From the Editors

Professional development for faculty has been growing for decades in teaching and learning centers. In the twenty-first century, higher education has entered a startling transformation, and pedagogical philosophy and practice are changing along with the rest of the academy, making faculty development that much more important. Each chapter in this volume of *New Directions for Teaching and Learning* identifies particular areas of opportunity, and although the authors recognize that not every initiative suggested can be implemented by all institutions—circumstances such as institutional mission, available resources, and governance issues will dictate that—it is their hope that every reader will be able to glean details that might provide a spark or fan a flame on campus. As educators themselves, McKee, Johnson, Ritchie, and Tew invite you to consider the challenges, explore the possibilities, and join them on the journey.
The Breadth of Current Faculty Development: Practitioners’ Perspectives

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EDITORS

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CONTENTS

EDITORS' NOTES
C. William McKee, Mitzy Johnson, William F. Ritchie, W. Mark Tew 1

1. Setting the Stage for Teaching and Learning in American Higher Education: Making the Case for Faculty Development
C. William McKee, W. Mark Tew 3
This chapter identifies five major shifts in American higher education that are reshaping the necessity of effective, ongoing professional development of the faculty.

2. Professional Development of the Faculty: Past and Present
C. William McKee, Mitzy Johnson, William F. Ritchie, W. Mark Tew 15
This chapter reviews the unique contribution of three different faculty development research projects and identifies common themes with which educators have struggled over the past four decades.

3. Cocreating Value in Teaching and Learning Centers
David W. Schumann, John Peters, Taimi Olsen 21
This chapter presents the history of teaching and learning centers, a snapshot of current practices at leading teaching and learning centers, and the contributions expected in the field of faculty development associated with the ongoing growth of teaching and learning centers.

4. Creating a Culture of Appreciation for Faculty Development
James P. Honan, Andrew Westmoreland, W. Mark Tew 33
This chapter presents views of a current trustee, a president, and financial officer regarding the importance of nonacademic support for cultivating a campus-wide culture of faculty development.

5. Innovative Ways of Assessing Faculty Development
L. Dee Fink 47
Given the increased scrutiny of higher education and the general public's desire for accountability, this chapter address how and why colleges and universities must enhance their ability to assess all their activities, including the professional development of the faculty.

6. Virtual Space (E-Learning) Faculty Development
Christian D. Pruett, Terry Pollard 61
This chapter explores the necessity of achieving professional development of the faculty who are working in a different instructional delivery environment and presents solutions adopted in the Mississippi Community College system.
7. Clarifying the Differences between Training, Development, and Enrichment: The Role of Institutional Belief Constructs in Creating the Purpose of Faculty Learning Initiatives
Christopher Stabile, William F. Ritchie
In this chapter the contributors discuss the difference between procedural orientation and true development of a faculty member as an educational professional.

8. The Future of Faculty Development: Where Are We Going?
Ann E. Austin, Mary Deane Sorcinelli
Written by foremost researchers in the field of professional development of the faculty, this chapter prognosticates what is ahead for higher education.

INDEX
FROM THE SERIES EDITOR

About This Publication
Since 1980, New Directions for Teaching and Learning (NDTL) has brought a unique blend of theory, research, and practice to leaders in postsecondary education. NDTL sourcebooks strive not only for solid substance but also for timeliness, compactness, and accessibility.

The series has four goals: to inform readers about current and future directions in teaching and learning in postsecondary education, to illuminate the context that shapes these new directions, to illustrate these new directions through examples from real settings, and to propose ways in which these new directions can be incorporated into still other settings.

This publication reflects the view that teaching deserves respect as a high form of scholarship. We believe that significant scholarship is conducted not only by researchers who report results of empirical investigations but also by practitioners who share disciplinary reflections about teaching. Contributors to NDTL approach questions of teaching and learning as seriously as they approach substantive questions in their own disciplines, and they deal not only with pedagogical issues but also with the intellectual and social context in which these issues arise. Authors deal, on the one hand, with theory and research, and on the other with practice, and they translate from research and theory to practice and back again.

About This Volume
Effective teaching usually precedes effective learning and if higher education is going to continue to improve, there must be a focus on continuous enhancement of the teaching process. This is often called faculty development, and it is becoming an essential part of any college or university. The authors of this volume come from a wide variety of institutions and disciplines. Thus, this volume focuses on the various perspectives of faculty development practitioners who are working to improve student learning by working directly with faculty and their teaching. Readers of this volume will find particular areas of opportunity to enhance the development of their own teaching and that of their fellow faculty.

