

Resources for Professional Development in Colleges and Universities

Faculty

- Altman, H. B. (2004). A baker's dozen: Dirty lessons I have learned in an academic career. *Change*, 36(4), 50-53.
Describes the unexpected, negative aspects of academic life a faculty member encountered during his 36-year faculty career.
- Austin, A. E. (2002). Creating a bridge to the future: Preparing new faculty to face changing expectations in shifting context. *The Review of Higher Education*, 26(2), 119-144.
Austin, in her presidential address to the Association for the Study of Higher Education, discusses the fact that current faculty should be concerned with how individuals, departments, institutions, and professional organizations are preparing the next generation of faculty. Austin argues that at the heart of the challenge is current members of the faculty working with doctoral students must prepare these students for roles, responsibilities, and challenges that may be very different from their own.
- Austin, A. E. (2002). Preparing the next generation of faculty: Graduate school as socialization to the academic career. *The Journal of Higher Education*, 73 (1), 94-122.
Through a study of graduate teaching assistants, describes the socialization process that most faculty experience.
- Baldwin, R. G. (1996). Faculty career stages and implications for professional development. In D. E. Finnegan, D. Webster, & Z. F. Gamson (Eds.), *Faculty and faculty issues in colleges and universities*. (pp. 551-561). Needham Heights, MA: Simon & Schuster.
Argues that developmental stages of faculty are compounded by gender, discipline, and many other factors but that there are patterns of needs at different stages. He describes how to address them.
- Benjamin, E. (2002). How over-reliance on contingent appointments diminishes faculty involvement in student learning. *Peer Review*, 5(1), 4-10.
Describes changes in numbers of different types of faculty appointments in recent years, including comparisons between staffing in different disciplines. Discusses differences in qualifications and evaluations of full- and part-time faculty and compares amount of out-of-class time part-time and full-time faculty spend with students.
- Bess, J. L., and Associates. (2002). *Teaching alone, teaching together: Transforming the structure of teams for teaching*. San Francisco: Jossey-Bass.

Suggests that the act of teaching is extremely complex, requiring several different kinds of skills. Posits that faculty have different strengths across these skills, and so should work collaboratively in teams to do the work of teaching.

- Blackburn, R. T., & Lawrence, J. H. (1995). *Faculty at work: Motivation, expectation, and satisfaction*. Baltimore, MD: Johns Hopkins University Press.
This book-length portrait of faculty work presents and analyses demographic and survey data.
- Bland, C. J., & Bergquist, W. H. (1997). *The vitality of senior faculty members: Snow on the roof—fire in the furnace* (ASHE-ERIC Higher Education Report, Vol. 25:7). Washington, D.C.: The George Washington University Graduate School of Education and Human Development. Especially 39-58.
Reviews theories of adult development and treats different dimensions and applicability to faculty. Identifies other factors that affect productivity: socialization, motivation, content knowledge and skills, networking, multitasking, work time, balance between internal and external orientation, balance between autonomy and commitment, and morale.
- Brand, M. (2002). Full-time, non-tenure-track appointments: A case study. *Peer Review*, 5(1), 13-21.
Describes the approach used at Indiana University to combine several part-time instructional positions into full-time non-tenure track lecturer and senior lecturer positions, using a tuition increase to fund the change.
- Braskamp, L. A. (1994). Defining faculty work. In L. A. Braskamp, *Assessing faculty work: Enhancing individual and institutional performance.*, pp. 33-51. San Francisco: Jossey-Bass.
Delineates, within the four categories of teaching, research and creative activity, practice and professional service, and citizenship, the work of faculty in contemporary colleges and universities.
- Clark, B. R. (1999). Small worlds, different worlds: The uniqueness and troubles of American academic professions. In B. A. Pescosolido, & R. Aminzade (Eds.), *The social worlds of higher education* (pp. 54-58). Thousand Oaks, CA: Pine Forge Press.
Argues that the academic profession is threatened by teaching remedial courses, teaching too much, weakened governance, hiring of part-time faculty, fragmented culture, and diminished internal motivation.
- Cross, J. G., & Goldenberg, E. N. (2002). Why hire non-tenure-track faculty? *Peer Review*, 5(1), 25-28.
Using data from a sample of four Research I universities, looks at numbers and roles of non-tenure-track faculty as well as motives related to the hiring of non-tenure-track faculty.
- Dunn, D., Rouse, M., & Seff, L. (1994). New faculty socialization in the academic workplace. In J.C. Smart (Ed.), *Higher education: Handbook of theory and research* (Vol.10, pp. 374-416). New York: Agathon.

Describes how new faculty experience their workplace, noting disappointments at lack of collegial interaction, acculturation to status system of research, service, and teaching, and other characteristics.

Finkelstein, M. (2003). The morphing of the American academic. *Liberal Education*, 6-15. *In this article, Finkelstein, a professor of education at Seton Hall University, provides an assessment of what higher education is up against and what the future might hold. The author discusses issues such as decline of the industrial economy and the rise of information technology and what role these have had on higher education and the work of faculty.*

Haas, J. E. (1996). The American academic profession. In P. G. Altbach (Ed.), *The international academic profession* (pp. 343-388). San Francisco, CA: Jossey-Bass. *Describes main characteristics of US faculty including nature of their work, satisfaction, demographics, mobility, and perceived quality of their preparation experiences.*

Huber, M. T. (2004). *Balancing acts: The scholarship of teaching and learning in academic careers*. Chapters 6 and 7, pp. 119-165. Washington, D. C.: American Association for Higher Education and The Carnegie Foundation for the Advancement of Higher Education. *This book is the tale of four professors, in psychology, chemistry, the humanities, and engineering. All four tried to achieve tenure and promotion on the scholarship of teaching and learning, rather than traditional forms of scholarship. Each chapter talks about a case and includes commentary on the current state of the faculty reward system in higher education. The case highlighted here is of Sherri Shepherd, the engineering faculty member.*

Karpiak, I. E. (1997). University professors at mid-life: Being a part of...but feeling apart. In D. DeZure (Ed.), *To improve the academy* (Vol. 10, pp. 21-40). Stillwater, OK: New Forums Press. *Based on a study of mid-career faculty, the composed chart juxtaposes personal and institutional factors and faculty interest and caring that result from the interaction of these factors.*

