



HIGHER EDUCATION LEADERSHIP CEAL9400

New Orleans Baptist Theological Seminary
Christian Education Division

Jody Dean, Ph.D.
Assistant Professor for Christian Education
Senior Regional Associate Dean LA and
MS Extension Centers
Director for Mentoring Programs in
Christian Education
jdean@nobts.edu
Office: (504) 282-4455 ext.3349

Steve Lemke, Ph.D.
Professor of Philosophy and Ethics
Provost Emeritus
Vice President for Institutional Assessment
slemke@nobts.edu
Office: 504-816-8150

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Purpose of the Course

The purpose of this seminar is to provide quality theological education for students in the area of advanced research in the context of the Christian institution of higher education.

Core Value Focus

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2017-2018 academic year that Core Value is *Servant Leadership*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies: (Include only those competencies address in your course.)

1. *Theological and historical perspective:* The seminar will provide an apologetic for the foundational structure of Christian education as it has received its formation from Scriptural reference and applied historically to the modern day.

2. *Interpersonal Skills*: Understand how to build relationships with students and other colleagues in the context of the institution of higher education.
3. *Servant Leadership*: Determine how the institution of higher education can serve one another while still providing the appropriate leadership and community interaction in the venue of the institution.
4. *Spiritual and Character Formation*: As a leader or member of a consortium of Christian educators, discover how the individual can intentionally “grow up in all things into Him who is the head – Christ” (Eph. 4:15b, NKJV).

Course Description

Leadership principles, philosophies of Christian higher education, and trends in curriculum are investigated through research and lectures. The roles of the principals in the context of higher education are explored. Papers are presented and discussed, and several leadership theories are evaluated.

Student Learning Outcomes

By the end of this seminar, the student should be able to:

1. Provide a historical context for the modern institution of higher education
2. Identify and define the roles of the leadership of an institution of higher education
3. Discuss the context and content of curriculum found in an institution of Christian higher education.
4. Identify and evaluate issues relating to contextual issues as they relate to student and institutional organization, management, and control.

Required Readings

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Texts

The following text and resources are required reading for class discussions of assignment one and are to be read in their entirety prior to the first day of class.

- Bolman, Lee G. and Joan Gallos *Reframing Academic Leadership*. San Francisco: Jossey-Bass 2011.
- Dockery, David. *Faith and Learning: A Handbook for Christian Higher Education*. Nashville, TN: B & H Publishers, 2012.
- Glanszer, Perry L., Nathan F. Alleman, and Todd C. Ream. *Restoring the Soul of the University: Unifying Christian Higher Education in a Fragmented Age*. Downers Grove, IL: InterVarsity Press, 2017.
- Jung, Joanne J. *Character Formation in Online Education*. Grand Rapids, MI: Zondervan, 2015.
- Lancaster, James, Dian Waryold and Linda Timm. *Student Conduct Practice: The Complete Guide For Student Affairs Professionals (Reframing Campus Conflict / Student Conduct Practice)*. Sterling, VA: Stylus Publishing, 2008.
- Lawson, Michael S. *The Professors Puzzle: Teaching in Higher Education*. Nashville, TN: B & H Publishers, 2015.
- McCaffery, Peter. *The Higher Education Manager's Handbook: Effective Leadership and Management in Universities and Colleges*. 2nd ed. Routledge, 2010.
- Seeman, Howard. *Preventing Disruptive Behavior in Colleges*. Lanham, MD: Rowman and

Littlefield Publishers, 2010.

Optional Texts:

The resident will choose one of the following books to prepare a comprehensive book digest and oral report during the seminar. There will be no duplication of books chosen. Once the roll has been established by the ReDOC Office, an email will be sent by the professor asking for your choice of books.

