

Bibliography

Ahern-Dodson, Jennifer and Monique Dufour. "Supporting Faculty as Writers and Teachers: An Integrative Approach to Educational Development." *To Improve the Academy: A Journal of Educational Development* 40, no. 1(2021). <https://doi.org/10.3998/tia.964>

Ahrens, Leslie Ortquist. "Beyond Survival: Educational Development and the Maturing of the POD Network." *To Improve the Academy* 25, no. 1(2016).
<http://dx.doi.org/10.3998/tia.17063888.0035.101>

Albon, Simon P., Isabeau Iqbal, and Marion L. Pearson. "Strategic Planning in an Educational Development Centre: Motivation, Management, and Messiness." *Collected Essays on Learning and Teaching* (vol. 9). Vancouver, British Columbia: University of British Columbia, 2016.
<https://files.eric.ed.gov/fulltext/EJ1104471.pdf>

American Council of Education and POD Network (collaborative authorship by Eli Collins Brown, Catherine Haras, Carol Hurney, Jonathan Iuzzini, Emily Magruder, Mary Deane Sorcinelli, Steven C. Taylor, & Mary C. Wright). *A Center for Teaching and Learning Matrix*. POD Network and American Council of Education (ACE), 2019.
<https://podnetwork.org/resources/center-for-teaching-and-learning-matrix/>

Amherst Center for Teaching & Learning. *2017-18 Annual Report*. Amherst, Massachusetts: Amherst College, 2018. <https://www.amherst.edu/system/files/media/2017%2520->

%25202018%2520Annual%2520Report%2520C%2520Center%2520for%2520Teaching%2520and%2520Learning%2520C%2520Final.pdf

Amundsen, Cheryl and Laura D'Amico. "Using Theory of Change to Evaluate Socially-Situated, Inquiry-Based Academic Professional Development." *Studies in Educational Evaluation* 61(2019): 196-208.

Angelo, Thomas A. "Reassessing (and Defining) Assessment." *AAHE Bulletin* 48, no. 3(1995): 149.

Asheville UNC Center for Teaching and Learning. *Center for Teaching and Learning (CTL) Annual Report*. Asheville, North Carolina: University of North Carolina at Asheville, 2020.
<https://drive.google.com/file/d/1SEIALTnOKnW5goQx34nYEJVIYKfUM5sR/view?ts=61154fab>

Ashwin, Paul P. and Keith Trigwell. "Investigating Staff and Educational Development." In *Enhancing Staff and Educational Development*. Edited by David Baume and Peter Kahn, 117-131. New York: Routledge, 2004.

Ashworth, Peter D. "Qualitative Research Methods in Higher Education Development." In *The Scholarship of Educational Development*. Edited by Heather Eggins and Ranald Macdonald, 94-103. London, England: Open University Press, 2003.

Baker, Vicki L, Laura Gail Lunsford, and Meghan J. Pifer. "Institutional Structures, Support, and Evaluation." In *Developing Faculty in Liberal Arts Colleges: Aligning Individual Needs and Organizational Goals*. Edited by Vicki Baker, Laura Gail Lunsford and Meghan Pifer. New Jersey: Rutgers University Press, 2017.

Barr, Robert B. and John Tagg. "From Teaching to Learning: A New Paradigm for Undergraduate Education." *Change* 27, no. 6(1995): 13–25.

Bartholomew, Tracy. *Analysis of Educational Development Position Advertisements*. POD Network News, Fall 2016. <https://sites.google.com/a/podnetwork.org/wikipedia/pod-network-news-page/pod-network-news-archives/fall-2016-archive/special-column-job-ads-fall-2016>

Bass, Randy, Brett Eynon, and Laura M. Gambino. *The New Learning Compact: A Framework for Professional Learning and Educational Change*. Every Learner Everywhere, 2019.

<https://www.everylearnereverywhere.org/resources/the-new-learning-compact/>

Bathgate, Meghan E., Oriana R. Aragon, Andrew J. Cavanagh, Jonathan K. Waterhouse, Jennifer Frederick, and Mark J. Graham. "Perceived Supports and Evidence-Based Teaching in College STEM." *International Journal of STEM Education* 6, no. 11(2019).

<https://doi.org/10.1186/s40594-019-0166-3>

Beach, Andrea, Mary Deane Sorcinelli, Anne E. Austin, and Jaclyn Rivard. *Faculty Development in the Age of Evidence: Current Practices, Future Imperatives*. Sterling, VA: Stylus Publishing, 2016.

Becker, Samantha Adams, Malcolm Brown, Michele Cummins, and Veronica Diaz. *NMC Horizon Report: 2017 Higher Education Edition*. Austin, TX: The New Media Consortium, 2017.

Bellnier, Karen. "Average Size of Faculty Centers? Discussion Post on POD Network Discussion List." POD Network. 2020.
https://groups.google.com/a/podnetwork.org/g/discussion/c/3M_GeQ7eLag/m/rtvooQr4AQAJ

Berkey, Becca, Emily A. Eddins, Patrick M. Green, and Cara Meixner, Eds. *Reconceptualizing Faculty Development in Service-Learning/Community Engagement: Exploring Intersections, Frameworks, and Models of Practice*. Sterling, VA: Stylus Publishing, 2018.

Bernhagen, Lindsay and Emily Gravett. Educational Development as Pink-Collar Labor: Implications and Recommendations. *To Improve the Academy* 36, no. 1(2017): 9-19.

Bergquist, William. "Unconscious Values Within Four Academic Cultures: An Address Given at the 1994 POD Annual Conference." *To Improve the Academy*, 1994: 349-372.

Bergquist, William H. and Steven R. Phillips. *A Handbook for Faculty Development*. Washington, DC: Council for the Advancement of Small Colleges, 1975.

Bilimoria, Diana and Xiangfen Liang. *Gender Equity in Science and Engineering: Advancing Change in Higher Education*. New York, NY: Routledge, 2012.

Bishop, M.J. and Anne Keehn. 2015. *Leading Academic Change: An Early Market Scan of Leading-edge Postsecondary Academic Innovation Centers*. Adelphi, MD: William Kirwan Center for Academic Innovation, 2015.

<https://www.educause.edu/sites/default/files/library/presentations/E15/PS11/LeadingAcademicChangeProjectReport.pdf>

Blakey, Joan Marie, Shirley Theriot, Mary Cazzell, and Melanie Sattler. "Is Service-Learning Worth It? A Mixed-Methods Study of Faculty's Service-Learning Experiences." *International Journal of Research on Service-Learning and Community Engagement* 3, no. 1(2015).

<https://journals.sfu.ca/iarslce/index.php/journal/article/download/113/92>

Borrego, Maura and Charles Henderson. "Increasing the Use of Evidence-based Teaching in STEM Higher Education: A Comparison of Eight Change Strategies." *Journal of Engineering Education* 103, no. 2(2014): 220-252.

Bose, Devshikha, Lisa Berry, Rob Nyland, Anthony Saba, and Teresa Focarile. "Flexible

Teaching for Student Success; A Three-Tiered Initiative to Prepare Faculty for Flexible Teaching.” *Journal on Centers for Teaching and Learning*, 12(2020): 87-135.

BrckaLorenz, Allison, Rong Wang, and Thomas F. Nelson Laird, “Graduate Student Instructors, the Courses They Teach, and the Support They Value” *New Directions for Teaching and Learning*, 163 (2020): 25-34.

Breese, Jeffrey T. “The Organizational Field of Women’s Colleges and Universities.” *Michigan Sociological Review* 14(2000): 11-32.

Brew, Angela, and Joyde Cahir. “Achieving Sustainability in Teaching and Learning Initiatives.” *International Journal for Academic Development* 19, no. 4(2013): 341-352.

