A GUIDE TO FACULTY DEVELOPMENT

SECOND EDITION

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

Afterword by William H. Bergquist

A GUIDE TO FACULTY DEVELOPMENT

SECOND EDITION

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

Afterword by William H. Bergquist

Table of Contents

Title Page
Copyright Page
PREFACE
- Purposes and Audience
- Overview of Contents
- Naming the Field
- Conclusion

ABOUT THE AUTHORS
- The Editors
- The Authors

PART ONE - ESTABLISHING AND SUSTAINING A FACULTY DEVELOPMENT PROGRAM

Chapter 1 - OVERVIEW OF FACULTY DEVELOPMENT
- A Note on Language and Scope
- A Brief History of Faculty Development
- Stages of Faculty Development Work
- Building a Common Lexicon
- Expanding the Horizon of Faculty Development
- Conclusion

Chapter 2 - PROGRAM TYPES AND PROTOTYPES
- Types of Centers
- Programs and Services
- Emerging Program Types

Conclusion

Chapter 3 - ESTABLISHING AN EDUCATIONAL DEVELOPMENT PROGRAM

Decision Points in Building an Effective Program
Conclusion

Chapter 4 - WORKING WITH A FACULTY DEVELOPMENT COMMITTEE

Institutional Context and Committee Goals
Responsibilities of the Chairperson or Faculty Development Leader
The Work of the Committee
Questions and Answers About Faculty Development Committees
Conclusion

Chapter 5 - LISTEN, LEARN, LEAD

Multiple Paths and Opportunities for Inquiry
Applying Research and Inquiry Skills
Maintaining and Sustaining Success
Conclusion

Chapter 6 - IMPORTANT SKILLS AND KNOWLEDGE

General Skills and Knowledge
Understanding Institutional Issues
Planning and Assessment
Communication Skills
Writing Skills
Organization, Multi-Tasking, and Time Management
Human and Financial Resource Management

Workshops
Conclusion

Chapter 7 - PROMOTING YOUR PROGRAM AND GROUNDING IT IN THE INSTITUTION

Understanding Institutional Culture
Marketing: Creating and Sustaining Relationships
Conclusion

Chapter 8 - PRACTICAL SUGGESTIONS FOR PROGRAMS AND ACTIVITIES

Options for Programs and Activities
The Mechanics of Running an Event
Coordinating and Overseeing Ongoing Programming
Conclusion

PART TWO - KEY PRIORITIES IN FACULTY DEVELOPMENT: ASSESSMENT, DIVERSITY, AND TECHNOLOGY

Chapter 9 - PROGRAM ASSESSMENT FOR FACULTY DEVELOPMENT

Defining the Context
Assessment as Integration
The Cycle of Program Assessment
Conclusion

Chapter 10 - ASSESSING TEACHING PRACTICES AND EFFECTIVENESS FOR FORMATIVE PURPOSES

What Is Not Known . . . Yet
So What Do We Know?
Assessment: The Link to Learning
Assessment Tools and Strategies
Using Data to Enhance Teaching and Learning
Conclusion

Chapter 11 - ASSESSMENT PRACTICES RELATED TO STUDENT LEARNING

The Importance of Assessment Practices
Aligning Course-Based and Program-Level Assessment
Student Learning, Assessment, and Accreditation
Using External Criteria to Improve Learning: Transformation
Faculty Developers' Responsibilities
Conclusion

Chapter 12 - OVERVIEW OF DIVERSITY ISSUES RELATING TO FACULTY DEVELOPMENT

Systemic Approaches to Multicultural Change
Inclusive Practices in Educational Development
Course-Based Multicultural Change
Transformation
Reflections on Personal Preparation
Conclusion

Chapter 13 - CONCEPTUALIZING, DESIGNING, AND IMPLEMENTING MULTICULTURAL FACULTY ...

Getting Started: Factors to Consider
Designing Multicultural Faculty Development Activities
Conclusion

Chapter 14 - WORKING WITH UNDERREPRESENTED FACULTY

- Inclusive Excellence
- Implications
- Conclusion

Chapter 15 - INTERNATIONAL FACULTY DEVELOPMENT

- International Overview of the Profession
- Engaging in Faculty Development on an International Scale
- Conclusion
- Appendix

Chapter 16 - ISSUES IN TECHNOLOGY AND FACULTY DEVELOPMENT

- Faculty Members' Response to Technology
- How to Evaluate Technologies
- Integrating Technology into Teaching
- Technology for Faculty Developers
- Conclusion

PART THREE - FACULTY DEVELOPMENT ACROSS INSTITUTIONAL TYPES, CAREER STAGES, ...