- Barr, M. J., Desler, M. K., & Associates. *Handbook of Student Affairs Administrators* 2nd ed. San Francisco: Jossey-Bass, 2000.
- Brown, Christopher and Jason Lane. *Organization and Governance in Higher Education* 6th ed. Pearson's Leavey Solutions, 2010.
- Dayton, John. *Education Law: Principles, Policies and Practice*. CreateSpace Independent Publishing Platform an AMAZON Affiliate, 2012.
- Dockery, David and David Gushee. *The Future of Christian Higher Education*. Nashville, TN: Broadman and Holman, 1999.
- Dockery, David, and Greg Thornbury ed. *Shaping a Christian Wordview: The Foundations of Christian Higher Education*. Nashville, TN: Broadman and Holman, 2002.
- Hughes, Richard, and William Adrian. *Models for Christian Higher Education: Strategies for Survival and Success in the 21st Century*. Grand Rapids, MI: Eerdmans Publishing, 1997.
- Longman, Karen. *Thriving in Leadership: Strategies for Making a Difference in Christian Higher Education*. Abilene, TX: Abilene Christian University Press, 2012.
- Maurrasse, David J. *Beyond the Campus: How Colleges and Universities Form Partnerships with Their Communities*. New York: Routledge, 2001.
- Organization for Economic Cooperation and Development. *Educational Facilities and Risk Management: Natural Disasters*. Paris, France: Organization for Economic Cooperation and Development, 2004.
- Trump, Kenneth. *Proactive School Security and Emergency Preparedness Planning*. Thousand Oaks, CA: Sage Publishers, 2011.

If more than ten students enroll in the seminar, some then will be allowed to choose a book from the included expanded bibliography

Course Teaching Methodology

Units of Study:

Unit One: The role of the Christian Institution of higher education, its history, philosophy and contemporary context.

Unit Two: The role of leadership in the modern institution of Christian higher education.

Unit Three: Contemporary issues in Christian higher education leadership.

Teaching Method. The format of the seminar will be that of student report and discussion, expert panel discussion from institutions, and professor engagement.

Assignments and Evaluation Criteria

All students must register for this course on Blackboard and complete all pre-work required on the site. Directions for registering and submission of papers will be provided at the beginning of the semester. Submission of the following assignments will be via Blackboard.

Unit One: The role of the Christian Institution of higher education, its history, philosophy and contemporary context: 30 percent of the grade. SLO#1&2

The resident will be prepared to report findings from assigned texts for the Unit of Study.

Depending upon the number enrolled in the seminar, this will include both the required and optional texts. In particular, questions relating to the historical context of a system of advanced learning as well as the evolution of that construct to the modern institution will be explored. The resident should be capable of discerning philosophical changes that have occurred in the past two centuries in the modern Christian institution.

To complete this assignment, residents will be assigned books to “review” and create a two-to-three page book digest report to be submitted to their colleagues at least one week before the second on-campus meeting of the seminar. Books will be assigned once the seminar has been established by the REDOC Office through an on-line meeting of the seminar.

Unit Two: The role of leadership in the modern institution of Christian higher education: 35 percent of the grade SLO#2&3

- a. One increasingly crucial role among the leadership of an institution in Christian higher education is the process to maintain accreditation requirements as well as implement policies for successful compliance with the proper accrediting agencies for their institution. The resident should research an accreditation agency for an institution in Christian higher education and identify all the steps of assessment necessary for a college or seminary to maintain accreditation. Provide examples of rubrics to measure administrative, student services, and degree program assessment. (10 page brief not paper) 20 % of grade
- b. The content of the second on-campus session will involve a discussion of the various leadership positions that comprise the contemporary institution of Christian higher education. The resident should review texts assigned in Unit One for information that would lead them to be able to intelligently discuss the role of leadership from governance trustees through academic administration and the faculty. In order to assist the resident in discovery; three interviews will be conducted and reported to the rest of the seminar: (1) An Academic Administrator such as the President or Academic Vice President (Provost) of a college or university, (2) A Faculty Leader such as a Dean or Division Chairman of a college or university, and (3) A Tenured Faculty Member of a college or university. During these interviews questions will be asked by the resident that will ascertain the interviewee’s perceived role, challenges, successes, interaction with other leaders, etc. These interviews will be posted one week before the second on-campus meeting of the seminar. Residents will make presentations during the seminar and lead in discussions relating to their findings. 15% percent of grade

Unit Three: Contemporary Research in the Context of the Christian Higher Education Institution: 35 percent of the grade SLO#4

The resident will develop a 25-30 page research paper on a topic dealing with the Christian institution of higher education. The paper will include:

- a. A biblical rationale for leadership in general and as it relates to the particular area of study the student has chosen to research. Examples from Scripture should be used to demonstrate the principles.
- b. A complete discussion of the leadership management theory, principle, paradigm, or practice in relation to leadership within an institution of Higher Education.
- c. Specific examples of effective application for the context for which the paper addresses. The student will post their paper on line in BlackBoard one week prior to the on-campus seminar meeting. The seminar presentation of the research will be a creative presentation and not a recitation of the paper (the paper will already have been read) and should seek to involve the seminar participants in a meaningful dialogue and discussion. The presentation and discussion should not last longer than one hour and half.