Catherine Wehlburg
Editor-in-Chief
Editors’ Notes

Working Definition: Faculty development entails many forms of organized support to help faculty members mature as teachers, scholars, and citizens of their campuses, professions, and broader communities, especially as these processes pertain to enhancing student learning outcomes.

Adapted from the landmark publication Creating the Future of Faculty Development: Learning from the Past, Understanding the Present by Sorcinelli, Austin, Eddy, and Beach (2006, xiii), the preceding working definition was used as the underlying theme of each of the chapters of this publication of New Directions in Teaching and Learning. By allowing an appropriate breadth to those events that are designed to achieve professional development of the faculty, and by placing particular emphasis on those practices that enhance the learning event for students, the editors of this volume seek to provide resources that higher education practitioners can use to improve their institutions and the educational services they render. Furthermore, each chapter has been selected to identify particular areas of opportunities for institutions. The authors recognize not every initiative suggested in this volume can be implemented by all. Circumstances—for example, institutional mission, available resources, governance issues—vary greatly within the scope of American higher education. Yet it is their hope that every reader will be able to glean from these pages particular applicable details that will prove productive in providing a spark or fanning a flame on his or her respective campuses. As fellow educators themselves, McKee, Johnson, Ritchie, and Tew invite you to join the journey.

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This chapter identifies five major shifts in American higher education that are reshaping the necessity of effective, ongoing professional development of the faculty.

Setting the Stage for Teaching and Learning in American Higher Education: Making the Case for Faculty Development

C. William McKee, W. Mark Tew

Introduction
In American higher education, past history and current practice are often foundational to future innovations. Through the past several decades, the academy has experienced numerous adjustments or institutional shifts as societal needs and student expectations have changed. Many institutions have embraced these shifts voluntarily and welcomed new operational paradigms while other colleges and universities have struggled to maintain time-honored patterns of educational structure and procedure. To be sure, the manner in which scholars and practitioners in the field of teaching and learning have led their institutions to respond to these challenges has marked the difference between a thriving organization and one that is struggling simply to survive.

Because the faculty is crucial to a dynamic and growing educational enterprise, faculty development should be viewed as a necessity, not a nicety. For higher education to manage societal shifts of near epoch proportion, faculty must be fully prepared and fully engaged. The faculty must be ready through ongoing enhancement of their abilities and intellect to answer the call to lead their prospective institutions through the morass of uncertainty brought about by cultural, national, and even worldwide current and future realities.
To that end, it seems appropriate at the beginning of a monograph dedicated to enhancing faculty development to review at least a few of the major shifts facing higher education today. These forces, along with others both unmentioned and to this point unknown, have shaped and will continue to transform the practice of teaching and learning. To understand these issues is to be better prepared to address them in a manner befitting the dignity of the teaching profession and indicative of the innovative spirit of American higher education.

From “Chalk and Talk” to “Point and Click”

In 1997 business management mogul Peter Drucker said, “Thirty years from now, the big university campuses will be relics.” Citing the rising cost of higher education that rivaled the rising cost of health care, Drucker told interviewers Robert Lenzner and Stephen Johnson “such totally uncontrollable expenditures, without any visible improvement in either the content or the quality of education, means that the system is rapidly becoming untenable. Already we are beginning to deliver more lectures and classes off campus via satellite or two-way video at a fraction of the cost. The college won’t survive as a residential institution. Today’s buildings are hopelessly unsuited and totally unneeded” (Drucker 1997, 127).

Over a decade later, at least one aspect of Drucker’s prognostication has come to reality: A digital divide now exists in the academy. The chasm is not between socioeconomic levels within the college-going public. It is not necessarily even generational. The digital divide now present in the academy is pedagogical. The lecture system, developed as a primary delivery tool of the seventeenth century forward, where the instructor is the major provider of information, may not be the best medium for reaching students of the twenty-first century. New student populations of digital natives have created challenges for college professors who may or may not have experience and/or training in educating these new higher education clienteles. Faculty members tend to teach as they were taught and accordingly have little experience with new instructional pedagogies and delivery systems.

Yet presenting what was presented, teaching what was taught, is a luxury higher education purveyors no longer can afford. Addressing the nature of this cultural shift, authors Douglas Thomas and John Seely Brown said, “For most of the twentieth century our educational system has been built on the assumption that teaching is necessary for learning to occur. Accordingly, education has been seen as a process of transferring information from a higher authority (the teacher) down to the student. This model, however, just can’t keep up with the rapid rate of change in the twenty-first century” (Thomas and Brown 2011, 34). Thomas and Brown argued convincingly the traditional teaching model that transfers information “presumes the existence of knowledge that both is worth communicating and doesn’t