Brinko, Kathleen T. “The Interactions of Teaching Improvement.” In *Practically Speaking: A Sourcebook for Instructional Consultants in Higher Education*. Edited by Kathleen T. Brinko and Robert J. Menges, 3-8. Stillwater, OK: New Forums Press, 1997.

Brookfield, Stephen. *Becoming a Critically Reflective Teacher*. San Francisco, CA: Jossey Bass, 1995.

Brown, Jessie, and Martin Kurzweil. *Instructional Quality, Student Outcomes, and Institutional Finances*. Washington, DC: American Council on Education, 2017.

Buhl, Lance C. and Laura A. Wilson, Eds. "Section V: Student Development: Intellectual Growth and Writing." *To Improve the Academy* 68(1984).

<http://digitalcommons.unl.edu/podimproveacad/68>

Bulin, Aubra, Derisa Grant, Maria Del Carmen Salazar, and Marina Smitherman, eds.

"Educational Development in the Time of Crisis" (Special Issue). *To Improve the Academy* 39, no. 3(Spring 2021).

Burt, Ronald S. "Structural Holes and Good Ideas." *American Journal of Sociology* 110, no. 2(2004): 351.

Carew, Anna L., Geraldine Lefoe, Maureen Bell and Lenore Armour. "Elastic Practice in Academic Developers." *International Journal for Academic Development* 13, no. 1(2008): 51-66.

Centre College Center for Teaching and Learning. *Annual Report: June 1, 2019-May 31, 2020*. Danville, KY: Centre College, 2020. Available: <https://ctl.centre.edu/about/publications-archives/>

Center for the Advancement of Teaching. *Annual Report 2018-19*. Miami, FL: Florida International University, 2019. <https://cat.fiu.edu/about-us/annual-report/index.html>

Center for Faculty Excellence. 2017-18. Omaha, NE: University of Nebraska-Omaha, 2018.
<https://www.flipsnack.com/unocfe/2017-2018-uno-center-for-faculty-excellence-ebook.html>

Centra, John A. *Faculty Development Practices in U.S. Colleges and Universities*. Princeton, NJ: Educational Testing Service, 1976.

Chalmers, Denise and Di Gardiner. "An Evaluation Framework for Identifying the Effectiveness and Impact of Academic Teacher Development Programmes." *Studies in Educational Evaluation*, 46(2015): 81-91.

Chandler, Elizabeth O. "Graduate and Professional Student Professional Development: The Role of the Pedagogy Course." In *Studies in Graduate and Professional Student Development*. Edited by L.L.B. Border, 69-86. Stillwater, OK: New Forums Press, 2011.

Chickering, Arthur W. and Zelda F. Gamson. "Seven Principles for Good Practice in Undergraduate Education." *American Association of Higher Education* (March 1987): 3-7.

Chism, Nancy Van Note. "The Role of Educational Developers in Institutional Change: From the Basement Office to the Front Office." *To Improve the Academy* 17(1997): 141-54.

Chism, Nancy Van Note and Borbála Szabó. "Who Uses Faculty Development Services?" *To Improve the Academy* 15, no. 1(1996): 115-28.

Chism, Nancy Van Note and Borbála Szabó. "Teaching Awards: The Problem of Assessing Their Impact." *To Improve the Academy* 16(1997): 181-200.

Chism, Nancy Van Note, Matthew Holley and Cameron J. Harris. "Researching the Impact of Educational Development: Basis for Informed Practice." *To Improve the Academy* 31(2012): 129-145.

Cohen, Peter A. "Effectiveness of Student-Rating Feedback for Improving College Teaching: A Meta-Analysis of Findings." *Research in Higher Education* 13(1980): 321-341

Colby, Susan, Laura Cruz, Danielle Cordaro and Clare Cruz. "Fellow Travelers: Taking Stock of Faculty Fellows Programs in the Age of Organizational Development." *To Improve the Academy* 41, no. 2(2022). <https://journals.publishing.umich.edu/tia/article/id/844/>

Cole, Eddie, R., Amber D. Dumford, & Thomas F. Nelson Laird. "Senior Leaders and Teaching Environments: Faculty Perceptions of Administrators' Support of Innovation." *Innovative Higher Education*, 43: 57-70.

Columbia Center for Teaching and Learning. *Annual Report: 2019-2020.*, New York, New York: Columbia University, 2020. Available: <https://cpb-us-w2.wpmucdn.com/edblogs.columbia.edu/dist/8/1109/files/2016/07/ctl-annual-report-2020.pdf>

Commission of Public Purpose in Higher Education. *Community Engagement Classification (U.S.)* January 27, 2022. <https://public-purpose.org/initiatives/carnegie-elective-classifications/community-engagement-classification-u-s/>

Condon, William, Ellen R. Iverson, Cathryn A. Manduca, C.A., Carol Rutz, & Gudrun Willet. *Faculty Development and Student Learning: Assessing the Connections*. Bloomington, Indiana: Indiana University Press, 2016.

Connolly, Mark R. and Elaine Seymour. *Why Theories of Change Matter* (WCER working paper no. 2015-2). Madison, WI: Wisconsin Center for Education Research, University of Wisconsin, 2015. <https://files.eric.ed.gov/fulltext/ED577054.pdf>

Connolly, Mark R., Julia N. Savoy, You-Geon Lee, and Lucas B. Hill. *Building a Better Future STEM Faculty: How Doctoral Teaching Programs can Improve Undergraduate Education*. Madison, WI: Wisconsin Center for Education Research, University of Wisconsin—Madison, 2016.

Cook, Constance, E. “Introduction: CRLT and its role at the University of Michigan.” In *Advancing the Culture of Teaching on Campus: How a Teaching Center can Make a Difference*, edited by Constance Cook and Mathew Kaplan, 1-12. Sterling, VA: Stylus Publishing, 2011.

Cook, Constance, E., Mary C. Wright and Chris O'Neal. "Action Research for Instructional Improvement: Using Data to Enhance Student Learning at Your own Institution." *To Improve the Academy* 25 (2007): 123-138.

Cook-Sather, Alison, Catherine Bovill and Peter Felten. *Engaging Students as Partners in Learning and Teaching: A Guide for Faculty*. San Francisco: Jossey-Bass, 2014.

Cooper, Susanna. "Tough Job if You Can Keep It." *Wheelhouse Center for Community College Leadership and Research* 1, no. 1(August 2016): 1-4.

http://education.ucdavis.edu/sites/main/files/ucdavis_wheelhouse_tough_job_research_brief.pdf

Cox, Milton, D. "Introduction to Faculty Learning Communities." *New Directions for Teaching and Learning* 97(2004): 5-23.

Cruz, Laura. "The Idea of Educational Development: An Historical Perspective." *To Improve the Academy* 37, no. 1(2018). <http://dx.doi.org/10.3998/tia.17063888.0037.106>

Cruz, Laura, Karen Huxtable-Jester, Brian Smentkowski and Martin Springborg. "Place-based Educational Development: What Center for Teaching and Learning Spaces Look Like (and Why That Matters)." *To Improve the Academy* 40, no. 1(2021): 75-104. Available:

<https://journals.publishing.umich.edu/tia/article/id/960/>

Cruz, Laura, Michelle Parker, Brian Smentkowski and Marina Smitherman. *Taking Flight: Making Your Center for Teaching and Learning Soar*. Sterling, VA: Stylus, 2020.

Culver, K.C. and Adrianna Kezar. *Designing Accessible and Inclusive Professional Development for NTTF*. Los Angeles, CA: Pullias Center for Higher Education, University of Southern California, 2021.

Dawson, Debra D., Judy Britnell and Alicia Hitchcock. "Developing Competency Models of Faculty Developers: Using World Cafe to Foster Dialogue." In *To Improve the Academy*. Edited by L. A. Nilson and J. E. Miller pp. 3-24. San Francisco: Jossey-Bass, 2010.