Levine, A. (1999). How the academic profession is changing. In B. A. Pescosolido, & R. Aminzade (Eds.), *The social worlds of higher education* (pp. 54-58). Thousand Oaks, CA: Pine Forge Press. *Describes external factors influencing the professorate: public attitudes, student characteristics, work load, new technologies, and growth of private sector education.*

Menges, R. J. (1996). Experiences of newly hired faculty. In L. Richlin (Ed.), *To improve the academy* (Vol. 15, pp.169-182). Stillwater, OK: New Forums Press. *Found the following characteristics in new faculty: anxiety about performing, multiple life demands, isolation, stress, dissonance about rewards. These vary by type of institution. Feedback seems to be low at all locations.*

Menges, R. J., & Associates. (1999). *Faculty in new jobs: A guide to settling in, becoming established, and building institutional support*. San Francisco: Jossey-Bass. *This study of new faculty in different institutional types focuses on themes that describe their experiences and variations across type (summarized in above piece).*

- Meyer, K. A. (1998). *Faculty workload studies: Perspectives, needs, and future directions* (ASHE-ERIC Higher Education Report, Vol. 26:1, pp. 39-52). Washington, D.C.: The George Washington University Graduate School of Education and Human Development. *Shows how workload has changed over time and varies by institutional type, yet maintains that all faculty work long hours.*
- O'Meara, K., Kaufman, R. R., & Kintz, A. M. (2003). Faculty work in challenging times: Trends, consequences, & implications. *Liberal Education, Fall*, 16-23. *This article explores the challenges, demands, and rewards for faculty work. The authors discuss issues such as reductions in higher education funding, increasing entrepreneurship, and the changing nature of academic appointments.*
- Patitu, C. L. (1999). Reflections of an Assistant Professor. *Change*, 31 (1), 46-47. *Reflections of new faculty member itemize the stresses but also the joys.*
- Paulson, J. E. (2002). Reconfiguring faculty roles for virtual settings. *The Journal of Higher Education*, 73(1), 123-140. *Talks about how the advent of distance learning has created differences in the roles that faculty play in guiding learning.*
- Plater, W. M. (1995). Future work: Faculty time in the 21st Century. *Change*, 27 (3), 22-33. *Argues that time is the essential factor in the future of faculty work and that changing roles in research, service, and teaching will call for substantial reforms and support by the campus.*
- Rice, R. E. (1996). The academic profession in transition: Toward a new social fiction. In D. E. Finnegan, D. Webster, & Z. F. Gamson (Eds.), *Faculty and faculty issues in colleges and universities* (pp. 562-576). Needham Heights, MA: Simon & Schuster *Argues that old models of faculty work that emphasize disciplinary research must give way to more integrated, socially connected ones.*
- Sadao, K. C. (2003). Living in two worlds: Success and the bicultural faculty of color. *The Review of Higher Education*, 26(4), 397-418. *Sadao argues that biculturalism, or the capacity to understand and be part of two cultures, influences the success of faculty of color in overcoming institutional barriers and balancing the demands of a faculty career. In this grounded theory study, the author shares her findings from interviews with nineteen bicultural faculty.*
- Tierney, W. G. (March/April, 2004). Academic freedom and tenure: Between fiction and reality. *Journal of Higher Education*, 75:2, 161-177. *Using novels of faculty life as the basis for his exploration, Tierney looks at how academic freedom and tenure have been treated in fiction. He argues that a former focus on academic freedom has been replaced by a concern with advancement and security in more recent times. He challenges the academy to reexamine its values in light of these portraits.*
- Tierney, W. G., & Rhoads, R. A. (1994). *Faculty socialization as a cultural process: A mirror of institutional commitment* (ASHE-ERIC Higher Education Report, Vol. 93:6). Washington, D.C.: The George Washington University Graduate School of Education and Human Development.

Illustrates the ways in which newcomers are socialized in the norms and values of the academy.

Turner, C. S. (2002). Women of color in academe: Living with multiple marginality. *The Journal for Higher Education*, 73(1), 74-93.

Discusses the many ways in which being a woman of color affect faculty members, along with suggestions for creating a more welcoming environment.

Teaching Growth

Definitions of Good Teaching:

Lowman, J. (1996). Characteristics of exemplary teachers. In M. D. Svinicki & R. J. Menges (Eds.), *New directions in teaching and learning: Vol. 65. Honoring Exemplary Teaching* (pp. 33-40). San Francisco: Jossey-Bass.

Summarizes research on characteristics of effective teaching by saying that teachers excel at organized and interesting presentation or at social and motivational strengths, but are at least very competent in the other.

Murray, J. P. (1995). *Successful faculty development and evaluation: The complete teaching portfolio* (ASHE-ERIC Higher Education Report, Vol. 95:8). Washington, D.C.: The George Washington University Graduate School of Education and Human Development. Especially 61-70.

Summarizes research on characteristics of effective teaching and concludes that caring about learners and learning is the most important characteristic.

Models for change:

Amundsen, C., Saroyan, A., & Frankman, M. (1996). Changing methods and metaphors: A case study of growth in university teaching. *Journal on Excellence in College Teaching*, 7 (3), 3-42.

Uses Ramsden's framework (moving from teacher-centered to student-centered theories) to describe actual consultation and describes other themes that emerged (self-image as a teacher, views of the learner, views of learning, and institutional context).

Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass. Especially 1-48.

Argues that critical reflection is at the heart of teaching growth and effectiveness and outlines four ways in which critical reflection can be promoted (autobiography, taking the student perspective, using colleagues' perspectives, and theoretical literature).

Chism, N. V. N. (1986). The place of practice-centered inquiry in a faculty development program. In M. Svinicki (Ed.), *To improve the academy* (pp. 56-64). Stillwater, OK: New Forums Press.

Proposes an experiential learning model of faculty development and discusses how development interventions can facilitate such learning.