Course Policies

Classroom Decorum

Participation is required for every course session due to the interactive learning format of the seminar. A positive attitude can only enhance the learning experience. Therefore, for the purposes of this class, a *positive attitude* and *participation* are defined as productive and interactive engagement with classroom presentations and classroom dialogues throughout a full course session. You cannot participate effectively if you are not focused on the subject matter while in the classroom. Consequently, the student is expected:

- To come to class with a constructive point of view, prepared to interact with the readings and resources on the course topic in discussion groups and classroom dialogues.
- To dress appropriately and in accordance with the NOBTS Student Handbook.
- To turn off cell phones and not to accept any phone calls and text messages during class.
- To use laptops appropriately during class.
- ***Please remember you are Doctoral students!***

Absences and Late Assignments

Absences are not permitted and late assignments will not be accepted. Assignments must be submitted in the timeframe given in the assignments above. No grades of Incomplete will be issued for this seminar.

Assignment Format

Unless otherwise specified in this syllabus, all papers will be produced in a digital format using the writing style of Turabian 6th edition. Papers will be created in accordance with the standards established in the Doctoral Program Handbook. Copies of all papers will be distributed to each member of the seminar via BlackBoard. A copy of any PowerPoint presentation, in hand-out format, will be provided to the professor before the presentation begins.

Course Schedule

First Week of Semester: Introduction Blue Jean meeting January 26th at 1:00 p.m. CST
(an online meeting to review syllabus and prepare for the 3 unit meetings)

Unit 1 February 23rd 1:00-9:00

Unit 2: April 13th 1:00-9:00

Unit 3 May 11th 1:00-9:00

Selected Expanded Bibliography

Published Works

- Altbach, P.G, and Patricia Gumport. *In Defense of American Higher Education*. Baltimore, MD: John Hopkins University Press, 2001.
- Anderson, L.W., & Krathwohl (Eds.). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman, 2001.
- Anthony, Michael and James Estep, Jr. *Management Essentials for Christian Ministry*. Nashville, TN: Broadman & Holman, 2005.
- Augsburger, David. *Caring Enough to Confront*. Scottsdale, PA: Herald Press, 1981.
- Balderston, Frederick E. *Managing Today's Universities*. San Francisco: Jossey-Bass, 1995.
- Banks, Robert, and Bernice M. Ledbetter, *Reviewing Leadership: A Christian Evaluation of Current Approaches*. Grand Rapids, MI: Baker Academics, 2004.
- Bass, Benard M. *Bass and Stogdill's Handbook of Leadership: Theory, Research, and Managerial Applications*. 3rd ed. New York: Free Press, 1990.
- Berkley, James D. *Leadership Handbook of Management and Administration*. Grand Rapids, MI: Baker Books, 2011.
- Bennett, Brian and Norman Deitch. *Preparing for OSHA's Voluntary Protection Programs*. Hoboken NJ: John Wiley and Sons, 2010.
- Bennis, Warren. *On Becoming a Leader*. Reading, PA: Addison-Wesley Publishing Company, Inc., 1989.
- Bess, J. L., and Associates. *Teaching alone, teaching together: Transforming the structure of teams for teaching*. San Francisco: Jossey-Bass, 2002.
- Bess, J. L., and Dee, J. R. *Understanding College and University Organization: Theories for effective policy and practice*. Sterling, VA: Stylus, 2008.
- Biehl, Bobb. *Master-Planning*. Nashville, TN: Broad & Holman Press, 1997.
- Bok, Derek. *Universities in the Market Place: The commercialization of higher education*. Princeton, NJ: Princeton University Press, 2003.
- Bolman, Lee G.and Joan Gallos *Reframing Academic Leadership*. San Francisco: Jossey-Bass 2011.
- Bloss, Julie L. *The Church Guide to Employment Law*. 2nd ed. Matthews, NC.: Christian Ministry Resources, 1999.
- Brown, Christopher and Jason Lane. *Organizaion and Governance in Higher Education* 6th ed. Pearsons Leavey Solutions, 2010.
- Bryson, John. *Strategic Planning for Public & Non-Profit Organizations* 3rd ed. San Francisco: Jossey-Bass 2004.
- Bullock, Jane, George Haddow And Damon Coppola. *Introduction to Homeland Security, Third Edition: Principles Of All-Hazards Risk Management*. Burlington MA: Butterworth Heinemann Publishers, 2008.
- Cobble, James and Richard Hammar. *Risk Management Handbook for Schools and Churches*. Carrol Stream: Your Church Resources of Christianity Today International, 2007.
- Cook, C. E. "Role of a teaching center in curricular reform". In D. Lieberman & C. Wehlburg (Eds.), *To Improve the Academy*, 19, 217-231. Bolton, MA: Anker Publishing, 2001.
- Daft, Richard L. *Leadership Theory and Practice*. Fort Worth, TX: Harcourt, 1999.