Deci, Edward L. and Richard M. Ryan. "Self-Determination Theory: A Macrotheory of Human Motivation, Development, and Health." *Canadian Psychology* 49, no. 3 (2008): 182-185.

Dennin, Michael, Zachary D. Schultz, Andrew Feig, Noah Finkelstein, Andrea F. Greenhoot, Michael Hildreth, Adam K. Leibovich, James D. Martin, Mark B. Moldwin, Diane K. O'Dowd, Lynmarie A. Posey, Tobin L. Smith, & Emily R. Miller. "Aligning Practice to Policies: Changing the Culture to Recognize and Reward Teaching at Research Universities." *CBE Life Sciences Education* 16, no. 4(2018). <https://www.lifescied.org/doi/10.1187/cbe.17-02-0032>

Dewey, Charlene M., Joan A. Friedland, Boyd F. Richards, Neela Lamki, Rebecca Kirkland. "The Emergence of Academies of Educational Excellence: A Survey of U.S. Medical Schools." *Academic Medicine* 80, no. 4 (2005): 358-365.

Dimitrov, Nadia, Ken Meadows, Erika Kustra, Tim Ackerson, Laura Prada, Nick Baker, Pierre Boulos, Gayle McIntyre, & Michael K. Potter. *Assessing Graduate Teaching Development Programs for Impact on Future Faculty*. Toronto, Canada: Higher Education Quality Council of Ontario, 2013.

Ebert-May, Diane, Terry L. Derting, Janet Hodder, Jennifer L. Momsen, Tammy M. Long and Sara E. Jardeleza. "What We Say is Not What We Do: Effective Evaluation of Faculty Professional Development Programs." *BioScience* 61, no. 7, (2011): 550-558.

Eble, Kenneth E., and William J. McKeachie. *Improving Undergraduate Education Through Faculty Development*. San Francisco: Jossey Bass, 1985.

Eggleton, C. Harry and Judy C. Rice. *The Fieldbook of Team Interventions: Step-by-Step Guide to High Performance Teams*. Amherst, MA: HRD Press, 1996.

Elassy, Noha. "The Concepts of Quality, Quality Assurance and Quality Enhancement." *Quality Assurance in Education* 23, no. 3, (2014): 250-261.

Ellis, Roger. "Quality Assurance for University Teaching: Issues and Approaches." In *Handbook of Quality Assurance for University Teaching*, 3-18. Edited by R. Ellis and E. Hogard. London: Routledge, 2019.

Emerson, John D. and Frederick Mosteller. "Development Programs for College Faculty." In *Educational Media and Technology Yearbook* (vol. 25). Edited by Robert M. Branch and Mary A. Fitzgerald, 26-42. New York: Springer, 2000.

Eodice, Michelle, Anne Ellen Geller and Neal Lerner. *The Meaningful Writing Project: Learning, Teaching, and Writing in Higher Education*. Provo, UT: Utah State University Press, 2017.

Erickson, Glenn. "A Survey of Faculty Development Practices." *To Improve the Academy* 100(1986). <https://digitalcommons.unl.edu/podimproveacad/100>

Ewell, Peter T. "Assessment and Accountability in America Today: Background and Context." In *New Directions for Institutional Research* (vol. 111). Edited by Victor M. H. Borden and Gary R. Pike, 7–18. New York, NY: Wiley, 2008.

Faculty Collaborative for Teaching Innovation. *Annual Report 2018-19*. Santa Clara, California: Santa Clara University, 2019.

<https://www.scu.edu/media/offices/provost/assessment/Collaborative-Report-2018-19.pdf>

Faculty Innovation Center. *Annual Report*. Austin, TX: University of Texas at Austin, 2017.

<https://facultyinnovate.utexas.edu/sites/default/files/FIC-Annual-Report-FINAL.pdf>

Fassett, Kyle T., Stephen C. Hiller, Allison BrckaLorenz, and Thomas F. Nelson Laird. "Teaching Development Opportunities & Faculty Practice at Four-Year Institutions." *College Teaching*, (2021). <https://doi.org/10.1080/87567555.2021.1999894>

Felten, Peter. "Institutionalizing Inclusion in the In-Between." *Liberal Education* 103, no. 3-4(2017).

Felten, Peter and Nancy Chick. "Is SoTL a Signature Pedagogy of Educational Development?" *To Improve the Academy* 37, no. 1(2018). <http://dx.doi.org/10.3998/tia.17063888.0037.114>

Felten, Peter, Alan Kalish, Allison Pingree and Kathryn Plank. "Toward a Scholarship of Teaching and Learning in Educational Development." *To Improve the Academy* 25(2007). <http://dx.doi.org/10.3998/tia.17063888.0025.010>

Ferren, Ann, and Kay Mussell. "Strengthening Faculty Development Programs Through Evaluation." *To Improve the Academy*, 6(1987): 133-143.

Finelli, Cynthia J., Tershia Pinder-Grover, and Mary C. Wright. "Consultations on Teaching: Using Student Feedback for Instructional Improvement." In *Advancing the Culture of Teaching on Campus: How a Teaching Center can Make a Difference*. Edited by Constance Cook and Mathew Kaplan, 65-79. Sterling, VA: Stylus, 2011.

Fink, L. Dee. "Forward." In *Reconceptualizing Faculty Development in Service-Learning/Community Engagement : Exploring Intersections, Frameworks, and Models of Practice*. Edited by Becca Berkey, Emily A. Eddins, Patrick M. Green, and Cara Meixner. Sterling, VA: Stylus Publishing, 2018.

Franklin, Rachel, S. "The Roles of Population, Place, and Institution in Student Diversity in American Higher Education." *Growth Change* 44, no. 1(2013): 30–53.
<https://doi.org/10.1111/grow.12001>

Froyd, Jeffrey, E. Charles Henderson, Renée S. Cole, Debra Friedrichsen, Raina Khatri and Courtney Stanford. "From Dissemination to Propagation: A New Paradigm for Education Developers." *Change* 49, no. 4(2017): 35-42.

Gaff, Jerry. "Current Issues in Faculty Development." *Liberal Education* 63, no. 4(1977): 511-19.

Gano-Phillips, Susan. "Optimizing Center Staffing and Advisory Boards to Promote Involvement in Institutional Change." In *Coming in From the Margins: Faculty Development's Emerging Organizational Development Role in Institutional Change*. Edited by C. Schroeder, P. Blumberg and Nancy Chism. Sterling, VA: Stylus Publishing, 2010.

Gast, Inken, Kim Schildkamp, & Jan T. van de Veen. "Team-Based Professional Development Interventions in Higher Education: A Systematic Review." *Review of Educational Research* 87, no. 4(2017): 736-767.

Gehrke, Sean and Adranna Kezar. "The Roles of STEM Communities of Practice in Institutional and Departmental Reform in Higher Education." *American Education Research Journal* 54, no. 5(2017): 1-31.

Georgia College Center for Teaching and Learning. *Annual Report – 2019-20*. Milledgeville, Georgia: Georgia College, 2020. <https://www.gcsu.edu/sites/default/files/documents/2021-04/CTL%20Annual%20Report%202019-2020.pdf>

Gibbs, Graham. "Reflections on the Changing Nature of Educational Development." *International Journal for Academic Development* 18, no. 1(2013): 4-14.

Golde, Chris M. "Should I Stay or Should I Go? Student Descriptions of the Doctoral Attrition Process." *Review of Higher Education* 23, no. 2(2000): 199-227.

<https://doi.org/10.1353/rhe.2000.0004>

Gravett, Emily O. and Andreas Broscheid. "Models and Genres of Faculty Development." In *Reconceptualizing Faculty Development in Service Learning/Community Engagement: Exploring Intersections, Frameworks, and Models of Practice*. Edited by Becca Berkey, 85-106. Sterling, VA: Stylus Publishing, 2018.

