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Faculty Development Scholarship: An Analysis of to Improve the Academy, 1982-2011

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FACULTY DEVELOPMENT SCHOLARSHIP

AN ANALYSIS OF *TO IMPROVE THE ACADEMY*, 1982–2011

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As To Improve the Academy *enters its thirty-second year, this chapter offers a retrospective to honor the history of the field through a timely analysis of the content published in TIA and editorial and authorship trends over the previous three decades. Frequency distributions identify the most published authors, their institutional affiliations, the most written about topics, and patterns of collaborative authorship in volumes 1 (1982) through 30 (2011), and findings from a citation analysis of ten years of TIA (volumes 21–30), highlight trends in resources cited and types of resources.*

The volumes of *To Improve the Academy* (*TIA*) have been an important set of resources to introduce us to the fields of professional, faculty, and organizational development. With fewer than ten years of faculty development experience between us, we find ourselves frequently looking to *TIA* to inform us about best practices with program

development, assessment, classroom practice, and the scholarship of teaching and learning, among other topics, as we establish ourselves as professionals within the field (both of us work in teaching centers—one as a director and the other as an associate director). Robert Boice (2000) advises new faculty to "learn about academic culture early, patiently" (p. 211). As junior scholars in faculty development, we have found *TIA* to be a foundational tool generally, and especially for those early in their faculty development careers. On reflection, we realized that an analysis of *TIA* volumes, similar to those conducted in other fields (see Blancher, Buboltz, & Soper, 2010; Pelsma & Cesari, 1989; Tight, 2009; Williams & Buboltz, 1999), would help us to explore our profession even further.

This retrospective also honors the history of the field, for it is through looking back and reflecting on the past that we can look ahead, begin a dialogue, and explore together the future directions for scholarship in *TIA*. If *TIA* is to expand beyond what appears to be its current purpose as a repository for chapters by practitioners in the field of faculty development, and particularly POD members, then now is a time to begin to explore how it compares with other publications in the field, the contributors it attracts, and the most frequent topics published in it. This chapter is not an exhaustive analysis of the past thirty years of *TIA* (due to time and resource constraints, this was not a possibility), but we do offer a jumping-off point for further conversations and analysis of one of our field's primary publications, certainly a standard reference for both of us.

Our research questions and analysis were primarily designed to help us discover *TIA* trends. Some topics seem to appear more than others in *TIA*, and certain authors are frequent contributors, but what is the actual breakdown of themes, editor and author demographics, and citation sources for this publication that is now thirty years old? Other questions guided our analysis as well:

- What trends can we identify in editorship and authorship in *TIA*?
- What is the publication frequency of individual authors in *TIA*?
- How diverse is the author base?
- What resources are authors citing in *TIA* chapters?
- What seem to be the trusted sources of information in terms of both medium and particular titles?
- What are the most popular topics that are published in *TIA*? Does the popularity of certain topics change over time?

This analysis seeks to answer some of these questions. We present these data to two main audiences: members of POD who have previously

published in *TIA* or plan to publish in it in the future and the leadership of the POD organization, who may find the results helpful in shaping of the role of *TIA* within POD in the future.

We first explore the editorship of the journal to learn more about editors and associate editor characteristics over time. Second, we use frequency distributions to identify the most published authors and their institutional affiliations, the most written-about topics, and patterns of collaboration across institutions in volumes 1 (1982) through 30 (2011). Third, we discuss the findings from a citation analysis of ten years of *TIA* (volumes 21–30), noting the most frequently cited resources, as well as trends concerning the types of resources being cited. At the conclusion of the chapter, we explore what some of these trends may mean for current and future scholars of faculty development.