Chapter 17 - EFFECTIVE PRACTICES AT RESEARCH UNIVERSITIES

- Teaching Center Mission
- Leadership Guidelines for a Research University Center
- Faculty Development Activities at a Research University
- Conclusion

Chapter 18 - EFFECTIVE PRACTICES IN THE CONTEXT OF SMALL COLLEGES

- Defining a Small College and the Faculty Development Work
- Guiding Principles
- Models for Small College Faculty Development
- Practical Strategies for Successful Faculty Development
- Conclusion

Chapter 19 - FACULTY DEVELOPMENT IN THE CONTEXT OF THE COMMUNITY COLLEGE

- Background: Student Profiles and Goals
- Teaching and Learning Expectations
- Community College Faculty Development Initiatives
- Innovative Practice
- Issues of Accountability and Sustainability
- Conclusion

Chapter 20 - GRADUATE AND PROFESSIONAL STUDENT DEVELOPMENT PROGRAMS

- Growth of Graduate and Professional Student Development
- Types of GPSD Programs
- Skills and Knowledge Needed by Graduate Students
- Knowledge and Skills for Graduate and Professional Student Developers
- Assessment
- Conclusion

Chapter 21 - WORKING WITH ADJUNCT FACULTY MEMBERS

About the Adjunct Faculty
Planning Professional Development Programs
Adjunct Faculty Professional Development Needs
Conclusion

Chapter 22 - SUPPORTING FACULTY MEMBERS ACROSS THEIR CAREERS

Overview of Career Stages
The Early Career Stage
The Midcareer Stage
The Late Career Stage
Conclusion

Chapter 23 - ORGANIZATIONAL DEVELOPMENT

Definition and Conceptualization
Organizational Development: Practicality and Action
Conclusion and Closing Note to Readers

AFTERWORD
EPILOGUE
NAME INDEX
SUBJECT INDEX

A GUIDE TO FACULTY DEVELOPMENT

Second Edition

Kay J. Gillespie,
Douglas L. Robertson,
and Associates

Afterword by
William H. Bergquist

POD
Professional and Organizational Development Network in Higher Education

JOSSEY-BASS
A Wiley Imprint
www.josseybass.com

Copyright © 2010 by John Wiley & Sons, Inc. All rights reserved.

Published by Jossey-Bass A Wiley Imprint 989 Market Street, San Francisco, CA 94103-1741—www.josseybass.com

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the publisher, or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, 978-750-8400, fax 978-646-8600, or on the Web at www.copyright.com. Requests to the publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030, 201-748-6011, fax 201-748-6008, or online at www.wiley.com/go/permissions.

Readers should be aware that Internet Web sites offered as citations and/or sources for further information may have changed or disappeared between the time this was written and when it is read.

Limit of Liability/Disclaimer of Warranty: While the publisher and author have used their best efforts in preparing this book, they make no representations or warranties with respect to the accuracy or completeness of the contents of this book and specifically disclaim any implied warranties of merchantability or fitness for a particular purpose. No warranty may be created or extended by sales representatives or written sales materials. The advice and strategies contained herein may not be suitable for your situation. You should consult with a professional where appropriate. Neither the publisher nor author shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages.

Jossey-Bass books and products are available through most bookstores. To contact Jossey-Bass directly call our Customer Care Department within the U.S. at 800-956-7739, outside the U.S. at 317-572-3986, or fax 317-572-4002.

Jossey-Bass also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books.

Library of Congress Cataloging-in-Publication Data

Gillespie, Kay Herr.

p. cm.—(The Jossey-Bass higher and adult education series)
Includes bibliographical references and index.
eISBN : 978-0-470-60006-1
1. College teachers—Training of. 2. Universities and colleges—United States—Faculty. I. Douglas L. Robertson & Associates II. Title.
LB2331.72.G.1’2—dc22
2009042686

HB Printing

The Jossey-Bass Higher and Adult Education Series

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

Douglas L. Robertson Florida International University

REFERENCES

Gillespie, K. H. (Ed.). (2002). *A guide to faculty development: Practical advice, examples, and resources.* Bolton, MA: Anker.