Gray, Tara and Susan Shadle. "Launching or Revitalizing a Teaching Center: Principles and Portraits of Practice." *Journal of Faculty Development* 23, no. 2(2009): 5-12.

Green, David A. and Deandra Little. "On the Other Side of the Wall: The Miscategorization of Educational Developers in the United States?" *To Improve the Academy*, 36, no. 2(2017).
<http://dx.doi.org/10.3998/tia.17063888.0036.204>

Greenwald, Howard P. and Ann P. Zukowski. "Assessing Collaboration: Alternative Measures and Issues for Collaboration." *American Journal of Education* 39, no. 3(2018): 1-14.

Guevara, Carlos. "Leading Above the Fray: Turning Challenges into Opportunities." In *Developing Educational Technology at an Urban Community College*. Edited by Kate S. Wolfe, Kate Lyons, and Carlos Guevara, 11-19. Cham, Switzerland: Palgrave Macmillan, 2019.

Hall, Julie and David A. Green. "Leading an Academic Development Unit." In *Advancing Practice in Educational Development*. Edited by David Baume and Celia Popovic, 245-57. Oxfordshire, England: Taylor and Francis, 2016.

Handelsman, Jo, Diane Ebert-May, Robert Beichner, Peter Bruns, Amy Chang, Robert Dehaan, Jim Gentile, Sarah Lauffer, Stewart, Shirley M. Tilghman and William M. Wood. 2004. "Scientific Teaching." *Science* 304: 521-522.

Haras, Catherine, Steven C. Taylor, Mary Deane Sorcinelli and Linda von Hoene. *Institutional Commitment to Teaching Excellence: Assessing the Impacts and Outcomes of Faculty Development*. Washington, DC: American Council on Education, 2017.

<https://www.acenet.edu/Documents/Institutional-Commitment-to-Teaching-Excellence.pdf>

Haring-Smith, Tori. "Changing Students' Attitudes: Writing Fellows Programs." In *Writing Across the Curriculum: A Guide to Developing Programs*. Edited by Susan H. McLeod and Margot Soven, 123-131. Newbury Park, CA: Sage, 2000.

Harper, Leslie M., Michelle Maden, and Rumora Dickson. "Across Five levels: The Evidence of Impact Model." *Evaluation* 26, no. 3(2019): 1-17.

Heffernan, Kerri and Mary C. Wright. "Collective Muscle: How Partnerships Between Faculty Members and Athletic Coaches can Serve our Academic Missions." *Liberal Education* 105, no. 3-4(2019).

Henderson, Charles, Andrea Beach and Norman Finkelstein. "Facilitating Change in Undergraduate STEM Instructional Practices: An Analytic Review of the Literature." *Journal of Research in Science Teaching* 48, no. 8(2011): 952-984. <https://doi.org/10.1002/tea.20439>

Henderson, Charles, Norman Finkelstein and Andrea Beach. "Beyond Dissemination in College Science Teaching: An Introduction to Four Core Change Strategies." *Journal of College Science Teaching* 39, no. 5(2011): 18-25.

Herman, Jennifer H. "Staffing of Teaching and Learning Centers in the United States: Indicators of Institutional Support for Faculty Development." *Journal of Faculty Development* 27, no. 2(2013): 33-37.

Hines, Susan R. "Evaluating Centers for Teaching and Learning: A Field-Tested Model." *To Improve the Academy* 36, no. 2(2017): 89-100. <http://dx.doi.org/10.3998/tia.17063888.0036.202>

Hines, Susan R. "How Mature Teaching and Learning Centers Evaluate Their Services." *To Improve the Academy*, 30(2011): 277-289. <http://dx.doi.org/10.3998/tia.17063888.0030.024>

Hines, Susan R. "Investigating Faculty Development Program Assessment Practices: What's Being Done and How Can it be Improved?" *Journal of Faculty Development* 23, no. 3(2009): 5-19.

Hora, Matthew T. and Bailey B. Smolarek. "Examining Faculty Reflective Practice: A Call for Critical Awareness and Institutional Support." *Journal of Higher Education* 89, no. 4(2018): 553-81.

Hurney, Carol A., Nancy L. Harris, Samatha C. Bates Prins, and S.E. Kruck. "The Impact of a Learner-Centered, Mid-Semester Course Evaluation on Students." *Journal of Faculty Development* 28, no. 3(2014): 55-62.

Hurney, Carol A., Edward J. Brantmeier, Meghan R. Good, Douglas Harrison, and Cara Meixner. "The Faculty Learning Outcomes Assessment Framework." *Journal of Faculty Development* 30, no. 2(2016): 69-77.

Hurney, Carol A., Christine A. Rener, & Jordan D. Troisi. *Midcourse Correction for the College Classroom: Putting Small Group Diagnosis to Work*. Sterling, VA: Stylus, 2022.

Hutchins, Patricia and Lee Shulman. "The Scholarship of Teaching: New Elaborations, New Developments." *Change* 31, no. 5(1999): 11-15.

Indiana University Center for Postsecondary Research. Carnegie Classifications, 2018 public data file, <http://carnegieclassifications.iu.edu/downloads/CCIHE2018-PublicDataFile.xlsx>

Kanter, Rosabeth Moss. *Men and Women of the Corporation*. New York: Basic Books, 1977.

Kelley, Bruce, Laura Cruz and Nancy Fire. "Moving Toward the Center: The Integration of Educational Development in an Era of Historic Change in Higher Education." *To Improve the Academy* 36, no. 1 (2017): 1-8. <http://dx.doi.org/10.1002/tia2.20052>

Kezar, Adrianna. *How Colleges Change: Understanding, Leading, and Enacting Change*, end ed. New York: Routledge, 2018.

Kezar, Adrianna. *Scaling and Sustaining Change and Innovation: Lessons Learned From the Teagle Foundation's 'Faculty Work and Student Learning' Initiative*. New York, NY: Teagle Foundation, 2015.

<https://www.teaglefoundation.org/Teagle/media/GlobalMediaLibrary/documents/resources/Scaling-and-Sustaining-Innovation-and-Change.pdf?ext=.pdf>

Kezar, Adrianna. "What is the Best Way to Achieve Broader Reach of Improved Practices in Higher Education?" *Innovative Higher Education* 36(2011): 235-247.

Kezar, Adrianna, Sean Gehrke and Samantha Bernstein-Sierra. "Communities of Transformation: Creating Changes to Deeply Entrenched Issues." *The Journal of Higher Education*, 89, no. 6 (2018): 832-864.

Kezar, Adrianna, Sean Gehrke and Susan Elrod. "Implicit Theories of Change as a Barrier to Change on College Campuses: An Examination of STEM Reform." *The Review of Higher Education* 38, no. 4 (2015): 479-506.

Kim, E.Y. "Seeking CTL/CTE comparison data." POD Network discussion list. June 24, 2021. https://groups.google.com/a/podnetwork.org/g/discussion/c/tbgIkkD7_uQ/m/AiUwhx1-AAAJ

Kim, Josh and Edward Maloney. *Learning Innovation and the Future of Higher Education*. Baltimore, MD: Johns Hopkins Press, 2020.

Kirkpatrick, Donald L. "Evaluation of Training." In *Training and Development Handbook: A Guide to Human Resource Development*. Edited by R. L. Craig. New York, NY: McGraw Hill, 1976.

Kreber, Caroline and Paula Brook. "Impact Evaluation of Educational Development Programmes." *International Journal for Academic Development* 6, no. 2(2001): 96-108.

Kucsera, John and Marilla Svinicki. "Rigorous Evaluations of Faculty Development Programs." *The Journal of Faculty Development*, 24, no. 2(2010): 5-18.

Kuh, George. *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington, DC: American Association of Colleges and Universities, 2008.