Three Decades of *TIA*, 1982–2011

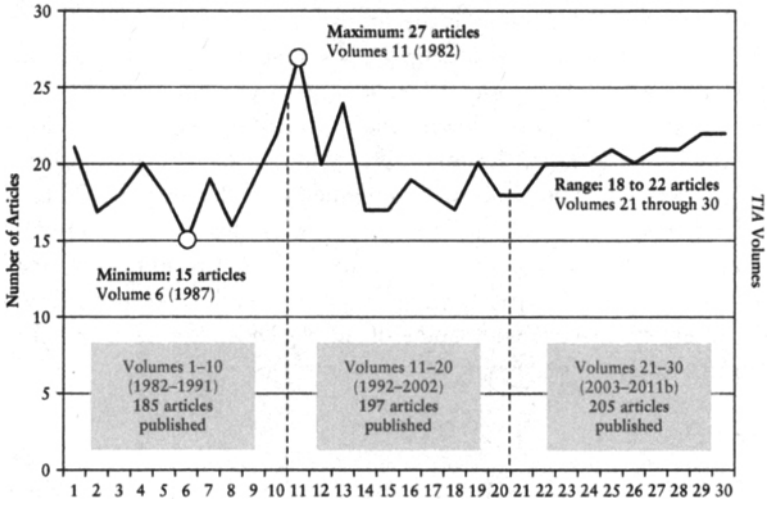
For the editor, author, section, and topic coding analysis of this chapter, we include thirty volumes (see table 10.1), which amount to 587 chapters,

Table 10.1 *TIA* by Volume and Year of Publication

Volumes 1–10 (1982–1991)		Volumes 11–20 (1992–2002)		Volumes 21–30 (2003–2011b)	
Volume	**Year**	**Volume**	**Year**	**Volume**	**Year**
Volume 1	1982	Volume 11	1992	Volume 21	2003
Volume 2	1983	Volume 12	1993	Volume 22	2004
Volume 3	1984	Volume 13	1994	Volume 23	2005
Volume 4	1985	Volume 14	1995	Volume 24	2006
Volume 5	1986	Volume 15	1996	Volume 25	2007
Volume 6	1987	Volume 16	1997	Volume 26	2008
Volume 7	1988	Volume 17	1998	Volume 27	2009
Volume 8	1989	Volume 18	2000	Volume 28	2010
Volume 9	1990	Volume 19	2001	Volume 29	2011a
Volume 10	1991	Volume 20	2002	Volume 30	2011b

Note: The publication years conflict in the print volumes versus online citations of *TIA*. Hoag Holmgren, executive director of the Professional and Organizational Development Network, clarified the correct dates for each volume through e-mail correspondence. There are two 2011 publications because Jossey-Bass, the publisher, changed the publication conventions with volume 30. Traditionally *TIA* was published in October for the POD Network Conference but carried the next year's date. Starting with volume 30, the listed publication date is the same as the actual publication date. Thus, both volumes 29 and 30 have a 2011 publication date.

Figure 10.1 Number of Chapters per TIA Volume, 1982–2011b



48 unique editors and associate editors, and 808 unique authors. For the citation analysis, we focus on ten volumes (21–30) and analyze 4,485 citations from 205 chapters.

Between 1982 and 2011b, 587 chapters have been published in *TIA*. The number of chapters published has increased over this three-decade period from 185 published between 1982 and 1991 to 205 published between 2003 and 2011b (see figure 10.1).

Also worth noting is the publication's audience. During its first decade (1982–1991), *TIA* provided "resources for student, faculty, & institutional development," and from 1992 onward, it shifted focus to providing "resources for faculty, instructional, and organizational development."

Methods

To facilitate our analysis, an Access database was created, and all 587 chapters published in volumes 1 through 30 were entered into a table (fields included volume, year of publication, authors, author affiliation, author gender, chapter title, and TIA section title). Baseline data were generated from this initial table (including totals, averages, and frequencies).

