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PREFACE

THE CHAPTERS IN THIS VOLUME fit under four themes. The first focuses on our profession: the competencies it requires and strategies for being more effective in it. The second adds to our knowledge of the faculty we serve: their roles and responsibilities, their reactions to feedback, and the effects of their beliefs. In the third section, we revisit our reason for being: students, along with how they learn and how we can have a positive impact on them. Finally, the fourth theme examines successful new programs, each of which offers elements that we can borrow and adapt to improve our own programming.

Section One: Improving Our Performance

Chapter One. Debra Dawson, Judy Britnell, and Alicia Hitchcock engaged groups of faculty developers in World Café, a collaborative discussion-based research method, to build a matrix of competencies for each of three teaching and learning center positions—entry-level, senior-level, and director—to determine how these competencies can be demonstrated. This is the first formal effort to identify the specific abilities, experiences, and traits necessary for success at career stages in the profession.

Chapter Two. Sally Kuhlenschmidt, Susan Weaver, and Susanne Morgan describe their three distinct approaches to developing a clear intellectual vision or plan for their very different types of centers. One unit operates under one unifying theme, a second is fashioned around faculty roles and level organizational impact, and the third focuses on systematically developing faculty teaching skills within a curriculum. Each model has its own strengths, challenges, and pattern of development.

Chapter Three. Pamela S. Lottero-Perdue and Steve Fifield propose a conceptual framework for faculty mentoring programs that they developed by identifying patterns in program design, implementation, and evaluation across colleges and universities. In addition to a thorough review of the literature, they provide a tool for administrators, participants, and evaluators to use in tailoring mentoring programs to their unique faculty and institutional needs.

Chapter Four. Phyllis Blumberg convincingly argues that faculty developers can enhance their institution's effectiveness by bringing their distinctive expertise and perspective to committee service. However, they must make strategic decisions about where and how they will serve. Blumberg lays out a framework for selecting committee membership and positions based on five criteria, pointing out the hazards of certain kinds of committees and roles.

Chapter Five. Wesley H. Dotson and Daniel J. Bernstein conducted an informal comparative analysis of teaching centers at larger state universities in the United States as part of their center's ten-year review. The dimensions they chose for comparison (programs, resources, size), along with their methods of data collection and analysis, serve as a model for center leaders who may be called on, or may independently decide, to conduct similar research.

Chapter Six. Niki Young revisits classroom observation, an individual teaching improvement service that most centers offer. Going beyond the literature of general guidelines for observations, she presents and deconstructs examples of her own observation narratives, recommending strategies to enhance the helpfulness of the observation to faculty and making our techniques and the reasons behind them more explicit, transparent, and replicable.

Section Two: Understanding Faculty

Chapter Seven. Michael Theall, Bonnie Mullinix, and Raoul A. Arreola present findings from an international study of faculty skills, roles, and responsibilities that are the basis for a metaprofessional model. Such data can inform organizational and professional development efforts as well as faculty evaluation policies. Although the authors come to general conclusions about faculty expertise and needs across roles and disciplines, they urge local replication of their study for basing local decisions.

Chapter Eight. Allison P. Boye and Suzanne Tapp address a topic that has received scant attention in the literature. Drawing on their faculty survey, in-depth interviews, and observations, they uncover patterns to negative feedback and the consultation process among male and female instructors. In addition to some gender differences, they find that a faculty developer needs empathy, time, and mastery of the SoTL literature to reach certain instructors and meet their individual needs.

Chapter Nine. Sue Fostaty Young and Susan Wilcox delve into the factors behind instructors' assessment practices. Their in-depth interviews reveal that faculty beliefs and values about teaching interact with the

institutional context to shape assessment choices, and that faculty beliefs and teaching experiences mutually affect one another. The authors also identify consulting practices that prove particularly effective or ineffective in helping faculty understand and enhance their teaching.

Section Three: Understanding Students and Their Learning

Chapter Ten. Craig E. Nelson reflects back on nine beliefs about students and teaching that he held as a young professor. He now calls these beliefs “dysfunctional illusions”—*dysfunctional* because they hinder student learning and *illusions* because the scholarship of teaching and learning has shown them to be wrong. As he describes each such illusion, he corrects it with relevant research findings and a more realistic viewpoint.

Chapter Eleven. John Zubizarreta examines the often-made claim that students learn more and more deeply in small classes than in large ones. According to the research, they do, mainly because of the active, collaborative pedagogies, mentoring, reflection, feedback, and instructor-to-student and student-to-student interactions that small numbers make easily possible. By incorporating some of these components, large classes can stimulate significant learning, but they entail unrecognized costs that reduce their bottom-line efficiency.