Kuhlenschmidt, Sally. "Distribution and Penetration of Teaching-Learning Development Units in Higher Education: Implications for Strategic Planning and Research." *To Improve the Academy* 29, no. 1 (2011): 274-87.

Land, Ray. "Agency, Context, and Change in Academic Development." *Journal for Academic Development* 6, no. 1(2001): 4-20.

Larsen, Kristine, Christina Robinson, Jason A. Melnyk, Jennifer Nicoletti, Amy Gagnon, Kelly McLaughlin, and Mina Hussaini. "Finding Our Voice: Highly Flexible ED for the Hyflex World." *To Improve the Academy* 40, no. 2(2021). doi: <https://doi.org/10.3998/tia.467>

Lee, Virginia, S. "Program Types and Prototypes." In *A Guide to Faculty Development*. Edited by. Kay J. Gillespie and Douglas L. Robertson, 21-33. San Francisco: Jossey-Bass, 2010.

Lee, Valerie S., Deborah DeZure, Shelda Debowski, Angela Ho and Kang Li. 2013. "Enhancing International Collaboration Among Academic Developers in Established and Emerging Contexts: Moving Toward a Post-Colonial Perspective." *International Journal for Academic Development* 18, 1: 89–103.

Leibowitz, Brenda. "Reflections on Academic Development: What is in a Name?" *International Journal for Academic Development* 19, no. 4(2014): 357-360.

Levesque-Bristol, Chantal. *Student-Centered Pedagogy and Course Transformation at Scale: Facilitating Faculty Agency to IMPACT Institutional Change*. Sterling, VA: Stylus, 2021.

Levinson-Rose, Judith and Robert J. Menges. "Improving College Teaching: A Critical Review of Research." *Review of Educational Research*, 51, no. 3(1981): 403-434.

Levin-Rozalis, Miri. "Evaluation and Research: Differences and Similarities." *Canadian Journal of Program Evaluation* 18, no. 2(2003): 1-31.

Lewin, Kurt. *Resolving Social Conflicts*. Washington, DC: American Psychological Association, 1997.

Lewing, James Morgan and Lisa M. Bunkowski. "Promoting Civic and Community-based Teaching Practices: An Exploratory Study of Collaborations Between Faculty Development Centers and Civic and Community Engagement Centers," *eJournal of Public Affairs* 11, no. 1, Article 14. Available: <https://bearworks.missouristate.edu/ejopa/vol11/iss1/14/>

Lieberman, Mark. "New Database of Teaching and Learning Centers Nationwide." *Inside Higher Ed.*, May 1, 2019. <https://www.insidehighered.com/digital-learning/insights/2019/05/01/new-database-offers-contact-information-teaching-and-learning>

Little, Deandra. "Reflections on the State of the Scholarship of Educational Development." *To Improve the Academy* 33, no. 1(2014). <http://dx.doi.org/10.3998/tia.17063888.0033.104>

Little, Deandra and David A. Green. "Betwixt and Between: Academic Developers in the Margins." *International Journal for Academic Development* 17, no. 3(2012): 203-215. <https://doi.org/10.1080/1360144X.2012.700895>

Lovitts, Barbara E. *Leaving the Ivory Tower: The Causes and Consequences of Departure from Doctoral Study*. Lanham, MD: Rowman & Littlefield Publishers, Inc, 2001.

Lunsford, Laura, Gloria Crisp, Erin L. Dolan and Brad Wuetherick. "Mentoring in Higher Education." In *The SAGE Handbook of Mentoring*. Edited by David A. Clutterbuck, Frances K. Kochan, Laura Lunsford, Nora Dominguez and Julie Haddock-Millar, 316-334. London, England: Sage Publications, 2017.

Macdonald, Ranald. "Developing a Scholarship of Academic Development: Setting the Context." In *The Scholarship of Academic Development*. Edited by Heather Eggins and Ranald Macdonald. New York, NY: McGraw Hill, 2003.

Maki, Peggy L. *Assessing for Learning: Building a Sustainable Commitment Across the Institution*. Herndon, VA: Stylus Publishing, 2004.

Matthews, David. "Fear of Looking Stupid." *Inside Higher Ed*, July 6, 2017.
<https://www.insidehighered.com/>

Mays, Benjamin E. "What a Man Lives By." In *Best Black Sermons*. Edited by William M. Philpot. King of Prussia, PA: Judson Press, 1972.

McDermott, Richard. "Learning Across Teams: The Role of Communities of Practice in Team Organizations," in *Knowledge Management Review* (May/June 1999).

McNair, Tia Brown, Estela M. Bensimon and Lindsey Malcom-Piqueux. *From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education*.

Hoboken, NJ: Jossey-Bass, 2010.

Meixner, Cara, Melissa Altman, Megan Good and Elizabeth Ben Ward. “Longitudinal Impact of Faculty Participation in a Course Design Institute (CDI): Faculty Motivation and Perception of Expectancy, Value, and Cost.” *To Improve the Academy* 40, no. 1(2021): 49-74.

<https://doi.org/10.3998/tia.959>

Meizlish, Deborah and Mary C. Wright. “Preparing advocates for faculty development: Expanding the meaning of ‘growing our own’.” *To Improve the Academy*, 27(2009): 385–400.

Meizlish, Deborah, Mary C. Wright, Jay Howard and Matthew Kaplan. “Measuring the Impact of a New Faculty Program Using Institutional Data.” *International Journal for Academic Development* 23, no. 2(2017): 72-85.

Miller, Ross and Andrea Leskes. *Levels of Assessment: From the Student to the Institution*.

Washington, DC: Association of American Colleges and Universities, 2005.

Miller-Young, Janice and Cheryl N. Poth. “‘Complexifying’ Our Approach to Evaluating Educational Development Outcomes: Bridging Theoretical Innovations With Frontline Practice.” *International Journal for Academic Development*, (February 2021).

<https://doi.org/10.1080/1360144X.2021.1887876>

Millis, Barbara J. and Jose Vazquez, "Down with. The SGID! Long Live the QCD!" *Essays on Teaching Excellence*, 22(4).

https://podnetwork.org/content/uploads/V22_N4_Millis_Vasquez.pdf

Mills, C. Wright. *The Sociological Imagination*. Oxford, England: Oxford University Press, 1959.

Mintz, Stephen. "Why We Need Centers for Innovation, Evaluation, and Research." *Inside Higher Ed*, November 30, 2020. <https://www.insidehighered.com/blogs/higher-ed-gamma/why-we-need-centers-educational-innovation-evaluation-and-research>

Montrosse-Moorhead, Bianca and James C. Griffith. "Toward the Development of Reporting Standards for Evaluations." *American Journal of Evaluation* 38, no. 4(2017): 577-602.

Morphew, Christopher and Matthew Hartley. "Mission Statements: A Thematic Analysis of Rhetoric Across Institutional Type." *Journal of Higher Education* 77, no. 3(2006): 456-471.

Mullin, Joan, Peter Carino, Jane Nelson, and Kathy Evertz. "Administrative (Chaos) Theory: The Politics and Practices of Writing Center Location." In *The Writing Center Director's Resource Book*. Edited by Christina Murphy, Byron Stay, and Kim Abels, 225-235. New York: Taylor & Francis, 2006.

Office of Faculty Advancement, Leadership and Inclusion. *Annual Report: 2019-20*. Atlanta, GA: Emory University School of Medicine, 2020. https://med.emory.edu/about/faculty/faculty-development/_documents/faali-annual-report-2020-final.pdf

O'Meara, KerryAnn, Aimee LaPointe Terosky and Anna Neumann. "Faculty Careers and Work Lives: A Professional Growth Perspective." *ASHE Higher Education Report* 34, no. 3(2008): 1-221.

