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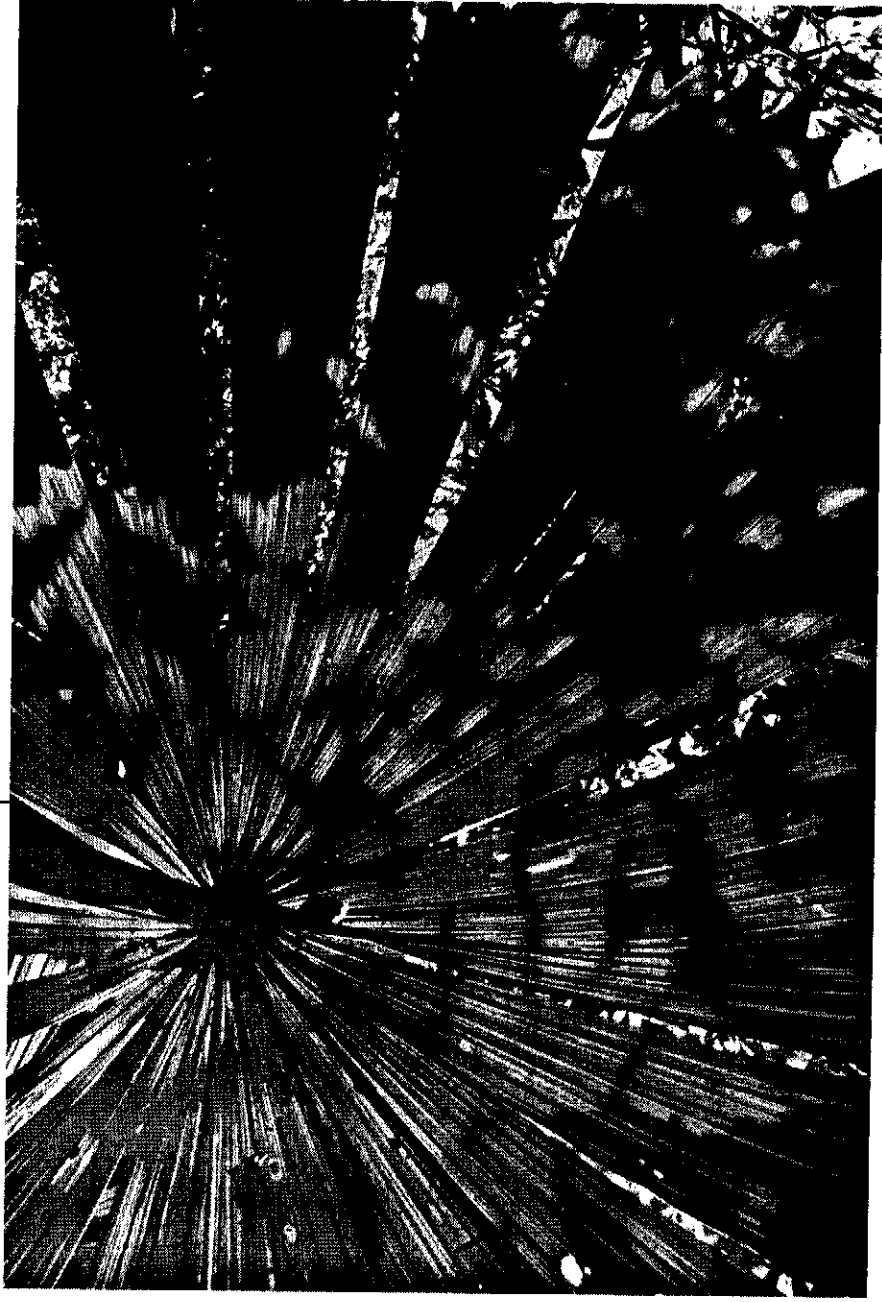
Faculty Development's Emerging Organizational
Development Role in Institutional Change

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FACULTY DEVELOPERS AS INSTITUTIONAL DEVELOPERS

The Missing Prong of Organizational Development

Connie M. Schroeder

Faculty development is poised at the threshold of redefining its role, if not advancing well into the foyer to embrace involvement at an organizational level within our institutions. This may be one of this field's best-kept secrets, but as the data presented in this book indicates, a great number of center directors are already involved in some of the highest levels of institutional and strategic planning. Involvement in institutional change is redefining the organizational development (OD) role left undeveloped since the beginning of this field. Based on the results of the study in which this book is based, many directors of teaching and learning centers (TLCs) have successfully redefined their role to encompass significant OD in their daily work positioning them at the core of the institution's strategic priorities. On the other hand, some centers have closed, others have been absorbed into technology units or assessment, and some have maintained little alignment with institutional initiatives. Off of the institutional radar screen, as I have termed them, are marginalized institutionally in terms of being at the table for planning broad institutional initiatives. In between these centers, a large number of TLCs are fully tapped and well liked, yet struggle to be valued, are nervous when budgets are cut, and find themselves asking, "Is that all there is?" As a field that is striving to be organizationally relevant, the field of faculty or educational development needs to come to some common understanding of its role in OD within the institutional context rather than just informally talk about it, or casually hope for better days, more recognition, more space, and bigger budgets. In order to do so, a look back at the intersection between

institutional planning and change. This is a significant departure from commonly known formal OD techniques and practiced today in human resource units.

Although there has been occasional discussion of an OD role for developers in the United States, development colleagues in the United Kingdom, Australia, Canada, and South Africa (Campbell, Schwier, & Kenny, 2009; Collette & Davidson, 1997) have been engaged in more conversations and formal studies around an OD role than their counterparts in the United States (Egging & MacDonald, 2003; Fraser, 2001; Gosling, 2001). Nevertheless, wide-scale definition and discussion of this role has been slow in coming. Bath and Smith (2004) remark, "the question regarding how academic developers fit in the world of academia still continues to dangle from the edges of our conceptions of this profession" (p. 9). Part of the difficulty in defining and widely embracing this role shift is due to the lack of scholarly research into the development and implementation of this role. This field lacks research-based evidence to guide a new or seasoned center director who recognizes the potential leadership role they could play at an institutional level. As a result, some center directors have not yet recognized the value of providing their expertise to help inform the institutional initiatives that focus broadly on academic excellence and teaching and learning. Other directors may be unaware of their colleagues' involvement at this level and may even reject the possibility. Others, admittedly, have not acquired the skill sets for enacting a broader, institutional leadership role. One seriously might ask, "Do we need to be doing the organizational development missing 'third prong'?"

Until recently, the strategy of many directors for achieving institutional-wide impact or OD has been to provide programs and resources that *support* key institutional initiatives. Rather than assume the role of contributor, leader, planner, or initiator of institutional change initiatives, developers have relied on "attendees" of programs and learning-centered instructors who "get it" to spread adoption of innovative instructional concepts and pedagogical techniques to colleagues, departments, and schools and thereby, contribute to organizational change. Asked if they are involved in institutional or organizational change, most directors would answer "yes," and provide examples of programs aligned with institutional priorities as evidence of their institutional-wide impact. Many might make the argument that everything they do is part of changing the organization, improving it, and developing it—*ultimately*. One of the problems with fitting everything developers do under the OD umbrella is that these efforts become indistinguishable from instructional development. The need for acquisition of new skills or expertise to do institutional level OD is no longer obvious if the work is perceived as "already

faculty development, organizational development, and significant changes in higher education proves insightful.