- Dayton, John. *Education Law: Principles, policies and practice*. CreateSpace Independent Publishing Platform an AMAZON Affiliate, 2012.
- Dockery, David. *Faith and Learning: A handbook for Christian higher education*. Nashville, TN: B & H Publishers, 2012.
- Dockery, David, and Greg Thornbury ed. *Shaping a Christian Wordview: The Foundations of Christian Higher Education*. Nashville, TN: Broadman and Holman, 2002.
- Drucker, Peter F. *Managing the Nonprofit Organization: Practices and Principles*. New York: Harper Collins Publishers, 2006.
- Finnegan, D. E., D. Webster, and Z. F. Gamson (Eds.), *Faculty and Faculty Issues in Colleges and Universities*. Needham Heights, MA: Simon & Schuster, 1996.
- Fortune, Marie. *Sexual Violence: The sin revisited*. Cleveland OH: Pilgrim Press, 2005.
- Gallos, J. V. (Ed.), *Organizational Development: A Jossey-Bass reader*. San Francisco: Jossey-Bass, 2006.
- Gallant, Brian. *The Facility Manager's Guide to Environmental Health and Safety*. Lanham MD: Scarecrow Press, 2007.
- Gardiner, L. F. *Redesigning Higher Education: Producing dramatic gains in student learning* (ASHE-ERIC Higher Education Report, Vol. 23:7.) George Washington University Graduate School of Education and Human Development, 1995.
- Giles, Timothy. *How to Develop and Implement a Security Master Plan*. Boca Raton, FL: Auerbach Publications, 2009.
- Gillespie, K. J. & Robertson, D., eds. *A Guide to Faculty Development (2nd Ed.)* San Francisco: Jossey-Bass, 2010.
- Goleman, Daniel. *Emotional Intelligence*. New York: Bantam Books, 1995.
- _____. *Social Intelligence: The Revolutionary New Science of Human Relationships*. New York: Bantam Dell, 2007.
- Guston, Joseph. *Disaster and Recovery Planning: A guide for facility managers*. Lilbum GA: Fairmont Press, 2004.
- Hammar, Richard R. *Essential Guide to Copyright Law*. Grand Rapids, MI: Christianity Today International, 2010.
- Hersey, Paul, Kenneth H. Blanchard, and Dewey E. Johnson. *Management of Organizational Behavior: Utilizing human resources*. 7th ed. Upper Saddle River, NJ: Prentice Hall, 1996.
- Hesselbein, Francis, and Marshall Goldsmith. *The Leader of the Future 2: Visions, Strategies, and Practices for the New Era*. San Francisco: Jossey-Bass, 2006.
- Huber, M. T. *Balancing acts: The scholarship of teaching and learning in academic careers*. Chapters 6 and 7 (pp. 119-165). Washington, D.C.: American Association for Higher Education and The Carnegie Foundation for the Advancement of Higher Education, 2004.
- Hughes, Richard, and William B Adrian. *Models for Christian Higher Education: Strategies for survival and success in the 21st century*. Grand Rapids: Eerdmans Publishing, 1997.
- Johnson, Yves. *There is No Gray in Moral Failure: A practical guide in preventing sexual and financial misconduct*. Fort Washington MD: John 316 Publishing, 2012.
- Joint Commission on Accreditation of Health Care Organizations. *Environment of Care Risk Assessment*. Oakbrook Terrace, IL: Joint Commission on Accreditation of Health Care Organizations, 2008.