O'Meara, KerryAnn, Mark Rivera, Alexandra Kuvaeva and Kristen Corrigan. "Faculty Learning Matters: Organizational Conditions and Contexts That Shape Faculty Learning." *Innovative Higher Education* 42(2017): 355-376.

Ortquist-Ahrens, Leslie. "Beyond Survival: Educational Development and the Maturing of the POD Network." *To Improve the Academy*, 35(1). <http://dx.doi.org/10.3998/tia.17063888.0035.101>

Ortquist-Ahrens, Leslie and Roben Torosyan. "The Role of the Facilitator in Faculty Learning Communities: Paving the Way for Growth, Productivity, and Collegiality." *Learning Communities Journal* 1, no. 1(2009 June): 1-34.

Ouchi, William G. and Alan L. Wilkins. "Organizational Culture." *Annual Review of Sociology* 11(1985):457-483.

Ozdem, Güven. "An Analysis of the Vision and Mission Statements on the Strategic Plans of Higher Education Institutions." *Educational Sciences: Theory and Practice* 11, no. 4 (2011): 1887-1894.

Paglis, Laura L., Stephen G. Green and Talya N Bauer. "Does Adviser Mentoring Add Value? A Longitudinal Study of Mentoring and Doctoral Student Outcomes." *Research in Higher Education* 47, no. 4(2006): 451-476.

Pallas, Aaron M., Anna Neumann, A. and Corbin M. Campbell. *Policies and Practices to Support Undergraduate Teaching Improvement*. Cambridge, MA: American Academy of Arts and Sciences, 2017.

Palmer, Michael S. "Graduate Student Professional Development: A Decade After Calls for National Reform." In *Studies in Graduate and Professional Student Development*. Edited by L.L.B. Border, 1-17. Stillwater, OK: New Forums Press, 2011.

Palmer, Michael S., Adriana Streifer and Stacy Williams-Duncan. "Systematic Assessment of a High-Impact Course Design Institute." *To Improve the Academy* 35, no. 2(2016): 339-361.

Parsons, David, Inge Hill, Jane Holland and Dick Wills. *Impact of Teaching Development Programmes in Higher Education*. Heslington, York, England: The Higher Education Academy, 2012.

Patton, Michael Q. *Utilization-Focused Evaluation* (4th edition). Thousand Oaks, CA: Sage, 2008.

Penny, Angela R. and Robert Coe. "Effectiveness of Consultation on Student Ratings Feedback: A Meta-Analysis." *Review of Educational Research* 74, no. 2(2004): 215-53.

Plank, Kathryn M. and Alan Kalish. "Program Assessment for Faculty Development." In *A Guide to Faculty Development* (2nd ed.). Edited by K.J. Gillespie and D.L. Robertson, 135-149. San Francisco: Jossey Bass, 2010.

POD Network (collaborative authorship by Eli Collins Brown, E.C., Victoria M. Brown, V.M., Alan Chace, Anna L. Bostwick Flaming, Jennifer Frederick, Molly Hatcher, Lauren Herckis, Carolyn Hoessler, Erika Kustra, Deborah Rudder Lohe, Jessica Mansbach,, Susannah McGowan, Ana Maria Troncoso, Firm Faith Watson, & Mary C. Wright). (2018). *Defining What Matters: Guidelines for Comprehensive Center for Teaching and Learning Evaluation*. POD Network, 2018. https://podnetwork.org/content/uploads/POD_DWM_R3-singlepage-v2.pdf

POD Network. "What Is Educational Development?" (webpage). Last modified June 2016, <https://podnetwork.org/about/what-is-educational-development/>

POD Network. "Membership." (webpage). Accessed January 28, 2022. <https://podnetwork.org/members/>

Point Loma Center for Teaching and Learning. *2018-19 Annual Report*. San Diego, CA: Point Loma Nazarene University, 2019. <https://assessment.pointloma.edu/wp-content/uploads/sites/9/2020/02/Center-for-Teaching-and-Learning-2018-2019-Annual-Report.pdf>

Potter, Mark. "Toward a Scholarship of Faculty Development." In *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development*. Edited by Matthew Kaplan, 288-301. San Francisco, CA: Jossey Bass, 2011.

Prentice, Mary and Rene O. Guillaume. "Job Perceptions of Community College and University Department Chairs." *Community College Journal of Research and Practice* 45, no. 5(2021): 351-365.

Reder, Michael. "Reflective Practices in the Context of Small Colleges." In *A Guide to Faculty Development*. Edited by Kay J. Gillespie and Douglas L. Robertson, 293-308. San Francisco, CA: Jossey-Bass, 2010.

Redmond, Mark V. and D. Joseph Clark. "Small Group Instructional Diagnosis: A Practical Approach to Improving Teaching." *AAHE Bulletin* 810(February 1982).

Reinert Center for Transformative Teaching & Learning. *2016-17 Annual Report*. Saint Louis, Missouri: Saint Louis University, 2017. Available: <https://www.slu.edu/ctl/docs/activity-reports/annual-reports/annual-report-2016-2017.pdf>

Reinholz, Daniel L., Alanna Pawlak, Courtney Ngai and Mary Pilgrim. "Departmental Action Teams: Empowering Students as Change Agents in Academic Departments." *International Journal for Students as Partners* 4, no. 1(2020): 128-137.

Reinholz, Daniel L. and Tessa C. Andrews. "Change Theory and Theory of Change: What's the Difference Anyway?" *International Journal of STEM Education* 7, no. 2(2020): 1-12.

Reinholz, Daniel L., Isabel White, and Tessa Andrews, "Change Theory in STEM Higher Education: A Systematic Review," *International Journal of STEM Education* 8, no. 27(2021): .
<https://doi.org/10.1186/s40594-021-00291-2>

Robinson, S. Spencer. "An Introductory Classification of Graduate Teaching Assistant Orientations." In *Studies in Graduate and Professional Student Development*. Edited by L.L.B. Border, 19-33. Stillwater, OK: New Forums Press, 2011.

Rogers, Everett M. *Diffusion of Innovations*. New York, NY: The Free Press, 1962.

Roxå, Torgny and Katarina Mårtensson. "Agency and Structure in Academic Development Practices: Are We Liberating Academic Teachers or are We Part of a Machinery Suppressing Them?" *International Journal for Academic Development* 22, no, 2(2017): 95-105.

Rudenga, Kristin J. and Emily O. Gravett. "Impostor Phenomenon in Educational Developers: Consequences and Coping Strategies." *To Improve the Academy* 39, no. 2(2020).

<https://doi.org/10.3998/tia.17063888.0039.201>

Rudenga, Kristin J. and Joseph Lampert. "Mentoring Graduate Student Staff in a Center for Teaching and Learning: Goals and Aligned Practices," *To Improve the Academy* 37(2), 2018:

DOI: <http://dx.doi.org/10.3998/tia.17063888.0037.207>

Sanders, Megan and Amy Hermundstad Nave. "How Do We Show Our Impact? Patterns in Annual Reports." Poster presented at the annual POD Network Conference (Seattle, WA), November 2022.

Saunders, Murray. "Insights Into Programmatic Evaluative Practice in HE: A Commentary." In *Reconceptualising Evaluation In Higher Education: The Practice Turn*. Edited by Murray Saunder, Paul Trowler, and Veronica Bamber. Berkshire, UK: New: Open University Press, 2011.

Schoening, Anne and Sarah Oliver. "Connect, Change, and Conserve: Building a Virtual Center for Teaching Excellence." *To Improve the Academy* 35, no. 2(2016): 362-76.

<http://dx.doi.org/10.1002/tia2.20046>

Schön, Donald. *The Reflective Practitioner: How Professionals Think in Action*. London, England: Basic Books, 1983.

Schönwetter, Dieter J., Donna Ellis, K. Lynn Taylor and Valery Koop. "An Exploration of the Landscape of Graduate Courses on College and University Teaching in Canada and the USA." *Studies in Graduate and Professional Student Development* 11(2008): 22-44.