Historically, as well as within business and corporate sectors, OD encompasses a set of skills and strategies subsumed under the broader discipline of organizational studies. Does the current organizational role already being performed by the majority of center directors reflect a formal organizational development set of practices? The terms OD, organizational change, improvement, and transformation have been transplanted into higher education and this field without clearly defining these terms and the roles that may enact these practices. Developing a shared language around these terms would begin to decrease the casual use of these concepts and resulting confusion among developers.

This chapter defines these terms both within and outside of faculty development in order to create a common framework for positioning developers' OD role within institutional change processes and to create common language for later discussion. However, this chapter is not an attempt to create an OD primer. An adequate supply of resources for this purpose already exists. The historical summary traces significant changes in the teaching paradigm that influenced tremendous growth and change in faculty development, the evolution of faculty development, and the emergence of organizational development as a field overlapping one another in time. The resulting interesting and thought-provoking examination of the values and practices inherent in development work today as well as the ambiguity and resistance surrounding an organizational development role will make evident the growth of OD as a field at a time when faculty development was also gathering momentum and was clearly influenced by the emergence of that field of study. The retracing of faculty development's history as a field prompts the reader to raise critical questions about the current definitions and assumptions of an OD role.

Organizational Development Role Undefined

Perhaps one of the earliest visions of faculty development as a field had outlined a three-pronged framework that included *individual, instructional*, and *organizational development* (Gaff, 1975). Thirty-five years later, "faculty development" means many different things within the field. The least familiar and developed "prong" has been that of OD (Nelsen & Siegel, 1980). Even this term has multiple interpretations and formally refers to a large scope of literature and practices within the organizational behavior studies field. This book will map out a specific definition of organizational development tailored to the current role of TLCs and center directors involved in broader

barriers that have hampered effective resolution of these issues. Integrating an OD and institutional leadership dimension into the role of center directors can be better understood first by examining the changing context of higher education over the past several decades and how faculty development evolved alongside these changes. This brief recap of the major milestones in higher education and the establishment of and changes in the field of faculty development alongside the growth of OD as a field of study, sets the stage for understanding the lack of attention to OD that has plagued this field. Retracing the emergence of these two fields in the context of national and higher education events makes evident how faculty and OD were knit together historically as both fields developed and grew.

Where is Faculty Development and How Did it Get Here?

Establishment of Faculty Development

Significant increases in federal funding and the substantial growth of faculty during the 1960s resulted in efforts by academic deans and department chairs to support the expanding research efforts of the faculty. Grants and opportunities for sabbaticals, release time, and travel initiated ongoing focus on providing individual faculty with resources and became understood as *faculty development* (Brown, 1992; Eble & Mckeachie, 1985; Fletcher & Patrick, 1998). As far back as 1810, the beginning of the first sabbatical leave at Harvard, faculty development referred to support for individual faculty efforts in scholarship and continued as the definition until well into the 1960s (Eble & Mckeachie, 1985). The first TLC founded in the country was the Center for Research on Learning and Teaching (CRLT) at the University of Michigan in 1962 (Tiberius, 2002). Meanwhile, another field was emerging that would soon intersect the evolution of faculty development as a field.

Organizational Development Field Emerges

Well before TLCs appeared in the United States, organizational studies had already established a field of inquiry into how organizations work. Organizational studies entail multidisciplinary inquiry that has evolved to include organizational behavior, organizational theory, and organizational change. Under these broader categories of research, the discipline of organizational development has merged with a particular focus on how organizational processes work and improve. Organizational development became more widely applied in the 1950s after the death of its founding father, Kurt Lewin, in 1947. Core concepts, such as group dynamics and action research, were advanced (Gallo & Schein, 2006) and continued to expand in the 1960s and early 1970s (Bradford & Burke, 2005, p. 14). For example, Karl Weick (1976)

“being done” in daily programming or individual-based consulting tasks. New and seasoned developers end up unprepared for institutional involvement and a leadership role. The field as a whole is portrayed as an inconsistently skilled hodge-podge of hard-working professionals performing a wide mixture of behind-the-scenes tasks, surely anyone can do *that* job.

This book defines and explores an evidence-based portrait of what this organizational development role entails in the unique context of higher education. Several threads of historical development have impinged upon the way faculty development was defined and is currently perceived and practiced. The following discussion will attempt to untangle the entwined development threads of changes in higher education, the emergence of OD as a discipline, and the founding of faculty development and TLCs.

Changes in Higher Education

The changing landscape of higher education over the past 40 years has shaped how the definitions and dimensions of the developers' role have evolved. As a result, and rightly so, the field of faculty development has transformed itself and experienced tremendous expansion from its early role and beginnings (see Figure 1.1). It has changed and is still changing. Although newcomers to this field may imagine that “it has always been this way,” in truth, this is a relatively young field that has undergone waves of change within its short evolution and expansion. This field has not always been defined by or preoccupied with instruction, pedagogy, and technology. Those who have long served in this field will admit that faculty development has been evolving and shifting continuously over the past half a century and is currently far different in scope and mission than the role performed by the early faculty developers in the United States and at the earliest centers of teaching and learning. Had this field resisted changing its role over the past decades, it would not have expanded into multiple center formats as the majority of institutions in the United States and abroad. Centers of teaching and learning might not even be around today if this field had not responded to changes in higher education by shifting its role primarily from providing faculty professional development through sabbaticals, travel, and grant opportunities to focusing on learning, instructional development, and technology. Without being responsive to the changes in higher education, academic developers would not be doing the things they currently are doing. The field must continue to evolve and change along with the pressures and demands placed upon it by higher education.

As institutions of higher learning face multiple new as well as perennial challenges that converge around the most common point of impact—student learning—they must collaborate and draw on expertise across the silos and

focused organizational research on organizational culture, further contributing significantly to the OD field.

OD is defined as "an effort, (1) planned, (2) organization-wide, and, (3) managed from the top, (4) to increase organization effectiveness and health through (5) planned interventions in the organization's processes, using behavioral-science knowledge" (Beckhard, 1969, p. 3). According to Bennis (1969), organizational development works at the level of beliefs, attitudes, values, and structures (p. 12) but shares the larger umbrella of planned change models with strategic planning and other scientific management tools, including restructuring and reengineering (Kezar, 2001). OD work is complex, largely group- or team-based versus focused on individual learning, a long-term effort, and will entail organizational reflection, system improvement, planning, and self-analysis (Beckhard, 1969).