Wadsworth, E. C., Hilsen, L., & Shea, M. A. (Eds.). (1988). *A handbook for new practitioners.* Stillwater, OK: New Forums.

ABOUT THE AUTHORS

The Editors

Kay J. Gillespie works independently as a higher education consultant and editor. She is professor emerita at Colorado State University, where she was a tenured faculty member in the Department of Foreign Languages and Literatures, holding the PhD degree in Germanic languages and literatures from the University of Colorado at Boulder. Her discipline-specific research specialties were the work of the Swiss dramatist Friedrich Dürrenmatt and literary and artistic expression of Roma in the time of National Socialism. In 1976, she began working in faculty development and held the position of associate director of the Office of Instructional Services at Colorado State University from 1986 to 1995. Dr. Gillespie has served on the Core Committee (board of directors) and as the president of the Professional and Organizational Development (POD) Network in Higher Education, which is an international association focusing on faculty, instructional, and organizational development. She served on numerous committees within the association and had extensive involvement in conference planning and presentation. She also served as the executive director of the association from 2001 to 2006. She has written and presented on a variety of topics relating to faculty, instructional, and organizational development. She can be contacted at kaygi2@aol.com.

Douglas L. Robertson, PhD in cultural geography, Syracuse University, is dean of undergraduate education and professor of higher education at Florida International University. He has been involved in promoting innovation in

U.S. higher education for more than thirty-three years and has twenty-four years of administrative experience in undergraduate and graduate education. In addition, he has held the rank of tenured full professor at five universities. Dr. Robertson has helped to start or reorganize four university professional development centers and has directed three of them. He is a member of the Professional and Organizational Development (POD) Core Committee and chair of its Publication Committee. He serves as senior editor of a book series on college teaching (New Forums Press) and is a current or past member of the editorial boards for *Innovative Higher Education,* the *Journal for Excellence in College Teaching,* and the *Kentucky Journal for Excellence in College Teaching and Learning*. Recently he completed a five-year appointment as a Fulbright Senior Specialist Candidate. He has provided more than 150 consultations to educational, health care, human service, governmental, and business organizations. He has authored or coedited six books, including *Making Time, Making Change: Avoiding Overload in College Teaching* and *Self-Directed Growth*. In total, he has authored or coauthored more than 110 academic articles, books, chapters, and presentations as well as assorted poems. He can be reached at drobert@fiu.edu.

The Authors

Ann E. Austin is the Dr. Mildred B. Erickson Distinguished Professor of Higher, Adult, and Lifelong Education at Michigan State University. She received her PhD in higher education from the University of Michigan. She is co-principal investigator for the Center for the Integration of Research, Teaching, and Learning (CIRTL) and directs an institute at Michigan State that focuses on higher education issues in the global context. Professor Austin’s research

interests concern faculty careers and professional development, organizational change and transformation in higher education, reform in graduate education, and the improvement of teaching and learning processes in higher education. She can be reached at aaustin@msu.edu.

William H. Bergquist is an international coach and consultant. He has authored forty-four books and served as president of a graduate school. Bergquist consults on and writes about personal, group, organizational, and societal transformations. He spent many years working in the field of faculty development, helped to found the Professional and Organizational Development (POD) Network, and published a three-volume series of handbooks on faculty development. Other publications over the past three decades focus on issues in higher education, including curriculum design, program development, quality and access, and the subcultures that operate in the academy. In recent years, he has focused on the processes of organizational coaching, having written several books on the topic; and he cofounded the *International Journal of Coaching in Organizations* and the International Consortium for Coaching in Organizations. He can be reached at whbergquist@aol.com.

Laura L. B. Border, director of the Graduate Teacher Program, University of Colorado at Boulder, received her doctorate in French Literature from the University of Colorado at Boulder and has coauthored five editions of *Collage and Montage*. She served on the Professional and Organizational Development (POD) Network in Higher Education's Core Committee and as president of the organization from 2002 to 2004. She is currently a campus leader for the National Center for the Integration of Research Teaching and Learning (CIRTL) Network. Her interests include learning styles, nonbiased teaching, and the preparation of graduate students in all disciplines as

current teaching assistants and as future faculty. She can be reached at laura.border@colorado.edu.

