

ABSTRACT

The issue of enhancing efficiency of faculty professional training has been central to the contemporary educational debate especially against the current background of the international educational space impacted by globalizational factors of social and economic as well as organizational and technological nature. A modern university faculty member is one of the subjects of the higher education reform, which is stated in its fundamental laws and regulations (National Strategy of Education Development in Ukraine till 2021 (2013), the Law of Ukraine “On Higher Education” (2014), National Report on the State and Prospects of Education Development in Ukraine (2016)). It is claimed that such a situation is caused by the dramatical changes in the nature of social relations and the urgent necessity to harmonize the system of higher education in Ukraine with the global standards in the context of current educational trends.

Comparative pedagogical studies, which outline the major trends, contents, and organizational forms of the development of pedagogical education in the developed countries, are a significant instrument of determining strategical directions of the development of higher education in Ukraine. The USA is one of the global education leaders and the US universities top the world higher education rankings. Graduates of the US universities are competitive and in great demand on the international labor market, and their training is provided by highly qualified faculty, whose professional activity is based on the principles of humanization and democratization of the educational process. Peculiarities of faculty training and employment at the US universities have become the object of attention of international scholars, and the constructive experience of the USA, whose higher education, pedagogic in particular, has a long history and inalienable scholarly and academic achievements, have generated immense interest of the global pedagogical community.

The monograph includes abstracts in Ukrainian and in English, an introduction, three chapters, chapter conclusions, resume in Ukrainian and in English, references and appendices.

In the introduction, the topicality and relevance of the research are specified.

The first chapter “Faculty Training at US Universities as a Pedagogical Research Issue” presents an outline of the works of Ukrainian and foreign researchers

dedicated to the issue of pedagogical training of university faculty; analysis of metamorphoses of the professional activity of the US academia at the beginning of the 21st century in the context of globalizational processes, and a research into the current faculty employment models at US universities.

The second chapter “Pedagogical Component in the System of Masters’ and Doctoral Faculty Training at US Universities” outlines the structure, content, institutional realization, organizational aspects, and fundamental principles of Preparing Future Faculty (PFF) national program; characterizes the pedagogical component in the system of Masters’ and Doctoral faculty training at US universities, in particular its content and practical realization.

The third chapter “Pedagogical Component in Faculty Professional Development at US Universities” deals with the analysis of a teaching portfolio as a tool for faculty individual professional development; account of approaches, principles, and fundamentals of mentoring at US universities.

Key words: faculty, Doctoral training, Masters’ training, mentoring, pedagogical component, portfolio, professional development, university, USA.