Gallos and Schein (2006) further explain that the organization's improvement often entails the "assistance of a change agent or catalyst." Growth in OD research continued into the 1980s when organizational change became a major focus of inquiry. Several disciplines, including anthropology, psychology, and sociology contributed a broad base of research to this field. As one dimension of organizational behavior, organizational change intersects with numerous streams of research, including organizational culture, roles, structures, leadership, and management processes. OD, then, resides within the larger framework of investigation of organizational change processes and is associated with organizational improvement versus transformation (Cameron & Quinn, 1983; Kezar, 2001, p. 16).

The emergence of OD alongside the expansion of TLCs and faculty development as a field yields interesting implications for defining the role of faculty development today.

Faculty Development Intersects With Organizational Development:

1960s and 1970s

In the 1960s, teaching centers numbered between 40–50 nationwide (Graf, Albright, & Wheeler, 1992). As the earlier flow of federal funding dried up, record enrollments of the 1960s declined, and economic factors in the 1970s began to limit the career mobility of tenured faculty. The need for faculty renewal and teaching development became of greater interest during the 1970s and opened a window of opportunity for this field to flourish (Fletcher & Patrick, 1998). The now familiar and well-entrenched term *faculty development* persisted as faculty development offices, directors of faculty development, and faculty development programs were established (Schroeder, 2001, 2002). By the early 1970s, 60% of institutions surveyed had centers or teaching support

units (Centre, 1976). *Faculty development* became the broadly recognized umbrella term for work with faculty and their teaching role. The earliest models of this work (Bergquist & Phillips, 1975; Gaff, 1975; Gaff & Simpson, 1994) served to bring about a paradigm shift that would broaden the definition of faculty development work to a "multifaceted view" (Sorcinelli, Austin, Eddy, & Beach, 2006, p. 11).

Having a head start on faculty development centers, the field of organizational studies continued to expand, broadening and deepening its research. Focus on organizational change and OD was significant in the 1980s while faculty development continued experiencing important growth. For example, professional organizations serving the growing field of the faculty development emerged out of the 1970s and 1980s and helped solidify this faculty and educational development internationally and its role in higher education, including the Professional and Organizational Development Network (POD) in 1974; National Council for Staff, Programs, and Organizational Development (NCSPOD) in 1977; and the Society for Teaching and Learning in Higher Education (STLHE) in 1981 (Sorcinelli et al., 2006).

Not coincidentally, during the expanding field of organizational studies and its research field of OD, faculty development in the United States formulated a professional network that included *organizational development* as two of its key words in the naming of its new organization (POD). Given the tremendous growth in organizational studies and organizational development, it is not surprising that the term OD strongly infiltrated the vision of this field, the language used within the field, and how it perceived its role. The nurturing, behind-the-scenes, and service elements of this field are hallmarks of the work being done and still temper the work of instructional development in positive ways. The vision of developers as the interventionists in organizational processes is reflected in the current language of POD's online mission statement in which POD identifies one of its three purposes as "seeking to inform and persuade educational leaders of the value of faculty, instructional, and organizational development in institutions of higher education" ("What Is Organizational Development?" 2007).

The language of OD has influenced and mingled with the vision of professional development broadly and faculty development specifically as centers became more widely established at universities and colleges. For example, the POD website defines its understanding of OD:

Organizational Development provides a third perspective on maximizing institutional effectiveness. The focus of these *programs* [italics inserted] is the **organizational structure of the institution and its subcomponents**. The philosophy is that if one can build an organizational structure which will

Changes in Higher Education and Faculty Development in the 1980s

OD is practiced or needed today? Formal integration of OD practices may very well have become central or at least a major third dimension of this work but for the events and new directions occurring in higher education and significant human resource development in the 1960s that redirected this work. Several changes in organizations and higher education help explain the "missing 'O' in POD" (Gillespie, Lee, & Tibertus, 2006). Over time, some OD processes through professional development became positioned within human resource development. Interestingly, according to Bradford and Burke (2005), the field of OD is currently being questioned by its own founders in terms of its relevance to organizational change. These changes point toward a thoughtful reconsideration of what OD means to this field at this juncture in higher education. Few developers today would know the actual interventions and strategies that define the field of OD within organizational studies and behavior. Instead, the OD dimension of the developer's role has become vaguely associated with instructional development programming and efforts that ultimately may improve the culture of the institution rather than reflect the linear, rational planning models under which it is best associated (Kezar, 2001, 32-33). The OD dimension shrank back from emphasis in the field as instructional development and the push for learning, assessment, pedagogy, and technology in the recent decades have overshadowed what originally may have been a much different OD vision for this field.

Significant expansion of TLCs in the 1980s through the 1990s took place when instructional development demands permeated all types of institutions. The 1980s were an important decade of growth for faculty development in response to several critical reports of higher education in the United States, including *A Nation at Risk* (1983) (Fletcher & Patrick, 1998). Institutions responded to external criticism by devoting more attention and resources toward student learning. Higher education continued to prompt and shape changes in the expanding field of what still was called *faculty development*, but what had become *instructional development*. Several key studies produced evidence for changing institutional-wide practices in order to advance student success, including *How College Affects Students* (Pascarella & Terrenzini, 1991). Faculty developers shifted to focus on teaching strategies that would enhance learning (Fletcher & Patrick, 1998). Expansion of the field picked up speed with the new research-based paradigms that emphasized student success and student learning, as opposed to teaching and delivery of knowledge, and developers were called upon to help instructors focus on learning outcomes versus inputs. Once can see how the field shifted to improving or developing the individual instructor (and each

be efficient and effective in supporting the faculty and students, the teaching/learning process will naturally thrive. One activity such *programs* [italics inserted] offer is administrative development for department chairs, deans, and other decision-makers. The reasoning is that these are the individuals who will be making the policies which affect how courses are taught, how faculty are hired and promoted, how the students are admitted and graduated. If those policies allow for growth and flexibility while maintaining standards, the amount of learning, which occurs, will increase. . . . Other activities include helping subunits understand how curricular decisions are made, how courses are staffed, and other organizational matters. . . . Still other *programs* [italics inserted] deal with personnel issues, involving faculty. How are the faculty evaluated and rewarded? How are they prepared for changes in the institution, including their own retirement? Where do the faculty fit into the overall governance structure of the institution? . . . Thus, it can be seen that these *programs* [italics inserted] look at interactions within the institution and how they affect the functioning of the individual as well as the institution. Then they seek ways of making those interactions more humane and more effective. ("What Is Organizational Development?" 2007)

Embedded in this statement are numerous references to influencing policies, structures, processes, personnel issues, and interactions—all of which reflect the language and concepts of the expanding field of OD at that particular point in time. This early coupling with concepts of OD as part of faculty development clearly focused on the building and improvement of the institution's organizational structure and its processes. However, the frequent emphasis on *programs* as the means to impact the broader organization limited the vision of an OD role within faculty development. As an outgrowth of the 1970s and 1980s and a unique intersection in time between OD and faculty development, the initial vision of a particular type of OD role has been all but lost to the next decades of developers. One might wonder, if founded today, would a professional organization such as POD or other international educational development organizations include OD in its very name or even development? Do developers today have this historical insight and do they embrace the OD practices emphasized by this field at a time when the discipline of OD was first becoming entrenched and widely practiced? Is that type of OD role needed today, or is there another way to interpret organizational development within this field?