- Kerr, Kim. *Workplace Violence: Planning for prevention and response*. Burlington MA: Butterworth – Heinemann, 2010.
- Komives, S and D. Woodard (Eds.) *Student Services: A handbook for the profession* (4th ed.). San Francisco: Jossey-Bass, 2003.
- Lancaster, James, Dian Waryold and Linda Timm. *Student Conduct Practice: The Complete Guide For Student Affairs Professionals (Reframing Campus Conflict / Student Conduct Practice)*. Sterling, VA: Stylus Publishing, 2008.
- Lawler, P. A., & King, K. P. *Planning for effective faculty development: Using adult learning strategies*. Malabar, FL: Krieger, 2000.
- Leas, Speed. *Discover Your Conflict Management Style*. Herndon VA: Alban Institute, 1984.
- Levitt, Alan. *Disaster Planning and Recovery: A guide for facility managers*. New York: John Wiley and Sons, 1997.
- Longman, Karen. *Thriving in Leadership: Strategies for Making a Difference in Christian Higher Education*. Abilene, TX: Abilene Christian University Press, 2012.
- Malphurs, Aubrey. *Advanced Strategic Planning*. Grand Rapids, MI: Baker Books, 2005.
- Maurrasse, David J. *Beyond the Campus: How colleges and universities form partnerships with their communities*. New York: Routledge, 2001.
- McCaffery, Peter. *The Higher Education Manager's Handbook: Effective leadership and management in Universities and Colleges*. 2nd ed. Routledge, 2010.
- Meyers, Kenneth. *Manager's Guide To Contingency Planning For Disasters: Protecting Vital Facilities and Critical Operations*. New York: John Willey, 1999.
- Mulchay, Rita. *Risk Management Tricks of the Trade for Project Managers*. Champaign IL: Human Kinetics Publishers, 2012.
- Ouellett, M.L., (Ed.). *Teaching inclusively: Resources for course, department & institutional change in higher education*. Portland, OR: Book News, Inc. 2005.
- Oliver, Barbara. *Managing Facility Risks: 10 Steps to safety*. Leesburg VA: Nonprofit Risk Management Center, 2004.
- Organization for Economic Cooperation and Development. *Educational Facilities and Risk Management: Natural Disasters*. Paris France: Organization for Economic Cooperation and Development, 2004.
- Pescosolido, B. A. and R. Aminzade (Eds.). *The Social Worlds of Higher Education*. Thousand Oaks, CA: Pine Forge Press, 1999.
- Philpot, Don and Shuki Einstein. *The Integrated Security Handbook*, 2nd Edition. Longboat Key FL: Government Training Inc., 2011.
- Sanders, Mavis and Will Jordan. *Schooling Students Placed at Risk*. Mahwah, NJ: Erlbaum Assoc Publishers, 2000.
- Schuster, J. H., & Finkelstein, M. J. *The American Faculty: The restructuring of academic work and careers*. Baltimore, MD: Johns Hopkins University Press, 2006.
- Seeman, Howard. *Preventing Disruptive Behavior in Colleges*. Lanham MD: Rowman and Littlefield Publishers, 2010.
- Senge, P. *The Fifth Discipline: The Art and Practice of the Learning Organization* (Revised Ed.) New York: Broadway Business, 2006.
- Sorcinelli, M. D., A. Austin, P. Eddy, and A. Beach, A. *Creating the Future of Faculty Development: Learning from the Past, Understanding the Present*. Bolton MA: Anker Publishing Company, 2006.

- Spengler, John, Dan Cottohaughton, and Andrew Pittman. *Risk Management in Sport and Recreation*. Champaign IL: Human Kinetics Publishers, 2006.
- Trump, Kenneth. *Proactive School Security and Emergency Preparedness Planning*. Thousand Oaks, CA: Sage Publishers, 2011.
- _____. *Practical School Security*. Thousand Oaks CA: Corwin Publishers. 1997.
- Tucker, Gene and James Broder. *Risk Analysis and Security Survey* 3rd ed. Burlington MA: Butterworth – Heinemann, 2006.
- Reida, George. *Principles of Risk Management and Insurance*. Boston: Addison and Wesley, 2007.
- Vellani, Karem. *Strategic Risk Management: A risk assessment guide for decision makers*. Burlington, MA: Butterworth – Heinemann, 2007.
- Wenger, E., r. McDermott, and W.M. Snyder. *Cultivating Communities of Practice: A guide to managing knowledge*. Cambridge, MA: Harvard Business School Press, 2002.
- Winston, R. B., D. G. Creamer, and T. K. Miller (Eds.). *The Professional Student Affairs Administrator: Educator, leader, and manager*. Philadelphia: Accelerated Development, 2001.

