Annotated Bibliography of the 17 Relevant Articles
Identified in ERIC Search, 1990-2005
[Articles typed using definitions provided by Weimer, 2006]


Analyzes data from National Survey of Postsecondary Faculty (NSOPF-99) to determine whether midlife/mid-career faculty differ from colleagues at other stages in terms of work activities, scholarly productivity, and professional satisfaction; also, whether some definitions are more distinguishing of this group than are others. Found some consistent and some varying patterns across definitions. Most relevant consistent findings are that percent time spent on teaching is highest but on development lowest in latest career stages, while job dissatisfaction is also lowest in these stages—suggesting untapped potential for senior faculty development. [Descriptive Research]


This article talks about three measures of university quality: reputation, faculty research, and student experiences. Explores the difficulty of assessing quality of teaching as related to student experiences and outcomes. [Other]


This article discusses a program of professional development designed to support part-time faculty at a community college in Overland, Kansas. Article is relevant to “what works” in that the needs of part-time faculty are often overlooked in faculty development. [Recommended-Practices Report]


Four domains that can either support or impede teacher leadership in public education—people and interpersonal relationships, institutional structures, personal considerations and commitments, and intellectual and psychosocial characteristics—are discussed in full and extended to higher education faculty development. Offers a potential framework for designing research studies. [Recommended-Practices Report]

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Johnson, R. N. rnj1@psu.edu & Yu, L. luy102@psu.edu Schreyer Institute for Teaching Excellence, The Pennsylvania State University, What works in faculty development? A literature review. POD Annual Conference presentation, Portland, OR, October 26, 2006.

This article describes a competitive faculty development grants program implemented at the U. of Cincinnati and reports results of a faculty survey about its impact. Methods are thorough and unexpected findings are fascinating. For example, many faculty members whose projects were not funded reported benefiting indirectly from awards to other faculty. This is an exemplary article in its category. [Descriptive Research]


Survey of School of Ed. Faculty in Israel found that 35% of respondents are at “advancement” or “maintenance” stage of career development and do research for extrinsic rewards; 45% are at “withdrawal” stage and do research for intrinsic rewards; and 20% are at earliest “establishment” stage and hope engagement in research will improve their chances of obtaining tenure. Similar studies could look at the influence of teaching on career development. Compare to Baldwin et al. [Descriptive Research]


This study addresses professional development broadly, but some points are relevant to faculty development and, more specifically, teaching development. Some points confirm Murray’s (2002) components of effective faculty development programs. [Recommended-Practices Report]


After identifying important components of any effective faculty development program, looks for these components in New York 2-year colleges. [Descriptive Research]


Reports results of a 65-item survey of community colleges based on previously identified components of effective faculty development programs. [Descriptive Research]


The best of the three Murray articles identified, this one critiques faculty development programs in two-year colleges based on absence of components of any effective faculty
development program previously noted in the literature. It is most useful for summarizing these components and suggests survey models for other Carnegie institutional classifications. [Descriptive Research]


This article describes an on-line course and provides faculty quotes to demonstrate that it helped these faculty members, but gives no indication of methods of assessment. Sherer et al. provide a better model on this important subject. [Recommended-Practices Report]


This article discusses how “online communities of practice” can help facilitate, develop, and sustain faculty involvement. Builds on the faculty learning community literature in interesting ways with an eye to more fully integrating technology in professional development work. [Recommended-Practices Report]


This article describes a faculty fellowship program designed to involve tenured faculty in learning about teaching technologies and informally reports its impact on faculty mid-career development. Well-grounded in the literature, this report makes recommendations for enhancing the environment for faculty development, especially as related to post-tenure review. [Recommended-Practices Report]


This study links specific teaching practices on student rating instruments to the overall effectiveness rating. It does not address how to help faculty members develop the skills needed to excel at these practices; however, it does review literature endorsing the setting of clear standards for rewarding good teaching. [Quantitative Investigation]


This is a regional study of community college presidents’ perceptions of the importance of 3 dimensions for successful teaching: (1) faculty knowledge, skills, attitudes, and
abilities; (2) faculty professional development opportunities; (3) faculty development resources. Findings are interesting, but not easily generalized. Would be interesting to compare faculty perceptions of the same dimensions for successful teaching at the same institutions—a project the author proposes as a next step. [Descriptive Research]


This study links strategies to improve teaching over the past three decades to prevailing theories of learning. Proposes a comprehensive approach to faculty development that is meticulously grounded in the literature of “what works.” This was the single-most useful article we found in our literature review. While written for faculty and faculty developers in colleges of medicine, this article’s summary of findings is relevant to developers at all institution types. [Recommended-Practices Report]


Analyzes impact of a faculty development program that calls for a renewed dedication to teaching but that in fact rewards only research. Examines two approaches to righting the imbalance at Arizona State U’s College of Business. Finds that setting ethical teaching principles and enforcing compliance through development programs does not alter faculty conduct but is effective when tied to real changes in the reward structure. Exemplary study. [Recommended-Practices Report]

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Important Books and Pre-1990 Articles for Recommended Reading


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ADDENDUM

Here are some important resources not identified in our literature review because we did not use British-English search terms. Thanks to POD session participant James Wisdom JamesWisdom@compuserve.com for these references.


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Johnson, R. N. rmj1@psu.edu & Yu, L. luv102@psu.edu, Schreyer Institute for Teaching Excellence, The Pennsylvania State University, What works in faculty development? A literature review. POD Annual Conference presentation, Portland, OR, October 26, 2006.