Despite the early alignment with OD concepts and language, a formal knowledge of OD practices, interventions, and strategies did not become the common knowledge and skill base of developers. Why is that? How did the OD thread become lost or pushed back into the shadows, and what kind of

and Learning (SoTL) grant at a time. Center directors may have concluded from their steady and heavy workload that they were situated near or within the center of the institutional radar screen.

Expectations of Teaching and Learning Centers in the 1990s

TLCs continued to expand across all types of institutions and developed a variety of formats tailored to the unique history and needs of their institutional contexts. Even research universities recognized the need to establish teaching and learning centers in order to fulfill institutional missions that demanded excellence in learning while still fulfilling rigorous research agendas. By 1992–1993, the majority of research universities had established faculty development programs (Crawley, 1995). As the language of higher education shifted from teaching toward learning, and very soon to include assessment, the names of faculty development centers noticeably reflected this shift in focus. New and scaled-up faculty development centers became centers of learning, instructional development centers, academic or teaching excellence centers, innovative learning and teaching centers, or distance learning and technology units, or an amalgam of these titles.

Increasing attention to student learning versus teaching delivery permeated higher education and was met with varying degrees of resistance (Barr & Tagg, 1995). The emphasis on learning required institutions to become concerned with “how faculty learn” and could best learn to adjust to the multiple changes confronting them (Fletcher & Patrick, 1998). Instructors often lacked the necessary pedagogical expertise and needed to know more than “the way they were taught” in order to meet the new expectations and demands in course design, technology, assessment, and student learning. The language of learning and assessment was new and not always well received. Instructional and faculty developers were often the translators of this new language and paradigm for both the eager innovators and early adopters of change and the reluctant or resistant faculty and instructors. The unique organizational characteristics of higher education that value faculty autonomy, tenure, and academic freedom, challenged both the institution and developers to find effective strategies that would, in effect, improve the institution and advance student learning through largely voluntary and nonrewarded participation in instructional development.

These changes increasingly demanded enormous support by the staff of TLCs. The work was unending as increasing numbers of teaching assistants, adjunct instructors and lecturers surpassed the number of tenured faculty nationally (American Federation of Teachers, 2009). This trend inevitably added new and changing clientele to the population of new faculty hires

institution had many with more hired annually), rather than attend to improving the more abstract institutional structures, personnel interactions, culture, and values. One can almost hear the closing of the OD door in this field. Inevitably, these paradigm shifts in higher education began to impact the earlier definitions of development work and TLCs. The instructional paradigm understandably riveted the attention of this field toward instruction, classroom, and the instructor level of impact. Students became active agents in their educational experience and expressed their demands and criticisms of all aspects of their education, bringing more attention to the need for instructional improvement measures (Fletcher & Patrick, 1998; Graham & Diamond, 1997). Institutions clearly needed and still need the help of instructional developers to improve instruction and address public criticism and concerns with accountability. However, change at a larger scale is required.

An Instructional Development Role Emerges

With the rapid expansion of more centers of teaching and learning in the 1980s, the field of faculty development continued to establish itself as a common feature at institutions. Center staff became experts in instructional development, offering institution-wide workshops, conferences or programs, and individual as well as departmental consultations (see Figure 1.1). Constant advances in technology and the increasing emphasis on learning outcomes, assessment, and accountability further impacted expectations of institutions and faculty. The general public, accrediting agencies, employers, and legislators pressed for evidence regarding learning and the value-added contribution of higher education. In response, faculty development embraced multiple new learning technologies, acquired and contributed to a vastly growing amount of literature on learning, and applied these theories to impact teaching practices. This expanding research base anchored center workshops, consultations, and programs and provided developers with new empirical evidence regarding what works instructionally and why. TLCs were providers of *instructional development*, but this role did nothing to clarify how an OD dimension of this role might be enacted to benefit institutions. Not surprisingly, OD as an integral dimension of this work was subsumed within the intense focus on improving instruction.

Perhaps due to working harder with less, center directors continued business as usual or even *more* business than usual. The high demand for instructional and technology services led centers to conclude that their role is to function at the individual, course, workshop, and department level. Instructor and faculty development meant offering support and “development” through one instructor, consultation, workshop, or Scholarship of Teaching

reform and the entire learning environment. Institutions can no longer afford to marginalize "learning," no matter their institutional mission. However, by providing a plethora of information, programs, services, and technological support while maintaining distance from the administration, centers may have defined their role too narrowly as solely instruction-focused professionals.

Institutional Development Service Niche

In hindsight, when classroom learning and work with instructors began to consume the developers' focus nearly exclusively, TLCs blossomed into larger staffs. The original and traditional individual *faculty development* role was no longer the primary function and barely within the collective memory of the changing field.

Many new professionals made their way into this field, including a mixture of faculty and instructional staff ready to help, support, serve, and assist the faculty and the growing number of teaching assistants. Within the expanding but narrow niche of *instructional development*, the perception of this work as primarily instructional development was evident in center mission statements as well (see chapter 11). Faculty development in the United States became widely perceived by others and promoted itself as developers that program, consult, encourage, help, assist, provide, nurture, and support. The interventionist and OD concepts that had intersected this field early on still echoed around these important service-based functions. More often behind the scenes, these actions, though highly valuable for the institution, are usually responsive in nature to *institutional initiatives* and do not suggest a leadership role or developers as change agents and collaborators in institutional initiatives. Centers reinforced this service-oriented perspective through mission statements, position descriptions, activities, and priorities focused on instructional development. Perhaps these service-oriented and traditionally individual- and development-based practices are what appear to clash with the language of change agent and institutional leader.

Just by focusing exclusively on instructional development and often including online instruction, TLCs have more work than they can cope with given the goal to reach all faculty and teaching staff, keep up with the continually changing instructional technology, and embed assessment practices at the same time. As a result, some directors are nearly institutionally passive and function as outsiders to key institutional change agendas and certainly are not leaders or change agents. Fixated solely at the individual and instructional level, centers not only feel overwhelmed but also maintain the illusion of functioning at the center of the institutional radar screen. This unending nature of

and seasoned instructors, also needing the developer's expertise. As faculty developers functioned as brokers (McAlpine, 1992) and conduits of change at the individual and program level, the broader institutional issues were initiated and planned by administrative leaders and planners, but seldom with faculty developers at the table.

Establishing Neutrality and Separation

Centers of teaching and learning worked hard to dispel notions of being a "fix-it" or remedial service in order to avoid any stigma attached to their services and in order to encourage all instructors to seek development. Some continue to struggle with this perception. In response to instructional improvement pressures, centers developed strategies to attract instructors voluntarily to their cutting edge and innovative programs by positioning the TLCs and themselves as neutral service providers that functioned outside of promotion, tenure, and merit systems.