- Chism, N. V. N. (1994). How faculty develop teaching expertise. In M. Weimer (Ed.). *Faculty as teachers: Taking stock of what we know* (pp. 33-36). State College, PA: National Center on Postsecondary Teaching, Learning, and Assessment.
Outlines a model that describes how teaching growth occurs and how developers can frame their work around this natural process.
- Chism, N. V. N., Lees, N. D., & Evenbeck, S. (Summer, 2002). Faculty development for teaching innovation. *Liberal Education*, 88 (3), 34-41.
Talks about individual growth, as well as the role of communities of inquiry in promoting growth. Uses a case study to show the application of the concepts.
- Hoffman, D. (1994). Metaphors of teaching: Uncovering hidden instructional values. In E. C. Wadsworth (Ed.), *To improve the academy* (Vol. 13, pp.109-120). Stillwater, OK: New Forums Press.
Describes how metaphors of teaching can be used to help faculty examine their assumptions and grow as teachers.
- Kraft, R.G. (2000). Teaching excellence and the inner life of faculty. *Change*, 32 (3), 48-2.
Argues that isolation and emotional sterility characterize faculty life, so change must tap into community and emotion. Methods have to match teaching goals and individual personality of teacher, must be stimulated by some discomfort with the present situation, must be incremental, and will only happen in a supportive environment.
- Menges, R. J., & Rando, W. C. (1989). What are your assumptions? *College teaching*, 37 (2), 54-60.
Posits that having teachers examine theories implicit in their practices promotes the occasion for growth and improvement of practice.
- Middendorf, J. K. (1998). A case study in getting faculty to change. In M. Kaplan (Ed.), *To improve the academy* (Vol. 17, pp. 203-224). Stillwater, OK: New Forums Press.
Analyzes a case of educational change according to four principles: resistance, vision, key people, and acceptance stages (awareness, curiosity, visualizing, tryout, use, and reward).
- Northedge, A. (2003). Enabling participation in academic discourse. *Teaching in Higher Education*, 8 (2).
The movement away from traditional lecture style courses to more student centered pedagogies often creates ambiguity in the role of the instructor. This article explores the components and challenges confronting the balance between being subject expert and learning facilitator. Northedge reconstructs the meaning of subject expert to show how balance can be achieved.
- Nyquist, J. D., & Sprague, J. (1998). Thinking developmentally about TAs. In M. Marincovich, J., Prostko & F. Stout. (Eds.). *The professional development of graduate teaching assistants* (pp. 61-88). Bolton, MA: Anker.
Describes stages of becoming a teacher (senior learner, colleague in training, junior colleague), situated in the context of graduate teaching.

- Paulsen, M. B., & Feldman, K.A. (1995). *Taking teaching seriously* (ASHE-ERIC Higher Education Report, Vol. 95:2). Washington, D.C.: The George Washington University Graduate School of Education and Human Development. Especially 9-18; 39-52.
Classifies basic approaches to thinking about faculty growth and theories behind faculty development.
- Ramsden, P. (1992). *Learning to teach in higher education*. NY: Routledge.
Lays out conceptual thinking on how faculty grow in their knowledge of teaching, as well as describes contextual conditions that influence teaching.
- Saroyan, A., Amundsen, C., & Li, C. (1997). Incorporating theories of teacher growth and adult education in a faculty development program. In D. DeZure (Ed.), *To improve the academy* (Vol. 16, pp. 93-116). Stillwater, OK: New Forums Press.
Describes program conducted according to Ramsden's theory of teacher growth and Mezirow's transformative theory.
- Schroeder, C.M. (2005). Evidence of the transformational dimensions of the scholarship of teaching and learning: Faculty development through the eyes of SoTL scholars. In S. Chadwick-Blossey and D. R. Robertson (Eds), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development*, pp. 47-71. Bolton, MA: Anker Publishing Company.
This qualitative study followed the teaching growth of eight faculty members who participated in a SoTL program. The chapter focuses on the relationship between SoTL and transformative teaching.
- Smith, R. A. (1995). Reflecting critically on our efforts to improve teaching and learning. In E. Neal (Ed.), *To improve the academy* (Vol. 14, pp. 5-26). Stillwater, OK: New Forums Press.
Analyzes the ways in which professional development centers have approached faculty growth and the inherent assumptions behind them about what faculty need.
- Smith, R. A., & Geis, G. L. (1996). Professors as clients for instructional development. In L. Richlin (Ed.), *To improve the Academy* (Vol. 15, pp 129-153). Stillwater, OK: New Forums Press.
Describes characteristics of faculty (they value teaching, are confident in their teaching, lack sophistication about learning, and focus on content rather than design) and how they pertain to faculty development work.
- Trigwell, K. (1995). Increasing faculty understanding of teaching. In W. A. Wright & M. C. O'Neil (Eds.), *Teaching improvement practices: Successful strategies for higher education* (pp. 76-100). Bolton, MA: Anker.
Uses case study in science to illustrate argument that developing awareness of variation in teacher thinking (theories of teaching) and teacher action consistent with this variation can trigger conceptual change and growth.
- Way, D. G. (1996). *Teaching evaluation handbook* (3rd ed.). Ithaca, NY: Cornell University, Office of Instructional Support. Especially 49-61.
Argues that feedback and reflection can help raise awareness of personal theories of teaching and thus create readiness for change and growth. Discusses some cases in light of this approach.

- Webb, G. (1996). Theories of staff development: Development and understanding. *International Journal of Academic Development*, 1 (1), 63-69.
- Webb, G. (1996). Theories of staff development: Progress and power. *International Journal of Academic Development*, 1 (2), 59-72.
In this two part work, argues that development is not a value-neutral word and that hermeneutics and critical action research are powerful approaches to faculty development.
- Zuber-Skeritt, O. (1991). *Professional development in higher education*. Brisbane, QLD: Centre for the Advancement of Learning and Teaching. Especially 13-22.
Outlines a theory of action research and how it can be used in teacher growth and development.

Teaching Centers

- Ambrose, S. A. (1995). Fitting programs to institutional cultures: The founding and evolution of the University Teaching Center. In P. Seldin (Ed.), *Improving college teaching* (pp. 77-90). Bolton, MA: Anker Publishing.
Describes steps in the founding of a center through her experiences at Carnegie Mellon University.
- Andresen, L. (1996). The work of academic development—occupational identity, standards of practice, and the virtues of association. *International Journal of Academic Development*, 1 (1), 38-49.
Describes the work of people who staff academic development centers and raises the issue of ethics and standards of practice for the profession.
- Chism, N. V. N., & Szabó, B. (1996). Who uses faculty development services? In L. Richlin (Ed.), *To improve the academy* (Vol. 15, pp. 115-128). Stillwater, OK: New Forums Press.
Reports results of a survey of faculty development centers on what services they offered, who used them, and why.
- Crawley, A. L. (1995). Faculty development programs at research universities: Implications for senior faculty renewal. In E. Neal (Ed.), *To improve the academy* (Vol. 14, pp. 65-90). Stillwater, OK: New Forums Press.
Reports on options available for senior faculty in professional development centers.
- Johnston, S., & Adams, S. (1996). Trying to make a difference: Experiences of establishing a new educational development unit. *International Journal of Academic Development*, 1 (1), 19-26.
Describes the origins of an Australian center and the tensions that surrounded it. A model for educational development centers is described.
- Piccinin, S., & Moore, J. P. (2002). *The impact of individual consultation on the teaching of younger versus older faculty*. *International Journal for Academic Development*, 7 (2).