Helen Burnstad is director emerita of staff and organizational development at Johnson County Community College; she now consults with community colleges on staff and organizational development matters. She received her EdD in higher education administration with an emphasis on community college teaching and staff development from the University of Arkansas in Fayetteville. Her research interests are in community college staff development programs, adjunct faculty development, development of mid-level managers in community colleges, and organizational development. She can be reached at helenb@jccc.edu.

Nancy Van Note Chism is professor of higher education and student affairs in the Indiana University School of Education, Indianapolis. She received her PhD in educational policy and leadership from The Ohio State University and led professional and organizational development activities there and at Indiana University-Purdue University Indianapolis for more than twenty years. Her research interests are educational development, especially in international contexts; the faculty profession; peer review of teaching; and college teaching and learning topics such as multicultural teaching, the impact of physical space on learning, and instructional technology. She can be reached at nchism@iupui.edu.

Margaret W. Cohen is associate professor of educational psychology and associate provost for professional development and founding director of the Center for Teaching and Learning at the University of Missouri- St. Louis. She earned her PhD in educational psychology from Washington University in St. Louis. Her scholarship focuses on professional development and teaching and learning

processes, including faculty and student engagement. She can be contacted at Peggy_Cohen@umsl.edu.

Constance Ewing Cook is associate vice provost and executive director of the Center for Research on Learning and Teaching at the University of Michigan, where she also serves as clinical professor of education. She received her PhD in political science from Boston University. Her research interests are institutional transformation strategies, with a focus on creating a culture of teaching, and educational development strategies, with a focus on department chairpersons and international higher education leaders. She can be contacted at cecook@umich.edu.

Donna E. Ellis is the associate director of the Centre for Teaching Excellence at the University of Waterloo. She received her MA from the University of Waterloo in language and professional writing and is a doctoral candidate in Waterloo's Management Sciences program. Her research interests include students' responses to innovative teaching and assessment methods and the professional development of new educational developers and graduate students. She can be contacted at donnae@uwaterloo.ca.

Jennifer L. Franklin is senior consultant for faculty and course evaluation in the Office of Institutional Research and Planning Support, University of Arizona (UA), and is also instructional development and assessment specialist at UA's Learning Technologies Center. She received her PhD in instructional systems technology from Indiana University. Her research interests include effective teaching and learning across the disciplines, teacher and course evaluation, and online instructional practices. As proprietor of Instructional Development and Evaluation Services, she has consulted on teacher-course evaluation systems at a wide range of postsecondary institutions. She can be contacted at jennyfra@email.arizona.edu.

David Gosling is an independent higher education consultant and visiting research fellow at the University of Plymouth, United Kingdom. He received his PhD from Leeds University in the philosophy of education and was head of educational development at the University of East London until 2002. His current research interests are the role and functions of faculty development centers internationally, the Centres for Excellence in Teaching and Learning (in the United Kingdom), peer-supported review of teaching and learning, and critical histories of academic development (an international study). He can be contacted at dwg@davidgosling.net.

Cynthia J. Hoss is provost/chief academic officer at Grantham University. Her EdD in curriculum, instruction, and administration is from the University of Nebraska-Lincoln. Dr. Hoss has served for thirty-four years in public and private two-year and four-year institutions of higher education. She has served two terms as president of the North American Council for Staff, Program, and Organizational Development (NCSPOD) and is a Higher Learning Commission consultant evaluator. Her research interests are faculty development, instruction/academic assessment, institutional effectiveness, and leadership. She can be reached at choss@grantham.edu.

Alan Kalish is director of the University Center for the Advancement of Teaching and adjunct assistant professor of education policy and leadership at The Ohio State University. He received his PhD in English and American literature from Indiana University. He teaches in the Graduate Interdisciplinary Specialization in College and University Teaching. His research interests include qualitative and quantitative studies of transitions from graduate school to faculty life, teaching and learning in higher education, peer review of teaching, preparing future faculty, support for scholarship of teaching and learning,

and assessment of academic support units. He can be reached at kalish.3@osu.edu.

Sally Kuhlenschmidt has been the director of the Faculty Center for Excellence in Teaching at Western Kentucky University since 1994. She received her PhD in clinical psychology from Purdue University and has been engaged with technology for instruction since her teaching career began in 1986, including teaching online since 1997. She initiated the original Professional and Organizational Development (POD) Network conference Web site and is a long-term member of POD's electronic communications and resources committee. Her center has received repeated recognition for innovation from POD. Her current research interests include assessment of faculty development and using technology to enhance development. She can be reached at sally.kuhlenschmidt@wku.edu.