Maintaining some distance from administrative agendas was thought important in order to gain faculty trust and to dispel concern that centers might serve as arms of the suspect administration. Greater involvement in institutional priorities, some claimed, may make developers seem "as the resocialization agency of university administrators" and developers were cautioned against being the "change agents of mandated change" (Knight & Wilcox, 1998, p. 100). This aim for neutral positioning may have created more distance than necessary from the broader institutional picture, and over time, this intentional separation from the institutional agenda may have produced some unintentional effects. Working in its own neutral silo, centers expanded while becoming increasingly marginalized within their institutions—an unexpected price they paid for this neutrality. Perhaps this explains why some centers continue to operate independently from their institutional missions, strategic plans, and current change initiatives. Acting more like satellites revolving around broader institutional priorities, they function as marginalized units in the sense that they lack a role in shaping initiatives, but instead, respond to them. The center or director may be very popular, well-liked, and sought after, but have little input or influence in the decisions and plans for change that are intertwined with teaching and learning at the institutional level.

Despite the increased attention to teaching and learning, some expressed the belief that as long as teaching is marginalized, centers will be too (Gosling, 2001). However, nearly 10 years after arguing this reality-check statement, even research institutions with research-centered missions are joining other teaching oriented institutions with strategic priorities on general education

a developer can do and bring to the table cannot remain dependent on the vision and interests of the individual professional or left out of position descriptions. Scholars in the field have warned being over inclusive of all backgrounds "undermines our reputation" and "gives the impression that anyone in the academy can do our work" (Hartland & Starniforth, 2003, p. 33). Unfortunately, if educational development allows its role to be determined by individual strengths and weaknesses, or solely defined by each institutional culture, it will inevitably trade off having institutions certain of what expertise to count on from academic developers.

Occasionally, a director position announcement successfully merges a traditional instructional development role with institutional leadership simply by mentioning involvement with institutional initiatives and priorities, membership on strategic planning committees and task forces, knowledge of change processes and national trends, or demonstration of specific leadership skills (see chapter 13). For example, an excerpt from a recent center director position read:

The Director will create a culture of teaching, respond to individual faculty members for development of teaching skills, advance innovation, and new initiatives in the curriculum (including the use of technology to enhance learning), and act as an institutional change agent. (POD Listerve, 2008)

Widespread Role Ambiguity

Similarly, unless center mission statements, performance evaluations, and ongoing professional development reflect the OD role advocated and documented by this book, this work by directors at the broadest level will continue to be done but not institutionalized or consistently sought (see chapters 11 and 12). As the needs of higher education have shifted, so too should the organizational and leadership role of academic developers become legitimized and clearly identified.

Not surprisingly, the lack of role definition and clarity regarding faculty development work has caused uncertainty and debate both within and outside of the United States and North America. Initial findings by researchers suggest that role uncertainty of educational development extends all across the English-speaking world, including the United Kingdom, New Zealand, Australia, and South Africa (D'Andrea & Gosling, 2001). Academic developers in the United Kingdom and Australia continue to debate regarding the "rightful place" of academic developers in higher education and whether academic development is credible or "irrelevant to the real intellectual tasks of academic life" (Rowland, Byron, Furedi, Padfield, & Smyth, 1998, p. 134).

the role of the *instructional development* is part of what constrains redefinition of this role to reflect involvement with the current needs of institutions.

Within this relatively new instructional development niche that was expanding in multiple directions, the field failed to identify the other dimensions of its role within the larger institutional picture. A clear vision of the OD dimension of this work was left to take form, or not, and often fell to merely hoping and believing in the eventual larger-scale impact of instructional development efforts. During a time of expansion, it may be unreasonable to have expected this field to ask itself, "Is this role too limited in scope and missing the critical dimension of *organizational development*?" Ironically, perhaps at the busiest time thus far in the field, faculty development may have fallen off the institutional radar screen into a narrow crevice of programs and services while it was broadening skills and expertise in instructional design at nearly a frantic pace.

The center staff work long hours to change faculty beliefs and practices; pedagogical methods, and syllabi rather than focus on broad-level changes in teaching and learning. As *responders* to change initiatives, centers of teaching excellence have been at the periphery of the institutional planning process. However, the lack of definition of an OD dimension of this role or perhaps because it became side-tracked, unintentionally discouraged involvement at the institutional level as change agents, partners, collaborators, and initiators of change for too long. The instructional development role and paradigm shifts in higher education were simply too compelling to allow for developing this additional dimension. Uninvited to the table where institutional change initiatives are planned, too many academic developers are unable to influence their institutions' far-reaching decisions about teaching and learning despite their unique knowledge and areas of expertise. If center directors are not at the planning table, it's because this field has not clearly and convincingly defined its role and expertise in broader issues of teaching and learning. If center directors are not being asked to help shape and initiate strategic plans and institutional level programs, it's because the field has not made clear that it has a shared knowledge and skill base and a vital and unique organizational role to play.

The lack of a common set of skills is apparent when reviewing director position descriptions. Even within the narrow focus on instructional development, director position descriptions are accompanied by an inconsistent list of expertise areas and fail to communicate the current role many faculty developers are playing in institutional change initiatives. These descriptions continue to reflect an instructional development focus and rarely include qualifications that define the TLC director as a leader or change agent. What

main purposes of higher education" and propose a "major reconceptualization of educational development" (D'Andrea & Gosling, 2001, p. 71).

More than 10 years after Chism's warning, it is obvious that this field has neglected to take up this issue collectively. On an individual center level, many directors have invented or been drawn into a role that situates them at the core of their institution's key priorities. However, many centers have not integrated this organizational leadership role into their existing full plates and may not view leadership at the institutional level as part of their "job" or role. Without serious conversations as a field about this facet of development work, it appears to be an optional aspect of being a director. Failure to initiate or be seen as experts in the current institutional challenges threatens not only marginalization, but also extinction of centers. It is much easier to lop off a center that is marginalized. Randy Bass, assistant provost, Teaching and Learning Initiatives executive director, director of the Center for New Designs in Learning and Scholarship, and director of the Visible Knowledge Project stated during his interview, "I also think that the water level is rising, and I think if we do not actively maintain our position as contributors and intellectually in that conversation then we will look like a support for that conversation." Faculty and academic development clearly struggle with an overall role definition, issues of credibility, and fleshing out newly interpreted OD roles in the United States and abroad.

Developers as Change Agents

Scholars have challenged centers to better situate themselves as leaders in institutional change and broader institutional initiatives. As early as 1983, Gaige (1983), Paul (1983), and Rice (1983) prompted consideration of the link between faculty development and academic planning, long-range planning, institutional research, and curricular change (Lee & Field, 1984; Smith, 1988). This broader leadership role or redefined organizational development role may be considered by some as a change agent. Change agents have been attributed with "stirring dissatisfaction with the status quo," to stimulate incremental change and cultivation of a critical mass (Lindquist, 1978, p. 14). Change agency in higher education, in general, has emphasized acquiring knowledge of institutional change strategies and organizational dynamics as two of the necessary knowledge areas for change agents for some time (Lindquist, 1978), whereas Farmer (1990) identified playing multiple roles, including catalyst, solution giver, process helper, resource linker, and confidence builder. These findings closely resemble the roles and strategies the case study center directors reported, confirming that they were change agents while others were reluctant to be identified overtly as such.