For the topic analysis conducted on all chapter published in *TIA* (1982–2011b), all 587 chapter titles were entered into an Excel spreadsheet. In order to analyze the chapter topics, a coding scheme was developed based on the topic designations that were offered for the POD

2012 conference: adjunct professional development; administration; assessment; diversity; faculty professional development; graduate student professional development; organizational development; POD professional development; programs; research; retention; the scholarship of teaching and learning; start-up; sustainability; teaching and learning; and technology (see table 10.2 for descriptions of each topic). We added two

Table 10.2 Topic Coding Categories for Chapters, 1982–2011b

Topic	Description
Adjunct professional development	Practices, processes, theories, techniques, programs pertaining specifically to adjunct or part-time faculty development
Administration	Budgeting, funding, management, planning, performance appraisal, staff and faculty recruitment and retention, and other issues concerning the administration of a center or other unit
Assessment	Measuring the effectiveness of an aspect of practice or outcomes in order to improve (designate other topics to indicate the subject of assessment—e.g., teaching and learning, programs, faculty professional development)
Diversity	Addressing underrepresented or minority populations on campus, in the classroom, in administration
Ethics[a]	Discussions of the ethics of faculty development and teaching and learning practices, processes, theories, and techniques
Faculty professional development	Practices, processes, theories, techniques, programs pertaining to faculty development
Graduate student professional development	Practices, processes, theories, techniques, programs pertaining specifically to graduate and professional student development
Higher education[a]	Faculty development in the larger framework of higher education; teaching and learning issues in higher education
Organizational development	Practices, processes, theories, or techniques related to the systemic development of institutions and organizations
POD professional development	Practices, processes, theories, techniques, programs pertaining to the development of those in the professions represented by POD (e.g., center staff, technologists)

(*Continued*)

Table 10.2. *Continued*

Topic	Description
Programs	Organization, implementation, practices, theories, techniques related to programs and services (in centers and other units)
Research	Systematic, generalizable investigations into clearly defined questions, employing accepted methods for data collection and analysis
Retention	Practices, processes, theories, techniques related to retaining students and improving graduation rates
Scholarship of teaching and learning	Practice of, results of, and programs supporting the scholarship of teaching and learning
Start-up	Practices, processes, organizational ideas related to establishment and growth of centers, programs, or other projects
Sustainability	Incorporating principles of environmental and programmatic sustainability into educational development work
Teaching and learning	Practices, processes, theories, techniques related to classroom and other teaching and learning
Technology	Explorations of current and new technologies that can support teaching, program, or organizational development

[a]Topic coding categories added to the POD categories.

categories based on a brief review of the chapter: ethics, which we describe as discussions of the ethics of faculty development and teaching and learning practices, processes, theories, and techniques; and higher education, which we describe as faculty development in a larger framework of higher education or teaching and learning issues in higher education. We coded each chapter independently, with up to three categories chosen to represent the topics covered. When titles were insufficient to locate topics—for example, titles such as "Silk Purses" (1985) and "Do You See What I See?" (1994)—we looked to chapter abstracts to assist in categorizing each piece.

Given time and resource constraints, citation analysis was conducted on only one decade of *TIA* publications (2003–2011b); all 4,485 citations from the 205 chapters published in volumes 21 through 30 were entered into a separate table in Access. In order to analyze the citations, a coding scheme was developed to categorize the different citation sources and formats; the main categories are books, journals, monograph series, web

materials, and other (e.g., conference papers, reports, magazines, newsletters, conference proceedings). We recognize that these categories are subjective; however, we cross-checked the citation source with publisher and library databases in order to verify categorizing conventions and the actual terms used when referring to published materials (e.g., *TIA* is categorized as a book, not a journal; *New Directions in Teaching and Learning* is categorized as a monograph series).

Results

Editorship, 1982–2011

In thirty years of publication, *TIA* has had thirty-three editors and forty-eight combined editors and associate editors. The current editorial structure of one editor and one associate editor was established in 1995 with volume 14. Before this structure, *TIA* would have as many as two editors and six associate editors for one volume.

Overall the number of total editors and associate editors has decreased over the years. Between 1995 and 1997, the associate editor served a one-year term as associate and subsequently one year as editor of *TIA*. Since 1998, individuals serve four-year terms: each associate editor serves a two-year associate editor term prior to a two-year term as editor. Early volumes of *TIA* also included "invited reviewers" who were listed in the editorial matter along with editors and associated editors (invited reviewers were not included in the data analysis of editors and associate editors).

