A Guide to Faculty Development, 2nd Edition
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Hardcover 978-0-470-40557-4 April 2010 $49.00

DESCRIPTION

Since the first edition of A Guide to Faculty Development was published in 2002, the dynamic field of educational and faculty development has undergone many changes. Prepared under the auspices of the Professional and Organizational Development Network in Higher Education (POD), this thoroughly revised, updated, and expanded edition offers a fundamental resource for faculty developers, as well as for faculty and administrators interested in promoting and sustaining faculty development within their institutions. This essential book offers an introduction to the topic, includes twenty-three chapters by leading experts in the field, and provides the most relevant information on a range of faculty development topics including establishing and sustaining a faculty development program; the key issues of assessment, diversity, and technology; and faculty development across institutional types, career stages, and organizations.

"This volume contains the gallant story of the emergence of a movement to sustain the vitality of college and university faculty in difficult times. This practical guide draws on the best minds shaping the field, the most productive experience, and elicits the imagination required to reenvision a dynamic future for learning societies in a global context."
— R. Eugene Rice, senior scholar, Association of American Colleges and Universities

"Across the country, people in higher education are thinking about how to prepare our graduates for a rapidly changing world while supporting our faculty colleagues who grew up in a very different world. Faculty members, academic administrators, and policymakers alike will learn a great deal from this volume about how to put together a successful faculty development program and create a supportive environment for learning in challenging times."
"This is the book on faculty development in higher education. Everyone involved in faculty development—including provosts, deans, department chairs, faculty, and teaching center staff—will learn from the extensive research and the practical wisdom in the Guide."

— Peter Felten, president, The POD Network (2010–2011), and director, Center for the Advancement of Teaching and Learning, Elon University

**ABOUT THE AUTHOR**

**Kay J. Gillespie** is professor emerita at Colorado State University and an independent higher education consultant. She has been involved in faculty development for more than thirty years. She served on The Professional and Organizational Development Network in Higher Education (POD) Core Committee, and was president of the organization in 1998-99. She was lead editor of the first edition of this title.

**Douglas L. Robertson** is dean of undergraduate education and professor of higher education at Florida International University. He has been involved in promoting innovation in U.S. higher education for more than thirty years and has over twenty years of administrative experience in undergraduate and graduate education. He is chair of The Professional and Organizational Development Network in Higher Education Publications Committee, as well as a member of the POD Core Committee. He has authored or coedited six books, including *Making Time, Making Change: Avoiding Overload in College Teaching* (New Forums Press, 2003) and *Self-Directed Growth* (Brunner-Routledge, 1988).

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