Unpublished work:

- Altman, H. B. (2004). A baker's dozen: Dirty lessons I have learned in an academic career. *Change*, 36(4), 50-53.
- Atkins, S. S., Brinko, K. T., Butts, J. A., Claxton, C. S., & Hubbard, G. T. (2001). Faculty quality of life. In D. Lieberman & C. Wehlburg (Eds.), *To Improve the Academy*, 19, 323-345.
- Austin, A. E. (2002). Preparing the next generation of faculty: Graduate school as socialization to the academic career. *The Journal of Higher Education*, 73 (1), 94-122.
- Austin, A. E. (2002). Creating a bridge to the future: Preparing new faculty to face changing expectations in shifting context. *The Review of Higher Education*, 26(2), 119-144.
- Bach, D. J., Barnett, M. A., Fuentes, J. D., & Frey, S. C. (2006). Promoting intellectual community and professional growth for a diverse faculty. In S. Chadwick-Blossey & D. R. Robertson (Eds.), *To Improve the Academy*, 24, 166-182.
- Baldwin, R. G., Lunceford, C. J., & Vanderlinden, K. E., (2005). Faculty in the middle years: Illuminating an overlooked phase of academic life. *Review of Higher Education*, 29(1), 97-118.
- Benjamin, E. (2002). How over-reliance on contingent appointments diminishes faculty involvement in student learning. *Peer Review*, 5(1), 4-10.
- Bergquist, W.H., & Phillips, S.R. (Mar. - Apr. 1975). Components of an Effective Faculty Development Program. *Journal of Higher Education*, 46 (2), 177-211.
- Brinko, K. T. (1993). The practice of giving feedback to improve teaching: What is effective? *Journal of Higher Education*, 64(5), 574-593.
- Camblin, L.D. & Steger, J.A. (2000). Rethinking faculty development. *Higher Education*, 39(1), 1-18.
- Carpenter, D. S. (2001). Student affairs scholarship (re?)considered: Toward a scholarship of practice. *Journal of College Student Development*. 42(4), 301-18.
- Carpenter, D. S., Torres, V., & Winston, R. L. (2001). Staffing the student affairs division: Theory, practice, and issues. *College Student Affairs Journal*, 21(1), 2-6.

- Carpenter, S., & Stimpson, M. T. (2007). Professionalism, scholarly practice, and professional development in student affairs. *NASPA Journal*, 44(2), 265-284.
- Chism, N. (2004). Using a framework to engage faculty in instructional technologies. *EDUCAUSE Quarterly*, 27(2), 39-45.
- Clarke, H. M., & Bishop, P. E. (2006). Faculty competency by design: A model for institutional transformation. In S. Chadwick-Blossey & D. R. Robertson (Eds.), *To Improve the Academy*, 24, 291-311.
- Crews, T.B., Miller, J.L., & Brown, C.M., (2009). Assessing faculty's technology needs. *EDUCAUSE REVIEW*, 32(4).
- Diamond, R. M. (2005). The institutional change agency: The expanding role of academic support centers. In S. Chadwick-Blossey & D. R. Robertson (Eds.), *To Improve the Academy*, 23, 24-37.
- Diaz, V., Garrett, P. B., Kinley, E.R., Moore, J. F., Schwartz, C. M., & Kohrman, P., (2009). Faculty development for the 21st century. *EDUCAUSE REVIEW*, 44(3), 46-55.
- Dawkins, P. W., Beach, A. L., & Rozman, S. (2006). Perceptions of faculty developers about the present and future of faculty development at historically black colleges and universities. In S. Chadwick-Blossey & D. R. Robertson (Eds.), *To Improve the Academy*, 24, 104-120.
- Felten, P., Kalish, A., Pingree, A., & Plank, K. M. (2007). Toward a scholarship of teaching and learning in educational development. In Robertson, D. R., & Nilson, L. B. (Eds.), *To Improve the Academy*, 25, 93-108.
- Frantz, A. C., Beebe, S. A., Horvath, V. S., Canales, J., & Swee, D. E. (2005). The roles of teaching and learning centers. In S. Chadwick-Blossey & D. R. Robertson (Eds.), *To Improve the Academy*, 23, 72-90.
- Hodges, L. C. (2006). Preparing faculty for pedagogical change: Helping faculty deal with fear. In S. Chadwick-Blossey & D. R. Robertson (Eds.), *To Improve the Academy*, 24, 121-134.
- Janosik, S. M., Carpenter, D. S., & Creamer, D. G. (2006). Intentional professional development. *NASPA Journal*, 43(4), 127-146.
- Kecskes, K. J., Gelman, S. B., & Spring, A. (2006). Creating engaged departments: A program for organizational and faculty development. In S. Chadwick-Blossey & D. R. Robertson (Eds.), *To Improve the Academy*, 24, 147-165.
- Latta, G. F. (2009). Maturation of organizational development in higher education: Using cultural analysis to facilitate change. In L. B. Nilson & J. E. Miller (Eds.), *To Improve the Academy*, 27, 32-71
- Meyer, K. A. (1998). *Faculty workload studies: Perspectives, needs, and future directions* (ASHE-ERIC Higher Education Report, Vol. 26:1(pp. 39-52). Washington, D.C.: The George Washington University Graduate School of Education and Human Development.
- Mullinix, B. B. (2006). Building it for them: Faculty-centered program development and management. In S. Chadwick-Blossey & D. R. Robertson (Eds.) *To Improve the Academy*, 24, 183-200.
- North, J. (1995). 'Read my lips': The academic administrator's role in the campus focus on teaching. *AAHE Bulletin*, 48(2), 3-6.
- Northedge, A. (2003). Enabling participation in academic discourse. *Teaching in Higher Education*, 8(2).