LOCATION AND PROFESSIONAL ROLE The forty-eight unique *TIA* editors and associate editors over the course of the past three decades have been affiliated with forty-seven institutions; forty-five of those institutions are located in twenty-three states in the United States (the largest regions represented were the Midwest, with fourteen institutions represented, and the South, with twelve institutions represented), and two institutions located in Canada. Since 2002, editors and associate editors of *TIA* have held administrative or faculty positions, and several have also served within the POD organization on the Core Committee or as POD president.

GENDER An analysis of the gender of editors and associate editors in *TIA* over the past three decades illustrates that the leadership of women has remained steady at over two-thirds representation since *TIA*'s original publication in 1982 (table 10.3). Women have predominated as editors and associate editors of TIA over three decades. Of the thirty-three editors

Table 10.3 Gender of Editors and Associate Editors by Decade

	Volumes 1–10 (1982–1991) (n = 28)		Volumes 11–20 (1992–2002) (n = 22)		Volumes 21–30 (2003–2011b) (n = 6)	
	Number	Percent	Number	Percent	Number	Percent
Women	17	61%	16	73%	4	67%
Men	11	39%	6	27%	2	33%

of *TIA* over three decades, 70 percent were women and 30 percent were men. Similarly, of the sixteen associate editors of *TIA* over three decades, 62.5 percent were women and 37.5 percent were men.

Contributors, 1982–2011

Of the 587 chapters published between 1982 and 2011b, there were 808 unique authors, 57.2 percent of whom were unique first-listed authors. The number of authors published in *TIA* has increased over time, from 175 in the first decade (1982–1991), to 277 in the second (1992–2002), and 356 in the most recent decade (2003–2011b).

GENDER We analyzed the gender of authors in *TIA* both overall and by looking at only first authors and found a steady growth in the inclusion of women. Since its original publication, *TIA* has gone from an overall women authorship of 43.8 percent from 1982 to 1991 to 63.3 percent in the most recent decade (2003–2011b). The numbers of female first authors mirror this growth with 45.4 percent (1982–1991) and 68.3 percent (2003–2011b).

COLLABORATIVE AUTHORSHIP While a slight majority of chapters in *TIA* have had one author (51.4 percent), dual authorship is also prominent, with 29.8 percent of chapters authored by two individuals (see table 10.4). Collaborative authorship has also increased over time. Of the 185 chapters published between 1982 and 1991, 36.2 percent were authored by two or more individuals. In the volumes spanning 1992 to 2002, 48.7 percent of the 197 published chapters were authored by two or more individuals. In the most recent decade, 59.5 percent of the 205 chapters published were authored by two or more individuals. Single authorship has also decreased from approximately 64 percent in the decade 1982 to 1991 to approximately 40 percent in the most recent decade. Authorship of five to eight authors emerged in the 1990s and continues through the present day.

Table 10.4 Singular and Collaborative Authorship by Chapters Published across Three Decades of TIA

	Volumes 1–10 (1982–1991) (n = 185)		Volumes 11–20 (1992–2002) (n = 197)		Volumes 21–30 (2003–2011b) (n = 205)		Total (n = 587)	
	Number of Chapters	Percent	Number of Chapters	Percent	Number of Chapters	Percent	Number of Chapters	Percent
One author	118	63.8	101	51.3	83	40.5	302	51.4
Two authors	54	29.2	61	31	60	29.3	175	29.8
Three authors	11	5.8	23	11.7	38	18.5	72	12.3
Four authors	2	1.1	7	3.6	13	6.3	22	3.7
Five authors	-	-	3	1.5	7	3.4	10	1.7
Six authors	-	-	1	0.5	2	1	3	0.5
Seven or more authors	-	-	1	0.5	2	1	3	0.5

FREQUENCY OF PUBLICATION BY AUTHORS In the early years of *TIA* in particular, it was common for authors to publish multiple pieces in the journal over a period of years. For example, in the first decade of *TIA*'s publication, about 31 percent (54 of 175) of the authors published in *TIA* had two or more chapters published in that decade. Between 1992 and 2002, 14.8 percent (41 of 277) authored multiple chapters, and between 2003 and 2011b, 12.4 percent (44 of 356) did so.