Virginia S. Lee is senior consultant and managing member of Virginia S. Lee & Associates, a higher education consulting firm based in Durham, North Carolina, focusing on teaching, learning, and assessment. Special areas of expertise include course and curriculum development, inquiry-guided learning, and institution-wide education reform efforts including quality enhancement plans. Lee is the editor of *Teaching and Learning Through Inquiry: A Guidebook for Institutions and Instructors* (Stylus, 2004). She was the 2008 president of the Professional and Organizational Development (POD) Network in Higher Education. She received her PhD in educational psychology from the University of North Carolina at Chapel Hill. She can be reached at vslee@virginiaslee.com.

Michele Marincovich is associate vice provost for undergraduate education and director of the Center for Teaching and Learning at Stanford University. She received her PhD in (East Asian) history from Georgetown University.

A former executive director of the Professional and Organizational Development Network, she has written and presented on the improvement of teaching at research universities, teaching assistant training, the design and evaluation of faculty development programs, teaching evaluation approaches, and the role of disciplinary differences in higher education. She can be reached at marin@stanford.edu.

Kim M. Mooney is interim provost and vice president for academic affairs at her undergraduate alma mater, Franklin Pierce University. She earned her PhD in social psychology from the University of New Hampshire. Dr. Mooney is the founding director of the Center for Teaching and Learning and former special assistant to the president for assessment at St. Lawrence University. Her recent publications address the results of a national survey on the professional experiences of women psychologists, the exploration of key professional development issues at liberal arts colleges, and a set of strategies for starting faculty development programs at small colleges. She can be reached at mooneyk@ franklinpierce.edu.

Ed Neal holds the PhD in adult and higher education from the University of North Carolina at Chapel Hill and was the founding director of the Office of Faculty Development at the University of North Carolina at Chapel Hill. He served in that capacity for thirty-two years but recently retired and continues as a professional consultant in higher education, working with his partner, Iola Peed-Neal, to provide faculty development services to colleges and universities across the United States. He can be reached at Ed_Neal@unc.edu.

Leslie Ortquist-Ahrens is associate professor of foreign languages and founding director of the Center for Teaching and Learning at Otterbein College in Westerville, Ohio. She received her PhD in comparative literature with emphases in

German, film, and mass culture studies from Indiana University. In addition to German, she has taught literature and writing for the Integrative Studies core curriculum and cotaught a Senior-Year Experience about global citizenship at Otterbein. Her research interests include mass culture in Germany in the 1920s and faculty development topics including facilitation, faculty learning communities, critical reflection, and collaborative learning. She can be reached at LOrtquist-Ahrens@otterbein.edu.

Mathew L. Ouellett is director of the Center for Teaching at the University of Massachusetts Amherst. He received his EdD in social justice education from the University of Massachusetts Amherst. He directs a full complement of faculty development programs at the center and holds an adjunct appointment in the Smith College School for Social Work, where he teaches graduate courses on the implications of race and racism and social work practice in the United States. His research interests include issues of inclusive teaching and learning and diversity and systemic change in higher education. He can be reached at mlo@acad.umass.edu.

Iola Peed-Neal earned the MFA from the University of North Carolina at Greensboro and served as a faculty developer and associate director of the Center for Teaching and Learning at the University of North Carolina at Chapel Hill for thirty-two years. She retired in 2008 and now consults on administrative and practical issues associated with teaching improvement programs. She also works with Ed Neal on projects and services for institutions of higher education and can be reached at Iola_Peed-Neal@ unc.edu.

Kathryn M. Plank is associate director of the University Center for the Advancement of Teaching and adjunct assistant professor of educational policy and leadership at The Ohio State University. She received her PhD in English

from The Pennsylvania State University. She teaches a graduate course on college teaching and coordinates faculty learning community programs. Her research interests include program assessment, teaching consultation, diversity, educational technology, critical thinking, and team teaching. She can be reached at plank.28@osu.edu.

