Making the Good Better and the Better Best

A Guide to Faculty Development: Practical Advice, Examples, and Resources

Edited by Kay Herr Gillespie, with Linda R. Hilsen and Emily C. Wadsworth as associate editors, Anker Publishing Company, Bolton, MA, 2002.

Reviewed by G. Roger Sell

Drawing on the wisdom of 24 experienced developers in higher education, this handbook, prepared under the auspices of the Professional and Organizational Development Network in Higher Education, is loaded with informed guidance for those interested in faculty development.

Is this faculty development guide for you? You may be able to identify yourself within one or more of the four groups described below to selectively portray how different audiences will find the book useful.

Group 1: *Faculty members who serve on a faculty development committee or wish to collaborate with faculty colleagues to improve teaching in their department. Or faculty interested in your own professional development.*

• If you serve on, or wish to inquire into, an advisory group for a faculty development center or program, four chapters authored by Joyce Povlacs Lunde and Madelyn Meier Healy map out basic issues, questions and answers, checklists and resources for faculty development committees.

• Another chapter, "Ideas for Campus Newsletters," by Laura Border, Linc. Fisch, and Maryellen Weimer, offers many useful suggestions.

• Two additional articles will appeal directly to faculty who wish to improve their teaching. "Problem-Based Learning," by Richard G. Tiberius, focuses on an experiential learning approach. The other is "A Helpful Handout: Establishing and Maintaining a Positive Classroom Climate," by Linda R. Hilsen.

Group 2: *Provosts, deans, department heads, or even union leaders who wish to start a faculty development program or enhance an existing one.*

• To gain background in current approaches to improving teaching, readers will find "Faculty, Instructional, and Organizational Development: Options and Choices," by Robert M. Diamond, useful. Also, "Program Types and Prototypes," by Delivee L. Wright.

• L. Dee Fink provides insights into initiating an effective program at one institution in his chapter, "Establishing an Instructional Development Program: An Example."

There are also many useful

ideas for supporting faculty development in the chapters by Sorcinelli, Lewis, Wilkerson, and N. Diamond noted below.

Group 3: *New faculty developers. You may have a part-time or full-time appointment for faculty development and your professional area or discipline may be other than education. You are interested in learning more that can help you in your faculty development responsibilities.*

- Effective work in faculty development is grounded in principles of good practice. Mary Deane Sorcinelli offers guidelines for getting started in "Ten Principles of Good Practice in Creating and Sustaining Teaching and Learning Centers."
- Instructional consultation is at the heart of professional development support for the individual faculty member. Karron G. Lewis provides an overview for individual consultation as well as practical suggestions and resources for doing it well in "The Process of Individual Consultation."
- Two other chapters focus on issues, tools, and techniques for particular aspects of instructional consultation: "Classroom Observation: The Observer as Collaborator" co-authored by Karron G. Lewis and LuAnn Wilkerson, and, "Small Group Instructional Diagnosis: Tapping Student Perceptions of Teaching" by Nancy A. Diamond.
- New developers will find practical advice for the design and implementation of workshops in "Staging Successful Workshops" by Linda R. Hilsen and Emily C. (Rusty) Wadsworth.
- New developers also will find empathetic understanding from another new developer, Jill D. Jensen, in "If I Knew Then What I Know Now: A First-Year Faculty Consultant's Top Ten List."

Group 4: *Experienced developers in an established faculty development program.*

- Those who have been working for some time in programs and centers for faculty development will find value in reading each of the chapters of the handbook. For example, Mary Deane Sorcinelli's chapter on principles of good practice helps keep perspective on what is most important in our day-to-day operations as well as suggesting ways to assess our effectiveness.
- New learning is required to help faculty appropriately integrate technology into teaching —and faculty developers need to keep abreast of developments in this area. "Factoring Out Fear: Making Technology into Child's Play with Fundamentals," by LeAne H. Rutherford illustrates one approach for helping faculty teach effectively with technology.

Audiences in each of the four scenarios will find useful a number of handbook chapters in addition to the ones mentioned above.

- Three chapters, focusing on responsiveness to social diversity, articulate issues and applications to help institutions achieve a most important campus priority: "Conceptualizing, Designing, and Implementing Multicultural Faculty

Development Activities" by Christine A. Stanley; "Methods for Addressing Diversity in the Classroom" by Lee Warren; and "What We Value, We Talk About: Including Lesbian, Gay, Bisexual, and Transgender People" by Christine Imbra and Helen Rallis.

- Faculty development programs require continual attention for both improvement and promotion. Susan A. Holton addresses this issue in "Promoting Your Professional Development Program."

- Two chapters by Ann F. Lucas contain useful suggestions for reaching specific audiences with particuar needs for professional develpment: department chairs and their leadership responsibilities, and faculty who are struggling with their teaching.

- Another chapter that speaks to all interested in faculty development is L. Dee Fink's "Improving the Evaluation of College Teaching."

If you can identify with any of the audiences and issues highlighted in this review, or if you are simply curious about the field of faculty development in higher education, you will want to have *A Guide to Faculty Development* as a professional resource. ■

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