Chapter Twelve. María del Carmen Salazar, Amanda Stone Norton, and Franklin A. Tuitt propose strategies for advancing from the prevailing fragmentary approach to diversity to infusing inclusive excellence into predominantly white institutions. The authors cite research that inclusive excellence improves student motivation and achievement, cultural awareness understanding, and civic involvement; they then suggest a range of methods that faculty and faculty developers can use to promote inclusive excellence in teaching and learning.

Chapter Thirteen. Tasha J. Souza, Elise J. Dallimore, Eric Aoki, and Brian C. Pilling test the commonly held belief that cold calling intimidates students and chills the communication climate. Yet it may be the only way instructors can equalize participation in discussion. This multi-institutional study finds that, in fact, cold calling enhances students’ engagement in the classroom without making them uncomfortable, as long as the instructor maintains a supportive communication climate.

Chapter Fourteen. Michele DiPietro challenges higher education’s current approach to academic dishonesty. He first describes the theoretical frameworks that institutions typically draw on to conceptualize cheating, along with each theory’s predictions about dishonest behaviors and its supporting empirical evidence. He then identifies a major limitation of

these frameworks and proposes new interpretations of academic dishonesty, as well as their implications for faculty development.

Section Four: Enhancing Our Programming

Chapter Fifteen. Susanna Calkins and Denise Drane capitalized on the new requirements of the National Science Foundation and other major funding agencies to incorporate educational activities into research grants; they introduced a faculty workshop on how to structure an education plan into grants. This workshop has enabled them to reach research-focused faculty and engage them in lively discussion about formulating and aligning learning objectives, educational objectives, pedagogical approaches, and assessment instruments.

Chapter Sixteen. Mary C. Wright, Constance E. Cook, and Chris O'Neal promote a broader view of faculty development to encompass academic leadership preparation. In addition to training new chairs, they developed a model program that fosters ongoing growth in institutional leadership. Initiated by the provost, it begins with an extensive needs assessment of the participants and progresses to a developmentally oriented leadership training program and performance evaluation.

Chapter Seventeen. Megan M. Palmer, Mary E. Dankoski, Randy R. Brutkiewicz, Lia S. Logio, and Stephen P. Bogdewic responded to the high stress and low satisfaction among their academic medical center faculty by establishing a model faculty development program. Such a comprehensive effort is rare in medical schools, and the authors detail how they did it: their collaborations, extensive needs assessment, vision and mission development, career-stage framework for faculty development, goal-setting and strategic planning, and ongoing assessments.

Chapter Eighteen. Dorothe J. Bach and Mary Deane Sorcinelli share lessons learned about an early career program for underrepresented faculty from two assessment studies: an internal survey of program graduates and an external evaluation using focus groups and interviews with faculty, staff, and administrators. The studies found that the program's success rested on creating a peer network, involving senior faculty and administrators, and offering useful events. They also identified issues of concern around which improvements were made.

Chapter Nineteen. Amber Dailey-Hebert, Emily Donnelly, and B. Jean Mandernach describe an ambitious new model for mentoring female faculty and administrators and developing them into academic leaders. Initiated by their university president, this effective, proactive approach is built on networking opportunities, guest mentoring by influential

women from many professions, peer mentoring in a group setting, collaborative problem solving, and a capstone “legacy project” designed to advance the status of women in academe.

Chapter Twenty. Laurel Johnson Black, Terry Ray, and Judith Villa conducted in-depth interviews with faculty in their reflective practice program to assess exactly what the participants were gaining from the program. Soundly grounding their evaluation in theory, the authors determined the extent of reflection by comparing the participants’ comments to the elements of reflection posited by Dewey and Rodgers. They also identified three important needs the program met for the faculty involved.

Chapter Twenty-One. Cassandra Volpe Horii reports the results of a four-year assessment study of a program that has employed Ph.D. students as department-based teaching mentors to their peers. These mentors seized the opportunity to effect several improvements in their department’s intellectual culture, including the value, support, and discussion given to teaching, the frequency of exchange of teaching materials, and the quality and quantity of graduate student–faculty interactions.

To Improve the Academy allows our colleagues to share some of their most extraordinary accomplishments. A few have examined our profession and what it takes to be successful. Some have devised strategies to make us more effective in our jobs, including initiating impressive programs. Others have conducted research that offers novel insights into faculty or have revealed new facets of learning and ways to reach students. By virtue of their broad application, the contributions of our colleagues can make our work easier, more exciting, and more rewarding.

Through us, our colleagues’ wisdom can do the same for our faculty, and in turn for our students. We all have taught and typically still do. As instructors we often get a thrill realizing the effect we have on the world through our students. As faculty developers, we should also get a thrill over the broad *indirect* effects we have on that world. For every faculty member who leaves our office or workshop more knowledgeable about learning, more understanding of students, and inspired to teach better in large or small ways, thousands of learners benefit over the years.