A GUIDE TO

FACULTY DEVELOPMENT

SECOND EDITION

KAY J. GILLESPIE, DOUGLAS L. ROBERTSON,
AND ASSOCIATES

Afterword by William H. Bergquist

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PREFACE

In the mid 1980s, the Professional and Organizational Development (POD) Network in Higher Education recognized that there was a need for a handbook for the field; the present work represents the third such volume in an evolving line of POD-sponsored publications. The previous edition of this book (Gillespie, 2002) represented a significant expansion of the earlier *Handbook for New Practitioners* (Wadsworth, Hilsen, & Shea, 1988). Higher education and the field are sufficiently dynamic that this second edition has been needed in less than a decade after the first edition, and requests to translate this new edition were received even prior to its publication. Representing a significant revision and expansion, this second edition has been completely rewritten and includes new authors and eighteen new chapters.

Purposes and Audience

The volume is designed to help educational developers, novice and expert alike, to provide valuable service, counsel, and leadership to their colleges and universities. The book presents a detailed description of the field of educational development for administrators, faculty, trustees, legislators, and students of higher education who may want, or need, to understand the nature, utility, and promise of the relatively young but quickly maturing field of educational development.

Overview of Contents

The book's twenty-three chapters are grouped into three parts. Part One, "Establishing and Sustaining a Faculty Development Program," comprises eight chapters that provide an introduction to the field, its history, literature, and key themes; an identification of basic issues, decisions, and practicalities in establishing and sustaining successful educational development programs; and a discussion of essential knowledge and skills that one needs in order to excel as an educational developer. Part

Two, "Key Priorities in Faculty Development: Assessment, Diversity, and Technology," consists of eight chapters that address the assessment of programs, teaching, and student learning; explore what educational developers must know to become multiculturally and interculturally competent and to help faculty, students, and staff to do the same; and discuss how educational developers can help faculty to use technology effectively in their teaching as well as how educational developers can use technology effectively in their own work. Finally, Part Three, "Faculty Development Across Institutional Types, Career Stages, and Organizations," includes seven chapters that explore educational development in various institutional types—for example research universities, small colleges, and community colleges; examine ways in which educational developers can support faculty at various stages across their careers; and discuss the vital role that educational developers can play in organizational development at their institutions. Multiple points of entry exist for this book, and readers should feel encouraged to move around its linked chapters as fits their needs and interests.

Naming the Field

Readers of this volume will see the field referred to by a number of terms, including *educational development, faculty development,* and *professional development.* Indeed, readers will notice that this book retains its former title, which refers to the field by its traditional but increasingly inaccurate name, "faculty development." What *not* to call the field is clear: its interests, expertise, and core purposes include much more than faculty development. However, our professional community has not achieved consensus on what its name should be. As volume editors, we believe that imposing a common term on the contributing authors is inappropriate at this time because the current conversation about what to call the field remains productive. Therefore, as editors, we have chosen not to restrict this conversation prematurely; and readers will encounter the varying terms in this volume. Having said that, we strongly believe that, when the third edition of this volume is published, a naming consensus will have been achieved and the book must have an updated title.

Conclusion

Across the book's twenty-three chapters written by its thirty-one authors, some points are repeated and emphasized by different authors; some authors voice different positions on identical issues; and of course all

authors present original points on issues that only they discuss. This complexity represents well the field of educational development at the present moment, with its points of convergence, divergence, and growth. We hope that readers will experience in this book the field's rich accumulation of all that it has been and the considerable potential of all that it may become.

August 2009   *Kay J. Gillespie*
CKF Associates in Higher Education Development

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A GUIDE TO FACULTY DEVELOPMENT

ESTABLISHING AND SUSTAINING A FACULTY DEVELOPMENT PROGRAM

This part of the book consists of eight chapters that provide an introduction to the field, its history, literature, and key themes; an identification of basic issues, decisions, and practicalities in establishing and sustaining successful educational development programs; and a discussion of essential knowledge and skills that one needs in order to excel as an educational developer.

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OVERVIEW OF FACULTY DEVELOPMENT

HISTORY AND CHOICES

Mathew L. Ouellett

MY PURPOSE IN THIS CHAPTER is to set the stage broadly for the chapters that follow; to call readers' attention to some of the literature, both body of practice and research based, upon which much of this book is built; and to suggest key questions that await further pursuit as we continue to expand and refine the work of faculty development. For both seasoned and beginning practitioners, the good news is that during the past several decades our colleagues have steadily contributed to a rich body of knowledge that serves to illuminate why we pursue our work in the ways we do, how we do what we do, and what the principles and values are that undergird what we do.

A Note on Language and Scope

In the Preface of this volume, the volume editors address common confusion that stems from our currently fuzzy and interchangeable use of terms, including *educational development, faculty development,* and *professional development.* As the editors point out, our community is in the process of building consensus on what words best describe our work, but we are not there yet. Therefore, readers of this volume will see the field named by a number of terms. I invite readers to join this ongoing conversation.

In order to provide a broad foundation for the topics covered in depth by specific chapters, my goal here is twofold: to summarize the historical context and to introduce topics and questions addressed in later chapters of this volume. The test is to achieve these two goals succinctly and without "stealing the thunder" or unnecessarily repeating the efforts of my colleagues. Their chapters provide the best in research, practice, and innovative approaches and offer an in-depth exploration of the implications of these issues from the perspective of educational developers.

A Brief History of Faculty Development

Colleges and universities in the United States have a long history of commitment to the development and success of faculty members related to their disciplinary expertise and research. Lewis (1996) pointed out that the sabbatical leave instituted at Harvard University in 1810 is probably the oldest form of faculty development. The primary goal of this early program was to support faculty members' further development as scholars within their fields. Well into the 1960s, this focus on increasing research expertise was the standard of support in colleges and universities.

Faculty development, as we understand it today, began to emerge in U.S. higher education in the social and economic turbulence of the late 1950s and 1960s (Bergquist, 1992; Rice, 2007; Sorcinelli, Austin, Eddy, & Beach, 2006). With the advent of the student rights movement across higher education in the United States, students began to demand more control over what they studied (for example, the emergence of ethnic studies programs) and to assert the right to give teachers feedback on what they found to be boring and irrelevant courses (Gaff & Simpson, 1994). Additionally, students began to demand a role in the determination of the content of the curriculum, expecting that courses would be, in their perceptions, more relevant to their experiences, concerns, and aspirations.

The reimagination of faculty life in the 1960s and 1970s encompassed the broadening of what should constitute the central work of faculty. This was the recognition that success for faculty members had been defined almost exclusively by research and publication success. The expansion to include a more holistic focus on, and concomitant rewards for, excellence in teaching and service was a dramatic departure from what had been a generally accepted standard. Faculty members increasingly advocated that institutional and career rewards, particularly tenure and promotion standards, should reflect a broad understanding