This quantitative study addresses the impact of faculty consultations on end of term student evaluations. Specific attention is given to differences between older and younger faculty. This article also highlights possible assessment and evaluation practices for teaching centers.

- Shea, T. P., Sherer, P. D., & Kristensen, E.W. (2002). Harnessing the potential of online faculty development: Challenges and opportunities. In D. Lieberman & C. Wehlburg (Eds.), *To improve the academy* (Vol. 20, pp. 162-182). Bolton, MA: Anker Publishing.
Suggests how teaching centers can create "virtual spaces" for faculty development.
- Smith, R. (1997). Instructional consultants as reflective practitioners. In K.T. Brinko & R. J. Menges (Eds.), *Practically speaking: A sourcebook for instructional consultants in higher education* (pp. 255-259). Stillwater, OK: New Forums Press.
Discusses how instructional consultants can exercise reflective practice in their own work.
- Tiberius, R., Tipping, J., & Smith, R. (1997). Developmental stages of an educational consultant: Theoretical perspective. In K. T. Brinko & R. J. Menges (Eds.), *Practically speaking* (pp. 217-221). Stillwater, OK: New Forums Press.
Compares development of educational consultants with Dreyfus and Dreyfus's theory on the development of expertise.
- University of Washington's center for instructional development and research. In K. T. Brinko & R. J. Menges (Eds.), *Practically speaking* (pp. 285-303). Stillwater, OK: New Forums Press.
Identifies background needed by instructional consultants and how the authors' center at the University of Washington provides training for consultants and monitors their performance.
- Ward, B. (1995). Improving teaching across the academy: Gleanings from research. In E. Neal (Ed.), *To improve the academy* (Vol. 14, pp. 27-42). Stillwater, OK: New Forums Press.
Analyzes research findings to argue that there are driving forces, neutral forces, and restraining forces influencing teaching improvement and identifies characteristics of each.
- Weimer, M. (1990). Organizational and administrative approaches. In M. Weimer (Ed.), *Improving college teaching* (pp. 147-173). San Francisco, CA: Jossey-Bass.
Discusses various options for supporting teaching in different kinds of contexts.
- Wright, D. L. (2000). Faculty development centers in research universities: A study of resources and programs. In M. Kaplan & D. Lieberman (Eds.), *To improve the academy* (Vol. 18, pp. 291-302). Bolton, MA: Anker.
Presents results of a survey of faculty development centers at research universities. The survey asked about the number of staff, salaries, programs, budget, and facilities and so is quite descriptive of working conditions in these centers.
- Wright, W. A., & O'Neil, M. C. (1995). Teaching improvement practices: International perspectives. In W. A. Wright & M. C. O'Neil (Eds.), *Teaching improvement practices: Successful strategies for higher education* (pp. 1-57). Bolton, MA: Anker.

Discusses results of an international survey of professional developers on what interventions are most effective for improving teaching. They looked at clusters of variables under the following headings: leadership of deans and chairs, employment policies and practices, development opportunities and grants, formative evaluation of instruction, structure and organization, leadership of senior administration, educational events, development resources, and summative evaluation of instruction.

Wright, W. A., & O'Neil, M. C. (1994). Teaching improvement practices: New perspectives. In E. C Wadsworth (Ed.), *To improve the academy* (Vol. 13, pp. 5-37). Stillwater, OK: New Forums Press.
Same as above, but shorter.

Histories:

Chism, N.V.N. (1998). Preparing graduate students to teach: Past, present, future. In M. Marinovich, J. Prostko, & F. Stout (Eds.), *The professional development of graduate teaching assistants* (pp. 1-17). Bolton, MA: Anker.
Focuses on the movement to prepare faculty for college teaching during their doctoral studies and how this has progressed in the past few decades.

Gaff, J. G., & Simpson, R. D. (1994). Faculty development in the United States. *Innovative Higher Education*, 18 (3), 167-176.
Recounts the history of faculty development centers from the 70s on and assesses the need for them in light of the current context in higher education.

Lewis, K. G. (1996). Faculty development in the United States: A brief history. *International Journal of Academic Development* 1 (2), 26-33.
Describes the history of development centers in the US for an international audience, and thus talks about institutional structure and other variables that other pieces take for granted.

Tiberius, R. (2002). A brief history of educational development: Implications for teachers and developers. In D. Lieberman and C. Wehlburg, (Eds.) *To improve the academy* (Vol. 20, pp. 20-37). Bolton, MA: Anker.
A look at four different belief systems in modern times on the role of the teacher (teacher as content expert, skilled performer, facilitator of learning, and partner in relationship with student) and how these have impacted the work of educational development.

Evaluating:

Chism, N.V.N. (1998). Evaluating TA programs. In M. Marinovich, J. Prostko, & F. Stout (Eds.), *The professional development of graduate teaching assistants* (pp. 249-262). Bolton, MA: Anker.
Talks about the four main questions one can ask of a professional development program (in this context, she is talking about programs for graduate students) and how one might go about addressing these.