Schram, Laura N., and Wright, Mary C. Teaching Mentorship Programs for Graduate Student Development. *Studies in Graduate and Professional Student Development* 14 (2011): 53-68.

Schroeder, Connie. "Aligning and Revising Center Mission Statements." In *Coming in From the Margins: Faculty Development's Emerging Organizational Development Role in Institutional Change*. Edited by Connie Schroeder, Phillis Blumberg, & Nancy Van Note Chism, 235-59. Sterling, VA: Stylus Publishing, 2010.

Schroeder, Connie. "Investigating Institutional Involvement and Change Agency." In *Coming in From the Margins: Faculty Development's Emerging Organizational Development Role in Institutional Change*. Edited by Connie Schroeder, Phillis Blumberg, & Nancy Van Note Chism, 77-110. Sterling, VA: Stylus Publishing, 2010.

Schroeder, Connie. "Unpacking and Communicating the Multidimensional Mission of Educational Development: A Mission Matrix Tool for Centers of Teaching and Learning." *To Improve the Academy* 34, no. 1-2(2015): 20-62.

Schroeder, Connie, Phillis Blumberg and Nancy Van Note Chism, Eds. *Coming in From the Margins: Faculty Development's Emerging Organizational Development Role in Institutional Change*. Sterling, VA: Stylus Publishing, 2010.

Searle, Nancy, Britta M. Thompson, Joan A. Friedland, James Lomax, Jan E. Drutz, Michael Coburn and Elizabeth A. Nelson. "The Prevalence and Practice of Academies of Medical Educators: A Survey of U.S. Medical Schools." *Academic Medicine* 85, no. 1(2010): 48-56.

Searle Center for Learning and Teaching. *Annual Report: 2017-18*. Evanston, IL: Northwestern University, 2018. <https://www.northwestern.edu/searle/about/annual-report-2017-2018.pdf>

Seattle University Center for Faculty Development. *Annual Report 2019/20*. Seattle, WA: Seattle University, 2020. <https://www.seattleu.edu/media/center-for-faculty-development/files/aboutus/2019-20-Annual-Report---Center-for-Faculty-Development---for-website.pdf>

Sheridan Center for Teaching and Learning. *Annual Report 2019*. Providence, RI: Brown University, 2019. <https://www.brown.edu/sheridan/sites/sheridan/files/docs/Annual%20Report%202019.pdf>

Sinclair Center for Teaching & Learning. *Annual Report of Faculty Development Provided by the Center for Teaching and Learning, 2018-19*. Dayton, OH: Sinclair Community College, 2019. <https://ctl.sinclair.edu/leadership/annual-report-2018-2019/>

Smith, Michelle K., Francis H. M. Jones, Sarah L. Gilbert and Carl E. Wieman. "Classroom Observation Protocol for Undergraduate STEM" (COPUS) (Observation Protocol). *American Association of Physics Teachers*, Version 1(2013).

<https://www.physport.org/assessments/assessment.cfm?A=COPUS>

Sorcinelli, Mary Deane. "The Evaluation of Faculty Development Programs in the United States. A Fifty-Year Retrospective (1970-2020)." *Excellence and Innovation in Learning and Teaching*, 2(2020): 5-17.

Sorcinelli, Mary Deane, Anne E. Austin, Pamela L. Eddy and Andrea L. Beach. *Creating the Future of Faculty Development: Learning From the Past, Understanding the Present*. Bolton, MA: Anker, 2006.

Sorcinelli, Mary Deane and Jung Yun. "From Mentor to Mentoring Networks: Mentoring in the New Academy." *Change: The Magazine of Higher Learning* 39, no. 6(2007): 58-61

Sorenson, D. Lynn. "College Teachers and Student Consultants: Collaborating About Teaching and Learning." In *Student-Assisted Teaching: A Guide to Faculty-Student Teamwork*. Edited by Judith E. Miller, James E. Groccia and Marylyn S. Miller, 200-201. Bolton, MA: Anker, 2001.

Spear, Caile, Kara Brascia, Mike Stefanic and Anna Bailey. "Boise State University." In Becca Berkey, Cara Meixner, Patrick Green, & Emily A. Eddins, Eds. *Reconceptualizing Faculty*

Development in Service-Learning/Community Engagement: Exploring Intersections, Frameworks, and Models of Practice (pp. 108-117). Sterling, VA: Stylus, 2018.

Stanford, D. "Should a Doctorate be Required for Leaders in our Field?" POD Network discussion list post. Fall 2016.

<https://groups.google.com/a/podnetwork.org/g/discussion/c/k3bV8NXIf08/m/JutFjWD7BgAJ>

Steinert, Yvonne, Karen Mann, Brownell Anderson, Bonnie Maureen Barnett, Angel Centeno, Laura Naismith, David Prideaux, John Spencer, Ellen Tullo, Thomas Viggiano, Helena Ward and Diana Dolmans. "A Systematic Review of Faculty Development Initiatives Designed to Improve Teaching Effectiveness: A 10-year Update: BEME Guide" (No. 40). *Medical Teacher* 38, no. 8(2016): 1-18. <http://dx.doi.org/10.1080/0142159X.2016.1181851>

Stes, Ann, Liesje Coertjens, and Peter Van Petegem. "Instructional Development for Teachers in Higher Education: Impact on Teaching Approach." *Higher Education* 60(2010): 187-204.

Stes, Ann, Mariska Min-Leliveld, David Gijbels, & Peter Van Pategem. "The Impact of Instructional Development in Higher Education: The State-of-the-Art of the Research." *Educational Research Review* 5(2010): 25-49.

Stevens, Mitchell L., Elizabeth A. Armstrong and Richard Arum. "Sieve, Incubator, Temple, Hub: Empirical and Theoretical Advances in the Sociology of Higher Education." *Annual Review of Sociology* 34 (2008): 127-51.

Stewart, Abigail J. and Virginia Valian. *An Inclusive Academy: Achieving Diversity and Excellence*. Cambridge, MA: MIT Press, 2018.

Strickland, Joe and Allison Brckalorenz. *Teaching Professional Development (FSSE Psychometric Portfolio)*. Bloomington, IN: Indiana University, 2019.
<https://hdl.handle.net/2022/24485>

Stupnisky, Robert H., Nathan C. Hall, Lia M. Daniels and Emmanuel Mensah. "Testing a Model of Pre-Tenure Faculty Members' Teaching and Research Success: Motivation as a Mediator of Balance, Expectations, and Collegiality." *Journal of Higher Education* 88, no. 3(2017): 376-400.

Sugrue, Ciaran, Tomas Englund, Tone D. Solbrekke and Trine Fosslund. "Trends in the Practices of Educational Developers: Trajectories of Higher Education." *Studies in Higher Education* 43, no. 12 (2017): 2336-53.

Surak, Sarah and Alexander Pope. "Engaging the Educators: Facilitating Civic Engagement through Faculty Development." *Journal of Higher Education Outreach and Engagement* 20, no. 3(2016): 140-162.

Sutherland, Kathryn A. "Holistic Academic Development: Is it Time to Think More Broadly About the Academic Development Project?" *International Journal for Academic Development* 23, no. 4(2018): 261-273.

Tassoni, John Paul, ed. "CTLs in the Time of COVID: A Message from the Editor-in-Chief" (Special Issue). *Journal on Centers for Teaching and Learning*, 12(2021).

<https://openjournal.lib.miamioh.edu/index.php/jctl/article/view/215>

Taylor, Rebecca L., Kris Knorr, Michelle Ogrodnik and Peter Sinclair. "Seven Principles for Good Practice in Midterm Student Feedback." *International Journal for Academic Development* 25, no. 4(2020): 350-362.