Egkins and MacDonald (2003) made the case that educational development be recognized as a legitimate field and D'Andrea and Gosling (2001) argue that it must define its identity. Bath and Smith (2004) warned that "academic developers are still watching their backs and wondering how others perceive them," (p. 10) and still face uncertainty. Bath and Smith (2004) concur with Rowland's (2002) description of the "fragmentation of higher education" and the warning that "unless academic developers are clear about what the boundaries of the field or the subject matter of academic development are, it is difficult to see what they have to offer academics in the disciplines" (in Bath & Smith, 2004, p. 13). Others in the United Kingdom and New Zealand have wondered if "academic development is presently too diverse and in danger of fragmenting before it has a chance to genuinely establish a language, a theoretical base and an epistemology" (Hartland & Staniforth, 2003, p. 30). Instructional design, often combining technology and online learning with faculty development, may suffer similar identity and credibility concerns. According to researchers in Canada (Schwier, Campbell, & Kenny, 2003), instructional designers "recognize that they have a role to play in the changes currently underway in education, but are less understanding of how to express that role forcefully and demonstrate leadership" (p. 38-39). Something is amiss when developers are this busy but lack credibility when centers perform hundreds of services and programs and are shut down, and when developers are uncertain of their value within institutions and across national boundaries spanning several decades.

Center Marginalization in the Literature

Awareness of the actual and potential marginalization of teaching and learning centers began to be discussed by faculty developers as institutional budgets tightened, centers closed, and new demands on faculty and developers became apparent. Chism (1998) expressed her concern regarding the marginalized role of the teaching centers by pointing out that most centers were actually functioning "at the fringes of the university fabric" (p. 151). This concern was echoed later among colleagues in the United Kingdom and Canada who claimed, "our profession is situated on the fringes of serious academic activity" (Hartland & Staniforth, 2003, p. 33). Chism (1998) called faculty development to move "from the basement office" in order to play a pivotal role in institutional change. The "fringe" operation of centers that Chism (1998) warned about is evidenced by the narrow institutional perception of this work and the accompanying ignorance of the expertise and leadership skills of directors of TLCs. Colleagues in the United Kingdom admit, "In many of its incarnations, support for learning and teaching continues to be seen as marginal to the

to moderate degree (p. 72). The *Coming in From the Margins* study results indicate the majority of directors are involved in multiple institutional issues (see chapter 4). Several explanations may explain the lack of consistency in reporting this level of involvement by directors. First, the measurement of the work done at the institutional level is less concrete and may be harder to document when compared with reporting the number of workshops or number in attendance. Second, this work may be highly invisible, with only a select few around a planning table or on subcommittees. Finally, the satisfaction level for institutional development is high, and the results begin to be apparent nearly immediately and continue on as courses are modified and instructional change becomes observable. Perhaps, in contrast, the work of institutional change is less rewarding, more challenging, and less measurable. Contributions are less attributable and more collaborative, and success is a long way off.

Despite the reluctance to embrace this role more explicitly, the role of TLCs in institutional change has been gaining stronger attention in scholarly work both within and outside the United States and emerging within the POD Network (Baron, 2006; Diamond, 2002). For example, Lieberman and Guskin (2002) argued for new higher education models based on the changing education environment and the impact on faculty. In this literature, an important distinction becomes evident. Some leaders in the field would argue the extent of faculty development's necessary role change stems from a call to meet the changing needs of *faculty* in the context of a changing institution and changing faculty roles. While it could be argued that focusing on the changing needs of faculty may indeed be part of the developer's role, the OD role advocated in this book entails *also* developing and impacting teaching and learning through leadership and involvement in broader institutional initiatives by *developers*. Some of the persisting notions of territories valuing faculty versus administrative status, and an us-versus-them mentality in which advancing "administrative" agendas is suspect, need to be questioned. The changes required in higher education call for dissolving fragmented silos in order to make learning effective. Developers in search of new words to replace "faculty development" or ways to translate OD into the current context of their work may recognize themselves as change agents working at multiple levels within the institution. What might this look like (see Figure 1.1)? The progression of the developer's role as the needs of higher education change can be better understood, perhaps, from a visual representation that tries to capture the distinct merging practices of the multilevel change agent. Are *faculty* still "served"? The answer is yes, but through a role that includes impacting a broader constituency and broader issues at multiple levels.

By the early 1990s, the national concern with changes in higher education and quality management spurred conversation in the development literature in the United States and abroad regarding this field's potential role in institutional change (Brown, 1992; Gaff & Simpson, 1994). Threads of this conversation continued to appear and may have begun to influence the role and work of the centers and their directors. Although a leadership role was not proposed by Nemke and Simpson (1991), the potential of the campus-wide influence of faculty development was discussed. Zahorski (1993) recognized the potential of faculty development's leadership role and the importance of broadening the focus of the field to that of an "institutional change agent." Brown (1992) proposed that faculty development serve as a process and "a tool" for advancing organizational learning (Brown, 1992; Schroeder, 2001-2002). However, defining in what sense a "tool" was left unclear. These threads were never woven into a coherent dialogue about the role of developers that the field fully embraced.