Michael Reder directs Connecticut College's Joy Shechtman Mankoff Faculty Center for Teaching & Learning, where he runs a variety of programs designed to support faculty and improve student learning. He holds the PhD in English Literature from the University of Massachusetts Amherst. He serves on the advisory boards for the Professional and Organizational Development (POD) Network publication *Essays on Teaching Excellence* and for the POD series published in *Thriving in Academe* and is an editorial review board member for the journal *Innovative Higher Education*. He serves as a Teagle Assessment Scholar on the Wabash National Study of Liberal Arts Education and consults regularly with small liberal arts colleges starting or enhancing their faculty development programs. He can be reached at reder@conncoll.edu.

Mary Deane Sorcinelli is associate provost and professor of educational policy, research, and administration, University of Massachusetts Amherst. She received her EdD in educational policy, research, and administration from the University of Massachusetts Amherst and has led professional and organizational development activities at Indiana University Bloomington and the University of Massachusetts Amherst for more than two decades. Her research interests include the academic career development process, from new to senior faculty; mentoring programs for new and underrepresented faculty; faculty development in North America and international contexts; and a range of topics related to the improvement and evaluation of college

teaching. She can be reached at msorcinelli@acad.umass.edu.

Christine A. Stanley is vice president and associate provost for diversity and professor of higher education at Texas A & M University. She received her PhD in curriculum and instruction from Texas A & M University. Her research interests include college teaching, diversity, and professional development in higher education. Since 2003, most of her research has focused on the experiences of faculty of color in predominantly white colleges and universities. She served as president of the Professional and Organizational Development Network in Higher Education from 2000 to 2001. She can be reached at cstanley@tamu.edu.

Terri A. Tarr is the associate director of the Center for Teaching and Learning and an adjunct faculty member in the Department of Psychology at Indiana University-Purdue University Indianapolis (IUPUI). She earned a PhD in developmental psychology from Purdue University as well as an MA in school psychology and a BA in psychology from Ball State University. She has written and presented on part-time faculty issues and served as the director of the Associate Faculty Office at IUPUI from 1998 to 2006. She can be reach at tatarr@iupui.edu.

Michael Theall is associate professor of teacher education at Youngstown State University (YSU), Youngstown, Ohio, and 2009 president of the Professional and Organizational Development Network in Higher Education. He received his PhD from Syracuse University with a focus on instructional design, development, and evaluation. He teaches graduate education courses and first-year college survival courses, and he coordinates the professional development program for YSU's Beeghley College of Education. His research interests are the professoriate, faculty evaluation, student

ratings of teaching, faculty professional development, higher education organizational development, college teaching and learning, and motivational issues. He can be reached at mtheall@ysu.edu.

Franklin Tuitt is assistant professor and director of the Higher Education Program in the Morgridge College of Education at the University of Denver. He received his doctorate from the Harvard Graduate School of Education. His research and scholarship explore a range of topics related to access and equity in higher education, teaching and learning in racially diverse college classrooms, and diversity and organizational transformation. Dr. Tuitt serves as a consultant and trainer for education-related organizations across the country. He can be reached at ftuitt@du.edu.

Linda M. von Hoene is the director of the Graduate Student Instructor (GSI) Teaching and Resource Center at the University of California (UC), Berkeley. She received her PhD in German studies from UC Berkeley. She teaches courses for graduate students at UC Berkeley on teaching and learning in higher education, designing courses to enhance student motivation, and mentoring in higher education. Her research interests are in the professional development of graduate students and future faculty; course design and motivation; and feminist, psychoanalytic, and postcolonial perspectives on the teaching and learning of foreign languages. She can be reached at vonhoene@berkeley.edu.

Catherine M. Wehlburg is the executive director of the Office for Assessment and Quality Enhancement at Texas Christian University. She received her PhD in educational psychology from the University of Florida. Dr. Wehlburg is interested in the use of assessment data as a means for transforming teaching and learning. She works with the

Commission on Colleges of the Southern Association of Colleges and Schools as an accreditation visitor focusing on institutional effectiveness issues. She can be reached at c.wehlburg@tcu.edu.

Todd D. Zakrajsek is the executive director of the Center for Faculty Excellence at the University of North Carolina at Chapel Hill. Prior to his current appointment, he established both the Faculty Center for Innovative Teaching at Central Michigan University and the Center for Teaching and Learning at Southern Oregon University. While at Southern Oregon, he taught in the psychology department as a tenured associate professor. Dr. Zakrajsek publishes and presents widely on the topic of student learning and faculty development. He directs two conferences devoted to teaching and learning, one national and one international. He can be reached at tzak@email.unc.edu.