- Paulson, J. E. (2002). Reconfiguring faculty roles for virtual settings. *The Journal of Higher Education*, 73(1), 123-140.
- Plater, W. M. (1995). Future work: Faculty time in the 21st Century. *Change*, 27 (3), 22-33.
- Robertson, D. R. (2000). Professors in space and time : Four utilities of a new metaphor and developmental model for professors-as-teachers. *Journal on Excellence in College Teaching*, 11(1), 117-132.
- Robinson, C.F. and Kakela, P.J. (2006, Winter). Creating a space to learn: A classroom of fun, interaction, and trust. *College Teaching*, 54(1) 202-206.
- Scott, G. (2003). Effective change management in higher education. *EDUCAUSE Review*, 38(6), 64-78.
- Seldin, P. (2006). Tailoring faculty development programs to faculty career stages. . In S. Chadwick-Blossey & D. R. Robertson (Eds.), *To Improve the Academy*, 24, 137-146.
- Shea, T. P., Sherer, P. D., & Kristensen, E.W. (2002). Harnessing the potential of online faculty development: Challenges and opportunities. In D. Lieberman & C. Wehlburg (Eds.), *To Improve the Academy*, 20, 162-182.
- Tiberius, R. (2002). A brief history of educational development: Implications for teachers and developers. In D. Lieberman and C. Wehlburg, (Eds.), *To Improve the Academy*, 20. 20-37.
- Tierney, W. G. (March/April, 2004). Academic freedom and tenure: Between fiction and reality. *Journal of Higher Education*, 75(2), 161-177.

Websites:

- Johnston, R. (2008). Continuous process improvement in higher education. In Society for College and University Planning (Ed.) *New directions in planning*. Retrieved on December 27, 2009 from <http://www.scup.org/blog/scuplinks/2008/12/continuous-process-improvement-in.html>
- Kirkpatrick, S. A. (2008). Leading planning and change. In Society for College and University Planning (Ed.), *New directions in planning*. Retrieved on December 27, 2009 from <http://www.scup.org/blog/scuplinks/2008/12/new-directions-leading-planning-and.html>
- University Risk Management and Insurance Association* Bloomington IL
(www.urmia.org/urmia.cfm)
- Risk Management and Environmental Health and Safety* Fullerton CA
(riskmanagement.fullerton.edu)
- Wikipedia, "Book Recommendations on College Teaching." <https://sites.google.com/site/podnetwork/Home/topics-for-discussion/book-recommendations-on-college-teaching>
- Wikipedia, "Small College Faculty Development Bibliography." <https://sites.google.com/site/podnetwork/Home/topics-for-discussion/small-college-faculty-development-bibliography>
- Wikipedia, "Teaching/Learning Community Reading List." <https://sites.google.com/site/podnetwork/Home/topics-for-discussion/teaching-learning-community-reading-list>