

Contents

| | |
|--|------------|
| About the Authors | xv |
| Preface | xxix |
| Acknowledgments | xxxv |
| Ethical Guidelines for Educational Developers | xxxvii |
| Section I: For and About Educational Developers | 1 |
| 1 Editor's Introduction: The Educational Developer as Magician | 3 |
| Linda B. Nilson | |
| 2 Experiential Lessons in the Practice of Faculty Development | 14 |
| Ed Neal, Iola Peed-Neal | |
| 3 Maturation of Organizational Development in Higher Education: Using Cultural Analysis to Facilitate Change | 32 |
| Gail F. Latta | |
| 4 Ten Ways to Use a Relational Database at a Faculty Development Center | 72 |
| A. Jane Birch, Tara Gray | |
| 5 Magicians of the Golden State: The CSU Center Director Disappearing Acts | 88 |
| Cynthia Desrochers | |
| Section II: Helping Faculty Thrive | 109 |
| 6 Practical Tools to Help Faculty Use Learner-Centered Approaches | 111 |
| Phyllis Blumberg | |

| | | |
|--|--|------------|
| 7 | Romancing the Muse: Faculty Writing Institutes as Professional Development | 135 |
| | Elizabeth Ambos, Mark Wiley, Terre H. Allen | |
| 8 | Leadership for Learning: A New Faculty Development Model | 150 |
| | Jane V. Nelson, Audrey M. Kleinsasser | |
| 9 | Searching for Meaning on College Campuses: Creating Programs to Nurture the Spirit | 166 |
| | Donna M. Qualters, Beverly Dolinsky, Michael Woodnick | |
| Section III: One-on-One with Faculty | | 181 |
| 10 | Defeating the Developer's Dilemma: An Online Tool for Individual Consultations | 183 |
| | Michele DiPietro, Susan A. Ambrose, Michael Bridges, Anne Fay, Marsha C. Lovett, Marie Kamala Norman | |
| 11 | Lessons Learned from Developing a Learning-Focused Classroom Observation Form | 199 |
| | Steven K. Jones, Kenneth S. Sagendorf, D. Brent Morris, David W. Stockburger, Evelyn T. Patterson | |
| 12 | Reported Long-Term Value and Effects of Teaching Center Consultations | 223 |
| | Wayne Jacobson, Donald H. Wulff, Stacy Grooters, Phillip M. Edwards, Karen Freisem | |
| Section IV: Educational Development by Institutional Type | | 247 |
| 13 | Promoting the Scholarship of Teaching and Learning at Community Colleges: Insights from Two Learning Communities | 249 |
| | Stanford T. Goto, Andrei Cerqueira Davis | |
| 14 | Starting and Sustaining Successful Faculty Development Programs at Small Colleges | 267 |
| | Michael Reder, Kim M. Mooney, Richard A. Holmgren, Paul J. Kuerbis | |

| | | |
|--|---|------------|
| 15 | Essential Faculty Development Programs for Teaching and Learning Centers in Research-Extensive Universities | 287 |
| | Larissa Pchenitchnaia, Bryan R. Cole | |
| Section V: Faculty Evaluation | | 309 |
| 16 | Establishing External, Blind Peer Review of Scholarship of Teaching and Learning Within the Disciplines | 311 |
| | Cheryl A. Stevens, Erik Rosegard | |
| 17 | Learning-Centered Evaluation of Teaching | 332 |
| | Trav D. Johnson | |
| Section VI: For the Next Generation | | 349 |
| 18 | Meeting New Faculty at the Intersection: Personal and Professional Support Points the Way | 351 |
| | Ann Riley | |
| 19 | When Mentoring Is the Medium: Lessons Learned from a Faculty Development Initiative | 365 |
| | Jung H. Yun, Mary Deane Sorcinelli | |
| 20 | Preparing Advocates for Faculty Development: Expanding the Meaning of “Growing Our Own” | 385 |
| | Deborah S. Meizlish, Mary C. Wright | |
| 21 | Teaching Learning Processes—to Students and Teachers | 401 |
| | Pamela E. Barnett, Linda C. Hodges | |
| | Bibliography | 425 |