With the number of unique authors included in *TIA* at 175 in the first decade, to 277 in the second, and 356 in the most recent decade, the likelihood of authors publishing multiple chapters in *TIA* decreased by about 10 percent (see table 10.5). As the field of faculty development grew to include more practitioners, the proliferation of journals on teaching and learning in those decades may have offered more publication outlets on issues relevant to faculty development.

CROSS-INSTITUTIONAL AFFILIATIONS Similar to the increase in collaborative authorship in *TIA*, the number of cross-institutional affiliations for coauthored chapters has also grown over time, doubling between the first and last decades of publication. Although chapters written by authors from one institution still remain the most prevalent, at 66.7 percent of all *TIA* chapters published in the thirty years reviewed, it has become more common to see collaboratively written chapters with between two and five institutional affiliations (see table 10.6). Of the chapters published between 1982 and 1991, 27.9 percent were the result of cross-institutional collaborations. This number rose to 35.4 percent in the volumes published between 1992 and 2002. Contributions that brought together three or more institutional affiliations rose from 4.9 percent between 1982 and 1991 to 11.5 percent between 2003 and 2011b.

INTERNATIONAL AFFILIATIONS Over the three decades, thirty-five chapters published in *TIA* were written by one or more authors with international affiliations. These authors were affiliated with the following countries: Australia (three authors); Canada (twenty-five authors); Great Britain, including England and Scotland (four authors); Germany (three authors); Israel (three authors); and Thailand (three authors). From 1983 through 1991, ten internationally affiliated authors published in *TIA*, fifteen such authors did so between 1992 and 2002, and an additional ten internationally affiliated authors did so between 2003 and 2011b.

SELF-CITATION OF AUTHORS IN *TIA* Of the 587 chapters published in *TIA*, 255 (43.4 percent) included author self-citations (see table 10.7).

Table 10.5 Authorship or Coauthorship of Two or More Publications in *TIA*, 1982–2011b

	Volumes 1–10 (1982–1991) (n = 54)		Volumes 11–20 (1992–2002) (n = 41)		Volumes 21–30 (2003–2011b) (n = 44)		Total (n = 139)	
	Number of Authors	Percent	Number of Authors	Percent	Number of Authors	Percent	Number	Percent
Two chapters	34	63	23	56.1	25	56.8	82	59
Three chapters	9	16.7	10	24.4	9	20.5	28	20.1
Four chapters	7	13	6	14.6	8	18.2	21	15.1
Five chapters	3	5.6	1	2.4	2	4.5	6	4.3
Six chapters	0	0	1	2.4	0	0	1	0.7
Seven or more chapters	1	1.9	0	0	0	0	1	0.7

Table 10.6 Number of Institutional Affiliations for Coauthored Chapters, 1982–2011

	Volumes 1–10 (1982–1991) (n = 61)[a]		Volumes 11–20 (1992–2002) (n = 96)		Volumes 21–30 (2003–2011b) (n = 122)		Total (n = 279)	
Number of Institutions	Number of Chapters	Percent	Number of Chapters	Percent	Number of Chapters	Percent	Number of Chapters	Percent
1	44	72.1	62	64.6	80	65.6	186	66.7
2	14	23	27	28.1	28	23	69	24.7
3	2	3.3	4	4.2	9	7.4	15	5.2
4	1	1.6	3	3.1	3	2.5	7	2.5
5	0	0	0	0	2	1.6	2	0.7

[a]Excludes data for 1982 (affiliations not available).

Table 10.7 *TIA* Chapters with Self-Citations, 1982–2011

	Volumes 1–10 (1982–1991) (n = 185)		Volumes 11–20 (1992–002) (n = 197)		Volumes 21–30 (2002–2011b) (n = 205)		Total (n = 587)	
Chapters	Number	Percent	Number	Percent	Number	Percent	Number	Percent
with self-citations	58	31.4	96	48.7	101	49.3	255	43.4

Self-citations have increased over the decades, with an average of 3.2 self-citations per chapter, ranging from 1 to 21 citations in a given chapter, and a minimum of one self-citation. Authors who have published on specific topics in both *TIA* and other publications are the ones who self-cite, thus indicating expertise in an area.