- Chism, N.V.N., & B. Szabó (1997). How faculty development programs evaluate their services. *Journal of Staff, Program, and Organization Development*, 15 (2), 55-62. *Looks at the way in which centers evaluate their work and what they find when they do so.*
- List, K. (1997). A continuing conversation on teaching: An evaluation of a decade-long Lilly teaching fellows program 1986-1996. In D. DeZure (Ed.), *To improve the academy* (Vol. 16, pp. 201-224). Stillwater, OK: New Forums Press. *An example of a program evaluation of a Lilly Teaching Fellows program at the University of Massachusetts. Study sought to show the effects of the program and made implications for practice. A whole issue of New Directions in Teaching and Learning (No. 50 Developing New and Junior Faculty by Sorcinelli and Austin, 1992) was devoted to the Lilly programs, which were instrumental in the establishment of many centers.*
- Millis, B. J. (1997). Evaluating a consultation program for part-time adjunct faculty. In K. T. Brinko & R. J. Menges (Eds.), *Practically speaking* (pp. 245-251). Stillwater, OK: New Forums Press. *Discusses the issues involved in implementing an evaluation of a classroom visitation program—and assessment of interventions in general.*
- Stassen, M. L. (1999). 'It's hard work!': Faculty development in a program for first-year students. In D. Lieberman & C. Wehlburg (Eds.), *To improve the academy* (Vol. 18, pp. 254-277). Bolton, MA: Anker Publishing. *Reports on faculty change connected with program for first-year students, providing an example of an evaluation study on faculty growth.*

Teaching Improvement Interventions

- Anderson, J. A. (1997). Faculty development and the inclusion of diversity in the college classroom: Pedagogical and curricular transformation. In D. DeZure (Ed.), *To improve the academy* (Vol. 16, pp. 41-52). Stillwater, OK: New Forums Press. *Discusses strategies for approaching faculty development aimed at promoting inclusive pedagogy and curricula.*
- Black, B. (1998). Using the SGID method for a variety of purposes. In M. Kaplan (Ed.), *To improve the academy* (Vol. 17, pp. 245-262). Stillwater, OK: New Forums Press. *Describes a popular method used in instructional consultation for the purpose of gathering student feedback on teaching.*
- Border, L. B. (1997). Identifying and assessing your consultation style. In K.T. Brinko & R. J. Menges (Eds.), *Practically speaking: A sourcebook for instructional consultants in higher education* (pp. 211-215). Stillwater, OK: New Forums Press. *Creates a typology of consultant styles to help instructional developers to be aware of their own style and to shift their emphasis as appropriate.*
- Border, L. B., Fisch, L. & Weimer, M. (2002). Ideas for campus newsletters. In K. H. Gillespie, L. R. Hilsen, & E. C. Wadsworth (Eds.), *A guide to faculty development: Practical advice, examples, and resources* (pp.123-132). Bolton, MA: Anker Publishing.

Discusses approaches to developing a successful professional development newsletter.

Brinko, K. T. (1993). The practice of giving feedback to improve teaching: What is effective? *Journal of Higher Education*, 64 (5), 574-593.

Enumerates multiple dimensions of giving feedback on teaching and the efficacy of these approaches.

Brinko, K. T., & Menges, R. J. (Eds.) (1997). *Practically speaking: A sourcebook for instructional consultants in higher education*. Stillwater, OK: New Forums Press.
Compendium of pieces on various aspects of professional development.

Chism, N. (2004). Faculty development in the use of information technologies: A framework for judging when and how to use specific strategies. *EDUCAUSE Quarterly*, 27 (2).
Embedded in this piece about helping faculty to embrace instructional technology is a discussion of how faculty change and grow in teaching. Working from this framework, the strengths and weaknesses of various approaches to faculty development are discussed.

Cook, C. E. (2001). Role of a teaching center in curricular reform. In D. Lieberman & C. Wehlburg (Eds.), *To improve the academy* (Vol. 19, pp. 217-231). Bolton, MA: Anker Publishing.
Provides an overview of curriculum redesign facilitation as a faculty development intervention.

Cook, C. E. & Sorcinelli, M. D. (1999). Building multiculturalism into teaching-development programs. *AAHE Bulletin*, 51 (7), 3-6.
Itemizes the ways in which teaching centers can establish multicultural teaching programs.

Cox, M.D. (2003). Proven faculty development tools that foster the scholarship of teaching in faculty learning communities. In C. M. Wehlburg and S. Chadwick-Blossey (Eds.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development*, pp. 109-142. Bolton, MA: Anker Publishing Company.
This chapter gives a detailed review of the development of Faculty Learning Communities at Miami University-Ohio. Specific mention of the role of SoTL within FLC's is also made.

Cox, M. D. (1997). Long-term patterns in a mentoring program for junior faculty: Recommendations for practice. In D. DeZure (Ed.), *To improve the academy* (Vol. 16, pp. 225-268). Stillwater, OK: New Forums Press.
Argues for the importance of mentoring for new faculty and describes how a long-standing program at Miami University has worked.

DeZure, D. (1996). Closer to the disciplines: A model for improving teaching within departments. *AAHE Bulletin*, 48 (6), 9-12.
Talks about centralized versus departmentally-based instructional development approaches and uses the case of Eastern Michigan University to illustrate the latter.

- Diamond, N. A. (2002). Small group instructional diagnosis: Tapping student perceptions of teaching. In K. H. Gillespie, L. R. Hilsen, & E. C. Wadsworth (Eds.), *A guide to faculty development: Practical advice, examples, and resources* (pp.123-132). Bolton, MA: Anker Publishing.
Describes the SGID approach to interviewing students to obtain information for formative feedback to instruction.
- Eison, J. & Stevens, E. (1996). Faculty development: Workshops and institutes. In W. A. Wright & M. C. O'Neil (Eds.), *Teaching improvement practices: Successful strategies for higher education* (pp. 206-236). Bolton, MA: Anker.
Describes the role of workshops in professional development and how to maximize their developmental impact.
- Gibbs, G. (1996). Supporting educational development within departments. *International Journal of Academic Development*, 1 (1), 27-37.
Argues that the attention of professional development offices should be on departmental consultation.
- Gillespie, K. H. (Ed.) (2002). *A guide to faculty development: Practical advice, examples, and resources*. Bolton, MA: Anker.
Discusses setting up a program, strategies, reaching faculty, addressing diversity, and working through a faculty development committee.
- Hilsen, L. R., & Wadsworth, E. C. (2002). *Staging successful workshops*. In K. H. Gillespie, L. R. Hilsen, & E. C. Wadsworth (Eds.), *A guide to faculty development: Practical advice, examples, and resources* (pp.108-122). Bolton, MA: Anker Publishing.
Identifies the characteristics of successful workshops and makes recommendations on how to plan, implement, and evaluate them.
- Jenkins, A. (1996). Discipline-based educational development. *International Journal of Academic Development*, 1 (1), 50-62.
Stresses that developers must attend to disciplinary perspectives in their work with faculty.
- Killen, R. (1995). Improving teaching through reflective partnerships. In E. Neal (Ed.), *To improve the academy* (Vol. 14, pp. 125-141). Stillwater, OK: New Forums Press.
Describes a strategy for promoting instructional growth through colleague reflective partnerships.
- Kinsella, K. (1995). Peers coaching teaching: Colleagues supporting professional growth across the disciplines. In E. Neal (Ed.), *To improve the academy* (Vol. 14, pp. 107-123). Stillwater, OK: New Forums Press.
Describes models for peer coaching as a way to encourage faculty exchange about teaching.
- Kitano, M. K., Dodge, B. J., Harrison, P. J., & Lewis, R. B. (1998). Faculty development in technology applications to university instruction: An evaluation. In M. Kaplan (Ed.), *To improve the academy* (Vol. 17, pp. 263-290). Stillwater, OK: New Forums Press.
Discusses a program designed to help faculty use instructional technology effectively.