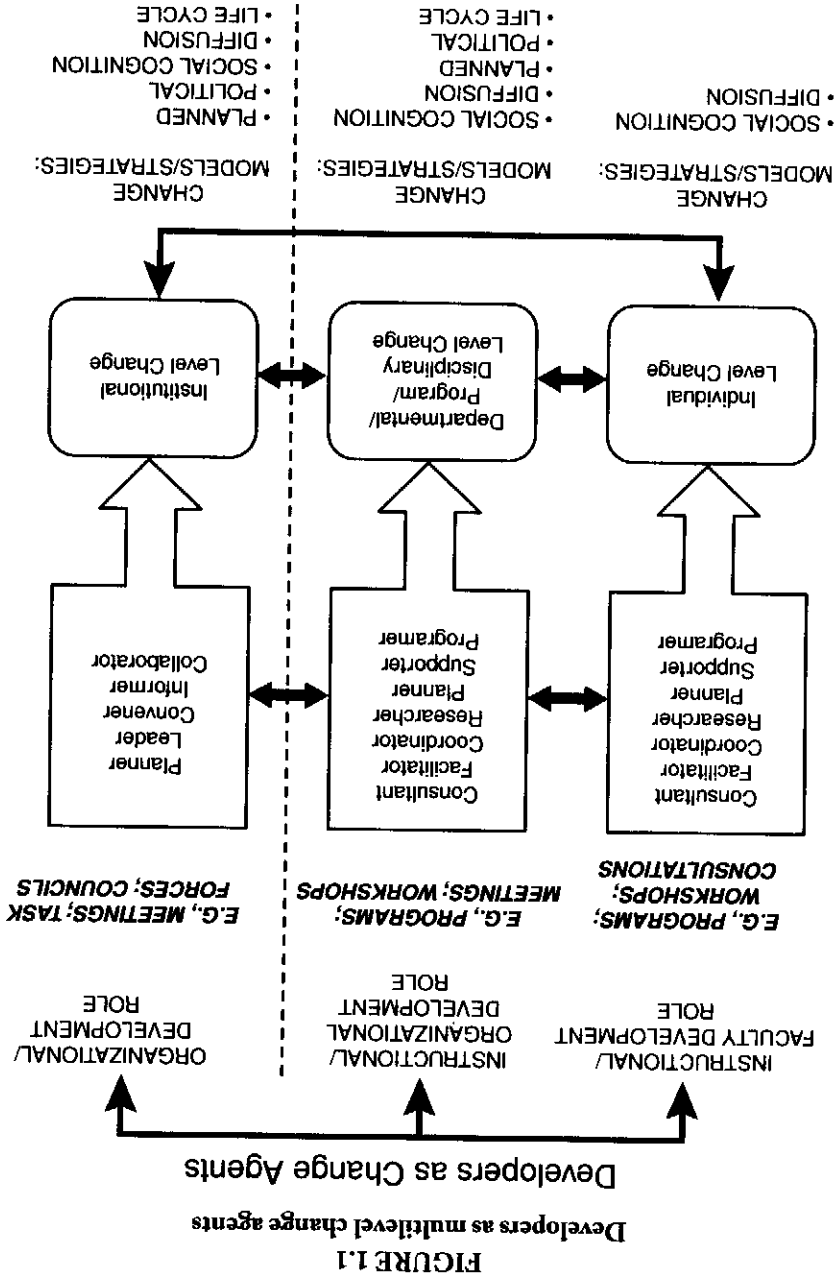
Examples in the literature of faculty development's role in specific institutional initiatives began to emerge as well, including institutional assessment (Sutherland & Guffey, 1997), Writing-Across-the-Curriculum (Correll Jr., Hansen & Ronald, 1999), freshmen learning initiatives (Middendorf, 2000; Stassen, 1999), departmental program review (Rhodes, 2001), and curricular reform (Cook, 2001). The concept of a learning organization and the link between the individual and organizational learning had swept through corporate organizations in the 1990s (Senge, 1990) and influenced developers. Patrick and Fletcher (1998) discussed faculty development's role in transforming institutions into learning organizations in the late 1990s and Laycock (2000) introduced whole-institutional faculty development in the United Kingdom that simulates culture change in a constructivist process. Institutional change became a hot topic, and Eckel (2001) offered insight into institutional transformation and change based on a study of 24 institutional change agendas, linking the elements of institutional change to faculty development. Still, it could hardly be said that developers utilized these studies to heed the call for articulating and elevating their role in institutional change.

More recently, the portrayal of the role of TLCs in literature remains inconsistent. This was evidenced in the study by Frantz, Beebe, Horvath, Canales, and Swee (2005) in "The Role of Teaching and Learning Centers." Only one institutional initiative, "Assessment Coordination at the Institutional Level" (p. 77), was reported among the key roles centers played by 18% of the survey respondents (p. 77), reported by Sorcinelli et al. (2006), from a survey of almost 500 faculty developers at 331 institutions, reported eight current institutional issues were currently offered by developers at a slight

Developers as Multilevel Change Agents

The issues confronting higher education institutions, more often than not, will interface with some element of teaching and learning in classroom and online environments. At some point, institutional planning for broad initiatives, such as retention, diversity and inclusion, access, assessment, or general education reform, all intersect with the process of learning and have important implications for teaching. If defined and staffed appropriately, directors of TLCs would bring important expertise to the table when these initiatives are first considered and plans are outlined. Australian colleagues point out that developers can "play a pivotal role in meaning making for institutional committees" because of their local knowledge, and "assist with the interpretation, contextualisation and implementation of strategic priorities" (Fraser, 2006, p. 12). Fraser offers a model at Macquarie University, Australia, of a holistic, integrated, and interrelated collaborative model with levels of micro, meso, and macro development. Taylor and Schönwetter (2002) insist that the changes confronting higher education "offer faculty developers exciting opportunities to optimize the leadership potential of the faculty development role" (p. 648), and they further argue, "Faculty developers are often called upon to facilitate institutional problem solving and change" (p. 647). Their work focused discussion on a framework for conceptualizing and approaching leadership that is consistent with the work of faculty development, arguing that faculty developers' expertise and skills position them to provide leadership "to build community problem-solving capacity" (p. 652). Their work describes a "sophisticated leadership role" based on Parker Palmer's (1992) facilitative and collaborative nature of leadership. In order to effectively facilitate change, they offer a discussion of change processes and conditions for systemic institutional change. Taylor's (2005) research of Australian academic developers noted an increasing recognition of being seen as integral to the campus and positioned on important committees (p. 35) and Fraser (2006) reports an increasing role in key policy and planning groups. Fletcher and Patrick (1998) argue, "As higher education in the United States faces political, social, and technological challenges, faculty developers must play a more active role in institutional transformation" (p. 39).

One of the boldest statements that failed to stir controversy in this field stated that leadership should be "an inherent role in faculty development practice" (Taylor & Schönwetter, 2002, p. 647) and suggests an institutional leadership role is a "third wave of evolution" in this field (Fletcher & Patrick, 1998). Diamond (2005) suggests the option of "expanding the role of faculty, instructional, and teaching centers" to "serve in the role of change agents"



(p. 33). Diamond (2005) advocates for a new structure or agency located within academic affairs that would provide an integrated model of academic reform (p. 30). Within this coordinating unit, multiple services including professional development, assessment, course and curriculum design, and facilitation would be provided. An alternative, he suggests, may involve expanding the role of faculty, instructional, and teaching centers" to "serve in the role of change agents" (p. 33). Diamond's recent passing did not allow him to see actualization of his integrated center model and widespread adoption of faculty developers as "change agents."

Structural changes have helped to advance a "whole-institutional approach" to educational development in the United Kingdom when many educational development units became managed by the vice chancellors (VC) with better access to important decision-making and institutional structures (D'Andrea & Gosling, 2001, p. 66). These units in the United Kingdom were surveyed regarding their institutional role and identified multiple strategies for embedding change (Gosling, 2001). A recent Australasian survey and interviews among educational developers reported evidence of shared conceptions of institutional change involvement that included, "to implement or decide on strategic changes" (Fraser, 2001, p. 38).