Chapter Topic Analysis: How TIA Topics Have Changed over Time

After independently coding 587 chapters using eighteen coding categories (specified in the methods section; see table 10.2), coding each chapter with up to three of the eight coding categories, we had an 89 percent agreement rate on one or more of the three categories. All chapters were coded into at least one category (see table 10.8 for a data summary). According to this categorizing method, the majority of the chapters published in *TIA* over the three decades have consistently focused on faculty professional development (274 chapters), teaching and learning (252 chapters), POD professional development (179 chapters), and programs (157 chapters). These results are not surprising given the aims of *TIA* and the intended audience of POD members. Perhaps more interesting are the chapter themes that were infrequent: sustainability (10 chapters), ethics (8 chapters), faculty development program start-up (8 chapters), adjunct professional development (6 chapters), and student retention (1 chapter). There has been an increase over the past three decades in the number of chapters published that focus on POD professional development, assessment, program start-up, and adjunct professional development (see table 10.8).

Noteworthy are the topics that we thought would be more prominent across the decades, including assessment, scholarship of teaching and learning, and technology, which seem to have risen in popularity and

predominate in contemporary discussion in other publications. For instance, technology was the focus of less than 5 percent of the chapters published in *TIA*. These are gaps in the literature that perhaps future *TIA* authors will consider. Overall, these findings raise the questions of how *TIA* has responded to trends in higher education and will do so in the future.

CITATION ANALYSIS Of the 587 chapters analyzed, 56 (nine percent) include no cited references to other literature in the field. The majority without cited references were published before 2000, with only two chapters (one in 2002 and one in 2010) citing no outside literature. The average number of citations in volumes 1 through 30 (1982–2011b) is 15.8 citations per *TIA* chapter (see figure 10.2). The number of citations has increased over the past three decades of TIA, from an average of 9.85 citations in the 1980s to an average of 21.81 citations in the 2000s.

Based on an analysis of 4,485 citations from 205 chapters in ten volumes (21–30), fifty-three authors and two organizations have been cited ten or more times between 2003 and 2011b. Of these, six authors have been cited thirty or more times in *TIA* chapters (Hutchings, Schulman, Boyer, Cox, Sorcinelli, and Boice). Seven authors have been cited twenty to twenty-nine times in *TIA* chapters (Millis, Palmer, Weimer, Rice, Nuhfer, Fink, and Huber). Forty authors and two organizations (Association of American Colleges Universities and POD) have been cited ten to nineteen times in *TIA* chapters.

The majority of sources cited by authors in volumes 21 through 30 (2003–2011b) were books (47 percent of all citations) and journals (29 percent). The most cited source was TIA, cited 258 times; followed by the monograph series *New Directions for Teaching and Learning*, cited 142 times; and the magazine *Change*, cited 89 times. The five most cited journals were the *Journal of Higher Education* (cited 65 times), *Innovations in Higher Education* (cited 39 times), *Research in Higher Education* (cited 31 times), *College Teaching* (cited 28 times), and the *International Journal for Academic Development* (cited 23 times). (See figure 10.3.)

VISIBILITY OF *TIA* Further exploration reveals that *TIA* is infrequently cited in the teaching and learning journals that are most frequently cited in *TIA*. Through an analysis of the top five journals over a five-year period (2007–2011), we found that only three *TIA* chapters were cited in the *Journal of Higher Education*; twelve *TIA* chapters in *Innovations in Higher Education*; one *TIA* chapter in *Research in Higher Education*; six *TIA* chapters in *College Teaching*; and seven *TIA* chapters in the

