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Section III:

Organizational Development

This section, in which the authors discuss institutional programs or approaches to teaching change, has three parts. The first area, focused on campus environment and culture, includes Wright's discussion of moving toward a system which rewards teaching, and Dove's and Wills' arguments for transforming faculty into an "agile" workforce. In the second area, funding, Everley and Smith provide information on an essential and often overlooked aspect: how to continue programs begun on soft money. And, finally, there are four articles focused on programs which have been able to change their campus teaching cultures. Lieberman and Reuter detail their technology-pedagogies institutes and the effects on faculty who participate in them. Harper reports on the results of creating a community of conversation among teacher-scholars. Sweidel discusses the effects of a project that included peer observation, student interviews, and collegial discussion. Cox reports result from a multi-year project that used a department-based approach to creating teaching portfolios.