However, Sorcinelli et al. (2009), in *Creating the Future of Faculty Development*, identified institutional challenges affecting faculty and the implications for the future of faculty development. They recommended institutional leaders and center directors to question whether or not the current focus of their center and work, expertise, mission statements, and roles are in alignment with the needs of higher education and its current challenges, and to prepare proactively for the vision and future role of faculty development supported by this research. These authors point out,

If institutions recognize developer's expertise . . . faculty development will be well positioned to support not only individual faculty development but also institutional decision-making. Faculty development will be far from marginal and optional. (p. 169)

They further insist that developers will be called upon to preserve, clarify, and enhance the purposes of faculty development, and to network with faculty and institutional leaders to respond to the institutional problems and propose constructive solutions as we meet the challenges of the new century (p. 28). They clearly stated the importance of an OD role: "We believe that faculty development is a key strategic lever for ensuring institutional quality and supporting institutional change" (p. xi). They reinforced their belief in

this role with the statement, "We hope that our findings will further encourage universities and colleges to give developers a central role in relation to strategic institutional planning, management, and leadership." Fortunately, the data reported in chapters 4 and 5 document the institution-, director-, and center-based factors that enable directors to provide the leadership and expertise to successfully become collaborators in large-scale initiatives.

Implications of Today's Higher Education Challenges

Now, well into the twenty-first century, higher education may be facing its greatest constellation of changes ever seen (Oblinger & Ruth, 1997; Platé, 1995). As higher education tries to change and implement broader-scale initiatives that affect teaching and learning in the classroom and across the institution, TLCs and their directors are offering their expertise, assistance, and leadership in ways not widely known or considered a key function of their role in earlier decades (see chapter 4). This role shift from traditional *faculty development* and even from *instructional development* entails involvement at the institutional level and effectively merging a redefined OD role with the two already well established dimensions of this work (see Figure 1.1).

Conclusion

For much of its history, faculty development has played a supportive but nondirective role in colleges and universities in the United States: "For the most part, faculty developers have been reactive, generally responding to questions from faculty, not initiating them" (Fletcher & Patrick, 1998, p. 39). What evidence do we have of the migration of "faculty development" toward an institutional and organizationally focused role? What are the challenges, conflicts, and gains experienced by directors and centers well engaged in institutional initiatives and change? What are the tradeoffs and adaptations necessary to accommodate this role? If directors of teaching and learning centers recognize the value of and opportunity for broader institutional involvement, how does this role develop and what factors enable or impede the success of involvement in institutional change? What models of faculty development and TLCs today can portray these expectations and make visible the realities of leadership, change agency, and involvement at the institutional level of change? How do we define our expanding role as change agents and organizational developers and integrate these responsibilities into the existing essential services? What expertise would developers bring to the table? How would institutional planners know this? Are we facing a serious divide within

Virginia S. Lee & Associates, and Richard Tiberius, University of Miami, Miller School of Medicine presented a session at the 2007 POD Conference, The "O" in POD: Organizational Development—Retrospective and New Perspectives, in which they reviewed the role of OD within POD in the past and discussed current and future understandings of this aspect of development work. Much more attention is needed.

Coming in From the Margins is aimed at determining how faculty development is currently situated in terms of participation and leadership within institutional initiatives and decision-making structures. Rather than remain a "missing prong," a vibrant OD role has evolved quite differently than originally envisioned well before organizational change became a driving dimension of organizations during the last several decades. The organizational role that directors of centers have stepped up to (and into) arises out of the complex issues facing higher education and the need for broad changes in teaching and learning. This OD role has taken shape and been defined by centers and institutions that are collaborating and partnering in new ways, across traditions, tables, and hierarchies. Together, as authors, we present the evidence, models, and strategies that demonstrate change in the role of directors of teaching and learning centers and argue that this role change may very well be necessary in order for institutions to achieve their intended transformations (Schröder, 2006). Continued discussion across the field should be able to move developers toward shared meanings and collective understanding of an organizational role.

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our field, between those who institutionally lead versus those who do not; those who are marginalized or defined by instructional development, effective as they may be, from centers that are situated and aligned with the institutional mission and priorities? It is time now to sort through the changes in higher education, practice of educational or faculty development, and determine how to define OD within the scope of a developer's role and in the context of higher education's current needs.

No matter the institutional culture, size, and mission, and despite the size of centers, staffing, and budgets, could not all centers and directors infuse institutional involvement to some degree? Would this role definition not only better anchor and secure the center and its staff's value and existence, while more importantly influence the structures, programs, and initiatives that impact teaching and learning systematically? There is considerable resistance to define what is common about this field out of a fear that a cookie-cutter definition would rigidly inhibit a field that has welcomed and benefited from a wide background among its developers. However, based on the results of the study shared in chapter 4, it is not the background of developers as much as it was proven to be what they do in their positions, and a variety of other primary factors, which enable this leadership role. Somewhere between extreme role flexibility and institutional variability, and a rigid definition of our field, lies a more coherent and consistent academic developer's role. Lacking intensive professional development that targets these abilities, areas of expertise, and knowledge required, centers of teaching and learning have already missed opportunities to help lead institutions to broadly realign their initiatives and planning to effectively improve student learning. To continue in this narrow niche work for a while at some institutions, given the unique structures and histories that exist. However, based on the results of the study, an overwhelming majority of centers and directors are significantly involved at the institutional level and have enormous value to contribute.

Forecasting the challenges and directions of higher education should continue to prompt this field to modify itself accordingly and to be fast on its feet in providing the expertise, knowledge, and leadership it uniquely can provide and to prepare itself explicitly for this leadership role. Have developers paused long enough to catch their collective breath and critically consider, "What are we doing?" and "How could we be doing it?" "Do we want to know how we fit into the institutional radar screen or impact broader-scale initiatives?" Being convinced once again of the importance in adapting this field to reflect the future directions of higher education, how does a field go about reinventing its role or a director in realigning a center that is marginalized? Kay Gille-spie, CKF Associates, Lion Gardiner, Rutgers University—Newark, Virginia,

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2

GETTING TO THE TABLE Planning and Developing Institutional Initiatives

Nancy Van Note Chism

Several years ago, while considering the role of faculty developers at the institutional level, I wrote a piece subtitled, "From the Basement Office to the Front Office." I talked about the importance of bringing faculty development from the periphery to the center of focus on organizational as well as individual development (Chism, 1998). In the intervening years, I did get to the front office. I would like to use this opportunity to develop my earlier thoughts through my more recent personal experiences, hoping to abstract from them some insights for my colleagues who want to "get to the table" and arguing that it is important to do so.

At the institution where I first worked in faculty development, the site of that first basement office, my role as an instructional development specialist was fairly limited to the work of consulting with individual faculty members and teaching assistants (TAs). Although I progressed from specialist to director and from that basement location to a suite in a run-down but centrally located academic building and almost (I left too soon) to a lovely suite in a new building that I helped to design, my role remained somewhat bounded. It was fine for me (and expected of me) to provide leadership for the new faculty and TA orientations, but the deans' and chairpersons' workshops had to be organized by higher ups. I could institute faculty learning communities, workshops on teaching topics, and issue a teaching handbook, but I was never asked to chime in on the design of classrooms or articulation of expectations for teaching performance in the promotion and tenure process. I could teach as an adjunct and serve on the committees of many doctoral students (and win awards doing those things) but could not have "real" faculty status—until