Tierney, William G. "Organizational Culture in Higher Education: Defining the Essentials." *Journal of Higher Education* 59(1988): 2-21.

Tierney, William G. and Robert A. Rhoads. *Enhancing Promotion, Tenure, and Beyond: Faculty Socialization as a Cultural Process* (ASHE-ERIC Higher Education Report, No. 6). New York, NY: Jossey Bass, 1993.

Trigwell, Keith, Michael Prosser, and Fiona Waterhouse. "Relations Between Teachers' Approaches to Teaching and Students' Approaches to Learning." *Higher Education* 37(1999): 57-70.

US Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2020. <https://nces.ed.gov/ipeds/use-the-data>

University of Denver Office of Teaching and Learning. *Super Stipends for Assessment Fellows*. Denver, CO: University of Denver, 2020. <https://otl.du.edu/summer-stipends-for-assessment-fellows/>

University of Kansas Center for Teaching Excellence. Website accessed on February 19, 2021. <https://cte.ku.edu/>

University of Louisville Delphi Center for Teaching and Learning. *2019-20 Annual Report*. Louisville, Kentucky: University of Louisville, 2020. https://louisville.edu/delphi/-/files/annual_report/Delphi_Annual_Report_2019_2020.pdf

University of Tennessee-Chattanooga Grayson H. Walker Center for Teaching and Learning. *Annual Report (July 1, 2018 – June 30, 2019)*. Chattanooga, TN: University of Tennessee-Chattanooga, 2019. <https://www.utc.edu/sites/default/files/2020-08/2019-annual-report.pdf>

Von Hoene, Linda. “Graduate Student Teaching Certificates.” In *Studies in Graduate and Professional Student Development*. Edited by L.L.B. Border, 101-123. Stillwater, OK: New Forums Press, 2011.

Walker, Melanie. “Pedagogy for Rich Human Being-ness in Global Times.” In *Global Inequalities and Higher Education*. Edited by Elaine Unterhalter and Vincent Carpentier, 219-40. New York, NY: Palgrave MacMillan, 2009.

Walter, Emily M., Andrea L. Beach, Charles Henderson, Cody Williams and Ivan Ceballos-Madrigal. "Understanding Conditions for Teaching Innovation in Postsecondary Education: Development and Validation of the Survey of Climate for Instructional Improvement (SCII)." *International Journal of Technology in Education* 4, no. 2(2021): 166-199.
<https://doi.org/10.46328/ijte.46>

Welch, Marshall and Star Plaxton-Moore. "Faculty Development for Advancing Community Engagement in Higher Education: Current Trends and Future Directions." *Journal of Higher Education Outreach and Engagement* 21, no. 2(2017): 131-165.

Welch, Marshall and Star Plaxton-Moore. "Ready or Not? An International Study of Preparation of Educational Developers." *To Improve the Academy* 29(2018): 260-273.

Wenger, Etienne, Richard McDermott and William Snyder. *Cultivating Communities of Practice*. Boston, MA: Harvard Business School Press, 2002.

Wergin, Jon F. "Beyond Carrots and Sticks." *Liberal Education* 87, no. 1(2001): 59-53.

Weston, Cynthia, Jennie Ferris, and Adam Finkelstein. "Leading Change: An Organizational Development Role for Educational Developers." *International Journal of Teaching and Learning in Higher Education* 29, no. 2 (2017): 270-280.

Wheeler, Lindsay and Dorothe Bach. "Understanding the Impact of Educational Development Interventions on Classroom Instruction and Student Success." *International Journal for Academic Development* 26, no. 1(2020): 24-40. <https://doi.org/10.1080/1360144X.2020.1777555>

Wieman, Carl C. *Improving How Universities Teach Science: Lessons From the Science Education Initiative*. Cambridge, MA: Harvard University Press, 2017.

Wright, Mary C. *Always at Odds?: Creating Alignment Between Faculty and Administrative Values*. Albany, NY: SUNY Press, 2008.

Wright, Mary C. "Defining What Matters: Understanding the Impact of Educational Development." Presidential address at the annual meeting of the 42nd POD Network Conference, Montreal, Canada, October 25-28, 2017.

Wright, Mary C. "Measuring a Teaching Center's Effectiveness." In *Advancing the Culture of Teaching on Campus: How a Teaching Center Can Make a Difference*. Edited by Constance Cook and Matt Kaplan, 38-49. Sterling, VA: Stylus, 2011.

Wright, Mary C. "How Many Centers for Teaching and Learning are There?" *POD Network News*, 2019.

https://podnetwork.org/content/uploads/Wright_PNN_NoCTLs_Jan2019_update2pdf.pdf

Wright, Mary C., Cassandra Volpe Horii, Peter Felten, Mary Deane Sorcinelli, and Matt Kaplan. "Faculty Development Improves Teaching and Learning." *POD Speaks* 2(2018): 1–5.

Wright, Mary C., Constance E. Cook and Elizabeth Brady. *Using Grants to Enhance Student Learning* (CRLT Occasional Paper No. 13). East Lansing, MI: University of Michigan, 2000.
http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no13.pdf

Wright, Mary C., Cynthia J. Finelli and Deborah Meizlish. "Facilitating the Scholarship of Teaching and Learning at a Research University." *Change* 43, no. 2(2011): 50-56.

Wright, Mary C., Debra Lohe and Deandra Little. "The Role of a Center for Teaching and Learning in a De-centered Educational World." *Change* 50, no. 6(2018); 38-44.

Wright, Mary C., Debra Lohe, Molly Hatcher, Anna Flaming and Jennifer Frederick. "New Evaluation Guidelines to Examine Impact in Times of Change." Workshop presented at the POD Network Annual Conference, Portland, Oregon, November 2018.
https://podnetwork.org/pn_event/2018-pod-network-conference/

Wright, Mary C., Debra Lohe, Tershia Pinder-Grover and Leslie Ortquist-Ahrens. "The Four Rs: Guiding CTLs with Responsiveness, Relationships, Resources, and Research." *To Improve the Academy* 37, no. 2(2018): 271-286.

Wright, Mary C. and Emmajane Rhodenhiser. How did Center for Teaching and Learning (CTL) Programs Shift During the COVID-19 Pandemic? (YouTube Video). Pandemic Pedagogy Research Symposium, Duke University, 2021.

<https://www.youtube.com/watch?v=2TeANok6bL0>

Wright, Mary C., Molly Goldwasser, Wayne Jacobson and Christopher Dakes. "Assessment From an Educational Development Perspective." *To Improve the Academy* 36, no. 1(2017): 39-49. <http://dx.doi.org/10.3998/tia.17063888.0036.101>

Wright, Mary C., Nandini Assar, Edward L. Kain, Laura Kramer, Carla B. Howery, Kathleen McKinney, Becky Glass and Maxine Atkinson. "Greedy Institutions: The Importance of Institutional Context for Teaching in Higher Education." *Teaching Sociology* 32(2004): 144-159.

Wunsch, Marie A. "From Faculty Developer to Faculty Development Director: Shifting Perspectives and Strategies." *To Improve the Academy* 12, no. 1(1993).

<http://dx.doi.org/10.1002/j.2334-4822.1993.tb00251.x>

Yun, Jung H., Brian Baldi and Mary Deane Sorcinelli. "Mutual Mentoring for Early-Career and Underrepresented Faculty: Model, Research, and Practice." *Innovative Higher Education* 41, no. 5(2016): 441-451.

Zahorski, Kenneth. "Honoring Exemplary Teaching in the Liberal Arts Institutions." In *Honoring Exemplary Teaching*. Edited by Marilla D. Svinicki and Robert .J. Menges, 85-92. San Francisco: Jossey-Bass, 1999.

Zimmerman, Jonathan. *The Amateur Hour: A History of College Teaching in America*. Baltimore, MD: Johns Hopkins Press, 2021.