Table 10.8 Number (and Percent) of Chapters by Coding Categories

	Volumes 1–10 (1982–1991) (n = 185)		Volumes 11–20 (1992–2002) (n = 197)		Volumes 21–30 (2003–2011b) (n = 205)		Total (n = 587)	
Coding Category	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Faculty professional development	91	49.2	105	53.3	78	38	274	46.7
Teaching and learning	81	43.8	88	44.7	83	40.5	252	42.9
POD professional development	40	21.6	65	33	74	36.1	179	30.5
Programs	51	27.6	49	24.9	57	27.8	157	26.7
Organizational development	31	16.8	50	25.4	33	16.1	114	19.4
Research	33	17.8	21	10.7	28	13.7	82	14
Diversity	26	14.1	24	12.2	27	13.2	77	13.1
Assessment	14	7.6	24	12.2	37	18	75	12.8
Higher education	27	14.6	17	8.6	18	8.8	62	10.6
Scholarship of teaching and learning	22	11.9	13	6.6	25	12.2	60	10.2
Administration	8	4.3	4	2	18	8.8	30	5.1
Technology	4	2.2	13	6.6	11	5.4	28	4.8
Graduate professional development	8	4.3	5	2.5	9	4.4	22	3.7
Sustainability	2	1.1	0	0	8	3.9	10	1.7
Ethics	2	1.1	2	1	4	2	8	1.4
Start-up	2	1.1	2	1	4	2	8	1.4
Adjunct professional development	0	0	3	1.5	3	1.5	6	1
Retention	0	0	1	0	0	0	1	<1

Figure 10.2 Average Number of Citations per *TIA* Volume, 1982–2011b

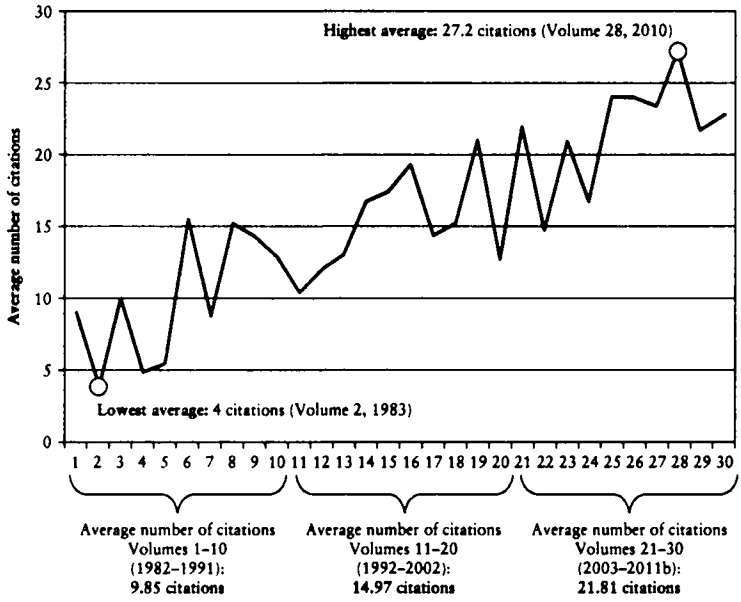
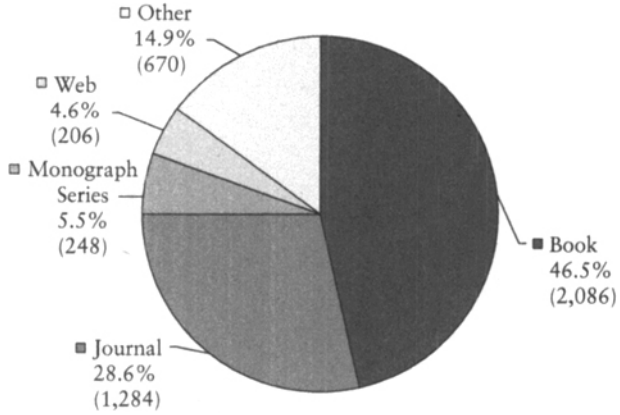


Figure 10.3 Types of Sources Cited in *TIA*, 2003–2011b



Note: $N = 4{,}485$. The category "Other" includes conference papers (3.1 percent); reports (3 percent); magazines (2.7 percent); newsletters (1.7 percent); newspapers (1.4 percent); and occasional papers, dissertations, unpublished manuscripts, center for teaching and learning materials, media, conference proceedings, POD Ethical Guidelines, keynote presentations, e-mail communication, survey, directory, and software manuals (all under 0.5 percent).