- Knapper, C., & Piccinin, S. (Eds.) (1999). *New directions in teaching and learning*, Vol. 79. *Using consultants to improve teaching*. San Francisco: Jossey-Bass.
Overviews practice of instructional consultation.
- Lewis, K. G. (1988). *Face to face: A sourcebook of individual consultation techniques for faculty/instructional developers*. Stillwater, OK: New Forums Press.
One of the first volumes that described instructional strategies.
- Lewis, K. G. (2002). The process of individual consultation. In K. H. Gillespie, L. R. Hilsen, & E. C. Wadsworth (Eds.) *A guide to faculty development: Practical advice, examples, and resources* (pp. 59-72). Bolton, MA: Anker Publishing.
Details the roles that instructional consultants play and the skills they need to do their work.
- McKinney, K. (2004). The scholarship of teaching and learning: Past lessons, current challenges, and future visions. In C. M. Wehlburg and S. Chadwick-Blossey (Eds), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development*, pp. 3-19. Bolton, MA: Anker Publishing Company.
The history of SoTL is complex. This chapter seeks to provide the context for understanding SoTL and its place within higher education. McKinney also discusses lessons learned about SoTL generally, current challenges facing SoTL, and future directions for SoTL.
- Morrison, D. E. (1997). Overview of instructional consultation in North America. In K. T. Brinko & R. J. Menges (Eds.), *Practically speaking: A sourcebook for instructional consultants in higher education* (pp. 121-129). Stillwater, OK: New Forums Press.
Organizes approaches to consultation by role relationship and method and describes new directions in consultation.
- Nichols, R. J., & Amick, B. T. (1995). The case for instructional mentoring. In E. Neal (Ed.), *To improve the academy* (Vol. 14, pp. 143-155). Stillwater, OK: New Forums Press.
Summarizes basic approaches to professional faculty mentoring and discusses an approach to mentor preparation.
- Paulsen, M. B., & Feldman, K.A. (1995). *Taking teaching seriously* (ASHE-ERIC Higher Education Report, Vol. 95:2). Washington, D.C.: The George Washington University Graduate School of Education and Human Development. Especially 67-120.
Surveys ways in which teaching improvement can be supported at an institution, through a center or other means.
- Piccinin, S. (1999). How individual consultation affects teaching. In C. Knapper, & S. Piccinin (Eds.), *Using consultants to improve teaching* (Vol. 79, pp. 71-83). San Francisco, CA: Jossey-Bass.
Correlates student evaluation scores with various combinations of class observation and consultation to determine effectiveness of various interventions.
- Shea, M. A. (1997). Variability among faculty. In K.T. Brinko & R. J. Menges (Eds.) (1997). *Practically speaking: A sourcebook for instructional consultants in higher education* (pp. 181-188). Stillwater, OK: New Forums Press.
Based on a program at the University of Colorado, describes dimensions of faculty clientele that must be taken into account by consultants.

Stanley, C. A. (2002). Conceptualizing, designing, and implementing multicultural faculty development activities. In K. H. Gillespie, L. R. Hilsen, & E. C. Wadsworth (Eds.), *A guide to faculty development: Practical advice, examples, and resources* (pp.195-213). Bolton, MA: Anker Publishing.
Provides an overview to approaches for helping faculty to teach inclusively.

Stanley, C. A., Porter, M. E., & Szabo, B. L. (1997). An exploratory study of the faculty developer-client relationship. *Journal of Staff, Program, and Organizational Development*, 14 (3), 115-123.
Presents results of survey of faculty designed to understand what faculty desire in a developer-client relationship.

Tiberius, R. G. (1995). From shaping performances to dynamic intervention: The quiet revolution in teaching improvement programs. In W. A. Wright & M. C. O'Neil (Eds.). *Teaching improvement practices: Successful strategies for higher education* (pp. 180-205). Bolton, MA: Anker.
Surveys common approaches used by teaching centers and how they have changed over the years.

Wadsworth, E. C. (Ed.) (1988). *A handbook for new practitioners*. Stillwater, OK: New Forums Press and the Professional and Organizational Development Network in Higher Education.
Handbook of faculty, instructional, and organizational development, succeeded by the Gillespie work above.

Warren, L. (2002). Methods for addressing diversity in the classroom. In K. H. Gillespie, L. R. Hilsen, & E. C. Wadsworth (Eds.), *A Guide to faculty development: Practical advice, examples, and resources* (pp. 214-226). Bolton, MA: Anker Publishing.
Illustrates an approach to multicultural professional development based on a successful workshop at Harvard.

Wilkerson, L., & Lewis, K. G. (2002). Classroom observation: The observer as collaborator. In K. H. Gillespie, L. R. Hilsen, & E. C. Wadsworth (Eds.), *A guide to faculty development: Practical advice, examples, and resources* (pp.74-81). Bolton, MA: Anker Publishing.
Describes the steps in doing a classroom observation for instructional improvement or evaluation.

Organizational Development

Aitken, N. D., & Sorcinelli, M. D. (1994). Academic leaders and faculty developers: Creating an institutional culture that values teaching. In E. C. Wadsworth (Ed.), *To improve the academy* (Vol. 13, pp. 63-77). Stillwater, OK: New Forums Press.
Discusses the importance of organizational support for teaching within the context of the University of Massachusetts.

Angelo, T. A. (1997). The campus as a learning community: Seven promising shifts and seven powerful levers. *AAHE Bulletin*, 49 (9), 3-6.

