodical reports on learners, participation in the joint governance of the Graduate School, convening colloquia, and completion of paperwork related to one's responsibilities. Core faculty are expected to function as co-core/second readers at the invitation of learners and other core. This means involvement with colleagues in the Graduate School: consultation, reading of material and filing reports concerning core/learner activity. Such shared activity among the UGS faculty allows the learner to tap the full resources of the Graduate School, while building collegial relationships among core faculty.

Since the core faculty are representatives of the UECU and its Graduate School, it is expected that each faculty member will remain both aware of UECU's mission and capable of articulating its goals. As embodiments of experiential learning, core faculty members are expected to develop a personal/philosophical synthesis of thought, feeling and action.

Successful completion of the UGS program results in evolution of a graduate who is knowledgeable, in touch with one's feelings, and able to act. A faculty member must also reflect as well as project these qualities and values. This calls for a willingness to be experientially vulnerable as well as capable of sustaining a high level of scholarship. Such expectations for faculty persons have been deliberately chosen, realizing they represent high expectations for all who become part of the Graduate School. "Co-learning" and "co-experiencing" is the essence of the special nature of the Union Graduate School. A person incorporating these unique characteristics best serves the goals of UGS and mission of UECU.