International Journal for Academic Development. Comparatively, the top five journal citations were 4 percent of overall citations in *TIA* chapters, whereas *TIA* citations comprised less than 1 percent of the citations in the top five journals. In a five-year period, *TIA* was cited 29 times in 19 chapters out of a total of 25,727 citations and 881 chapters analyzed. Not surprisingly, the authors citing *TIA* in other journals were frequently those who had been previously published in *TIA* (though they rarely cited their own work).

Limitations

The data analysis in this study has some limitations. First, all efforts were made to ensure that the *TIA* data were properly entered into a database; however, data entry errors and resulting calculation errors may be a slight possibility. Second, although we used the POD conference themes to categorize *TIA* chapters, the qualitative analysis can be considered subjective. For instance, we interpreted the categories differently, and this led to differences in how chapters were coded; moreover, no interrater reliability was established for conference themes. Third, the citation analysis is limited to one decade of *TIA* (2003–2011b), as is the exploration of other sources that cite *TIA* chapters. This is due to time and resource constraints, though future researchers may want to tackle the citations of all chapters published in *TIA* between 1982 and 2002.

Conclusion

This study examined trends over three decades of *TIA* publication: 1982 to 2011b. By reflecting backward, we have a better understanding of the history of *TIA* as a publication for professional developers to publish in and as a resource to inform their practice. Noteworthy trends have included the regularization of editorship roles, a shift in target audience, an increase in collaborative authorship, an increase in the number of citations referenced per chapter, consistent emphasis on particular chapter topics and themes, and an increase in self-citation practices.

Opportunities for POD Members

Brew (2002) notes the "centrality of inquiry to everything developers do" (p. 116). For many faculty developers, *TIA* has played a significant role in promoting the inquiries of POD members and contributing to POD professional development. Research continues to be central to the practice

of academic developers and a matter of credibility in the field. Reflecting forward, it is worth exploring the potential ways in which *TIA*, through its editors, authors, and readers, contributes to moving research on teaching and learning forward in higher education. There appear to be great opportunities for collaboration, increased visibility of *TIA* beyond POD members, and potential authors to write about underresearched topics and themes.

There are also several opportunities for further studies regarding *TIA*. First, a more in-depth citation analysis covering all decades of *TIA*'s publication may lead to additional findings regarding how *TIA* has followed various citation trends, such as the rise in online references. Second, additional coding is needed on the chapters that are being referenced by other higher education journals. Because these chapters are so few, looking back beyond five years to find which chapter themes have been the most prevalent in these citations could yield new information about how authors are using *TIA* citations in their work and how *TIA* is being represented in other scholarly publications. Based on these analyses, we offer the following additional recommendations.

Recommendations

While researching three decades of *TIA*, we encountered difficulty accessing past issues; however, the discovery of digitized volumes (1982–1998) hosted on the University of Nebraska-Lincoln DigitalCommons open access site (http://digitalcommons.unl.edu/podimproveacad/) proved to be indispensable. Making *TIA* more accessible, ideally online, is worth exploring if the intent is for the knowledge generated to be shared with a wider audience. It is imperative that *TIA* chapters be more easily found and referenced.

TIA is said to be the most important peer-reviewed resource for professional developers. Yet the questions posed by this research study persist: Who is citing *TIA*? What are the latest developments? The majority of *TIA* citations found in other higher education publications are in chapters by POD members. Faculty development researchers should cite *TIA* whenever applicable and whenever possible in their own work, but also in work that they coauthor with others outside of the field who may not be familiar with *TIA*. Consideration should be given to citation indexing, as there is currently no way to determine the impact that *TIA* is having on the literature and the field. By making *TIA* both accessible and increasing its visibility, there may be increased potential for cross-fertilization, collaboration, creation of new knowledge, and advancement of the field.

We embarked on this research study eager to discover the history of *TIA*. Our exploration of the editor, author, chapter, and citation trends proved to be a time-consuming exercise but one that *TIA* may consider routinely engaging in, as such introspection is what may sustain the publication by attracting a new generation of readers and authors.

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