Enumerates seven ways in which higher education is shifting and seven associated levers for change toward the ideal learning community.

- Armour, R. A. (1995). Using campus culture to foster improved teaching. In P. Seldin (Ed.), *Improving college teaching* (pp. 13-25). Bolton, MA: Anker Publishing.
Explores lessons learned from four campuses and identifies principles for building a campus culture to support teaching.
- Bergquist, W., & Phillips, S. (1995). *Developing human and organizational resources: A comprehensive manual*. Peter Magnusson Press. Especially chapters 9 and 10.
Ch. 9: provides an overview of the basic approaches consultants take to the work of organizational development.
Ch. 10: provides details on approaches to process consultation as an organizational development strategy.
- Chism, N. V. N. (2004). Promoting a sound process for teaching awards programs: Appropriate work for faculty development centers. In S. M. Blossey & D. Robertson (Eds.), *To Improve the Academy: Yearbook of the Professional and Organizational Development Network in Higher Education*, pp. 314-330. Bolton, MA: Anker.
This article reports on a study of teaching awards—how do they articulate criteria for what they are seeking in a candidate and what evidence do they call for by way of documentation of each candidate’s qualifications. It is an example of work at the campus level reward system, and thus organizational development.
- Chism, N. V. N. (2003). Playing well with others: Academic development as a team sport. In C. M. Wehlburg and S. Chadwick-Blossey (Eds), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development*, pp. 226-236. Bolton, MA: Anker Publishing Company.
This chapter describes a case study at IUPUI. Faculty development professionals teamed with academic units and student affairs professionals to implement the Gateway Program. The chapter concludes by endorsing the collaborative approach in addressing academic issues and highlights the role faculty development centers can play in collaborative efforts.
- Chism, N. V. N. (1998). The role of educational developers in institutional change: From the basement office to the front office. In M. Kaplan (Ed.), *To improve the academy* (Vol. 17, pp. 141-153). Stillwater, OK: New Forums Press.
Argues that educational developers have major roles to play in helping to transform teaching in higher education.
- Chism, N. V. N., & Bickford, D. J. (2002). Improving the environment for learning: An expanded agenda. In N. V. N. Chism and D. J. Bickford (Eds.), *The importance of physical space in creating supportive learning environments*, pp. 91-97. *New Directions in Teaching and Learning*, 92. San Francisco: Jossey-Bass.
As a possible influence on work, addressing the physical environment falls into the category of organizational development. This chapter talks about assumptions that undergird traditional ways of handling spaces for learning and draws some implications for how new practices can be influential in promoting better teaching and learning, as well as affiliation with the campus.

- Chism, N. V. N., Fraser, J. M., & Arnold, R. L. (1996). Teaching academies: Honoring and promoting teaching through a community of expertise. In M. D. Svinicki & R. J. Menges (Eds.), *New directions in teaching and learning: Vol. 65. Honoring exemplary teaching* (pp. 25-32). San Francisco: Jossey-Bass.
Discusses teaching academies as vehicles for change and provides examples of academies at various campuses.
- Chism, N. V. N., & Szabó, B. L. (1997). Teaching awards: The problem of assessing their impact. In D. DeZure (Ed.), *To improve the academy* (Vol. 16, pp. 181-200). Stillwater, OK: New Forums Press.
Looks at teaching awards, a common approach to the reward system at most schools, in terms of their effects on teaching.
- Diamond, R. N. (2004). The institutional change agency: The expanding role of academic support centers. In S. M. Blossey & D. Robertson (Eds.), *To Improve the Academy: Yearbook of the Professional and Organizational Development Network in Higher Education*, pp. 24-37.
After discussing the current forces for change in higher education, the author talks about the ways in which professional development centers can get involved in helping institutions of higher education to be responsive. He emphasizes the skills and knowledge that center staff have and points out how important they can be to campus change.
- Donald, J. (1997). *Improving the environment for learning: Academic leaders talk about what works*. San Francisco: Jossey-Bass. Especially chapters 2 and 6.
Reports on a survey of deans and department heads on the likelihood of various interventions to improve learning and then discusses several kinds of approaches.
- Ewell, P. T. (1997). Organizing for learning: A new imperative. *AAHE Bulletin*, 50 (4), 3-6.
Argues that organizing for learning must take into account what we know about learning, what we know about promoting learning, and what we know about institutional change.
- Gardiner, L. F. (1995). *Redesigning higher education: Producing dramatic gains in student learning* (ASHE-ERIC Higher Education Report, Vol. 23:7.) Washington, D.C.: The George Washington University Graduate School of Education and Human Development.
Especially 123-143.
Takes a quality improvement approach to improving the environment for learning.
- Kahn, S. (1996). Awards to groups: The University of Wisconsin System's Departmental Teaching Award. In M. D. Svinicki & R. J. Menges (Eds.), *New directions in teaching and learning, Vol. 65. Honoring exemplary teaching* (pp. 11-16). San Francisco: Jossey-Bass.
Discusses the role of departmental teaching awards in improving the environment for learning.
- Lieberman, D. A., & Guskin, A. E. (2003). The essential role of faculty development in new higher education models. In C. M. Wehlburg and S. Chadwick-Blossey (Eds.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development*, pp. 257-272. Bolton, MA: Anker Publishing Company.

Many challenges face organizational development in higher education as a result of the growing focus placed on student learning. For example, changing instructional roles and educational settings alter the traditional model for undergraduate education. These changes demand faculty and organizational change. This chapter suggests ways faculty development professionals can assist institutions and faculty members as they respond to the changing dynamics in higher education.

- Lucus, A. F. (2002). Increase your effectiveness in the organization: Work with Department Chairs. In K. H. Gillespie, L. R. Hilsen, & E. C. Wadsworth (Eds.), *A guide to faculty development: Practical advice, examples, and resources* (pp.157-166). Bolton, MA: Anker Publishing.
Discusses the importance of working with those central to the academic units of faculty.
- Massy, W. F., Wilger, A. K., & Colbeck, C. (1994). Overcoming 'hollowed' collegiality. *Change*, 26(4), 10-20.
Draws on an interview study to talk about conditions within the department culture that divide faculty and suggests ways in which departments can be more supportive of teaching.
- Murray, J. P. (1995). *Successful faculty development and evaluation: The complete teaching portfolio* (ASHE-ERIC Higher Education Report, Vol. 95:8). Washington, D.C.: The George Washington University Graduate School of Education and Human Development. Especially 71-99.
Within the context of teaching portfolios, discusses how the culture of an institution influences the possibilities for introduction of new ideas supporting teaching. Also treats how department chairs can be agents for change.
- North, J. (1995). 'Read my lips': The academic administrator's role in the campus focus on teaching. *AAHE Bulletin*, 48 (2), 3-6.
A dean talks about why administrators neglect teaching and how they might create more supportive practices.
- Paulsen, M. B., & Feldman, K.A. (1995). *Taking teaching seriously*, (ASHE-ERIC Higher Education Report, Vol. 95:2). Washington, D.C.: The George Washington University Graduate School of Education and Human Development. Especially 19-37.
Discusses the culture of higher education institutions with respect to teaching and how change might be approached.
- Scott, G. (2003). Effective change management in higher education. *Educause Review*, 38(6), 64-78.
Identifies change forces influencing higher education, including increased competition, decrease in government funding, greater government scrutiny, growing consumer rights' movement, and the spread of communications and information technology into all aspects of life. Discusses two responses to the changes – moving into flexible learning and using more online learning. Gives suggestions for how to implement change and discusses eight key change lessons learned.
- Sorcinelli, M. D., & Aitken, N. D. (1995). Improving teaching: Academic leaders and faculty developers as partners. In W. A. Wright & M. C. O'Neil (Eds.), *Teaching improvement practices: Successful strategies for higher education* (pp. 311-324). Bolton, MA: Anker.

Similar to Aitken and Sorcinelli, above.

Svinicki, M. D., & Menges, R. J. (1996). Consistency within diversity: Guidelines for programs to honor exemplary teaching. In M. D. Svinicki & R. J. Menges (Eds.), *New directions in teaching and learning*, Vol. 65. *Honoring exemplary teaching* (pp. 109-113). San Francisco: Jossey-Bass.

Suggests ten principles that should guide programs to honor and reward teaching.

Turner, C.S.V. (2002). *Women of color in academe: Living with multiple marginality*. *Journal of Higher Education*, 73 (1).

Using qualitative data, Turner discusses the challenges facing women faculty of color in the classroom, in the university setting generally, and in their non-work lives.

Balancing dual social roles is addressed. She concludes by detailing the benefits women faculty of color bring to higher education.

Wenger, E., McDermott, R., & Snyder, W. M. (2002). *Cultivating communities of practice: A guide to managing knowledge*. Cambridge, MA: Harvard Business School Press.

Chapters 1 and 3 (pp. 1-21 and 45-64) describe an approach to fostering inquiry into practice. Although this is not written with faculty or instructional development in mind, it offers a general model for how to help professionals think about their work and make improvements in their understanding and action through collective efforts.

Professional Development Centers

Atkins, S. S., Brinko, K. T., Butts, J. A., Claxton, C. S., & Hubbard, G. T. (2001). Faculty quality of life. In D. Lieberman & C. Wehlburg (Eds.), *To improve the academy* (Vol. 19, pp. 323-345). Bolton, MA: Anker Publishing.

Identifies the characteristics that faculty associate with quality of life and offers recommendations for campuses on how to attend to these.

Bergquist, W. & Phillips, S. (1995). *Developing human and organizational resources: A comprehensive manual*. Peter Magnusson Press. Especially chapter 12.

Describes six personal development approaches: life and career planning, personal growth workshops, personal counseling, interpersonal skills training, self-management workshops, and employee support systems.

Bland, C. J., & Bergquist, W. H. (1997). *The vitality of senior faculty members: Snow on the roof—fire in the furnace* (ASHE-ERIC Higher Education Report, Vol. 25:7). Washington, D.C.: The George Washington University Graduate School of Education and Human Development. Especially 95-118.

Discusses the relationship between organizational development, personal development, and functional development; then provides examples of types of activities employed by each approach, particularly from the perspective of senior faculty.

Boice, R. (1988). Faculty development programs based around scholarly writing. In K. G. Lewis (Ed.), *Face to face* (pp. 217-236). Stillwater, OK: New Forums Press.

Argues that developers can help faculty develop “writerly” habits and outlines a set of workshops designed to address this topic.

- Brew, A., & Boud, D. (1996). Preparing for new academic roles: An holistic approach to development. *International Journal of Academic Development*, 1 (2), 17-25.
Argues that academic development programs must be based on diverse roles and work patterns; must integrate personal, professional, and institutional perspectives; and must emphasize flexibility and responsiveness across various career stages.
- Caffarella, R. S., & Zinn, L. F. (1999). Professional development for faculty: A conceptual framework of barriers and supports. *Innovative Higher Education*, 23 (4), 241-254.
Argues that continued professional development for faculty consists of self-directed activities as well as formal programs for professional and organizational development. Discusses barriers and supports for development within four categories: people and interpersonal relationships, institutional structures, personal characteristics, and intellectual and psychosocial characteristics.
- Candy, P. C. (1996). Promoting lifelong learning: Academic developers and the university as a learning organization. *International Journal of Academic Development*, 1 (1), 7-18.
Depicts higher education institutions as knowledge-based organizations that are particularly appropriate sites for efforts at self-renewal and continuous improvement and stresses the holistic nature of development work.
- Hubbard, G. T., & Atkins, S. S. (1995). The professor as a person: The role of faculty well-being in faculty development. *Innovative Higher Education*, 20 (2), 117-128.
Discusses the importance of faculty wellness and institutional quality of life and describes a center that integrates developmental programs in holistic fashion.
- Hubbard, G. T., Atkins, S. S., & Brinko, K. T. (1998). Holistic faculty development: Supporting personal, professional, and organizational well-being. In M. Kaplan (Ed.), *To improve the academy* (Vol. 17, pp. 35-49). Stillwater, OK: New Forums Press.
Similar to Hubbard and Atkins but adds discussion of the ways in which the center brings these programs together.
- Wheeler, D. W. (1988). Career consulting: A critical segment of a comprehensive faculty development program. In K. G. Lewis (Ed.), *Face to face* (pp. 195-215). Stillwater, OK: New Forums Press.
Talks about career consulting as a component of academic development programs and describes strategies the consultant can use in helping faculty to plan their careers.