

Bernstein, J. L., & Ginsburg, S. M. (2009). Toward an integrated model of the scholarship of teaching and learning and faculty development. *Journal on Centers for Teaching and Learning*, 1, 57-72.

Toward an Integrated Model of the Scholarship of Teaching and Learning and Faculty Development*

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The authors explore the intersection of models of the scholarship of teaching and learning (SoTL) and faculty development. They propose a new model that integrates the processes of faculty development with the methodologies and the culture of SoTL and suggests ways to enhance the work done by teaching faculty and by faculty developers. They recommend that faculty development centers use a model of a continuous circle wherein novices can learn to become experts and then use their knowledge and expertise to improve the work done by the center. This continuous circle model will help create a culture of inquiry and investigation where questions about teaching and learning are investigated and studied so that they build knowledge and feed back into the teaching others are doing.

A central theme in both the literatures of the scholarship of teaching and learning (SoTL) and of faculty development is the notion of growth. Faculty are expected to move along a path toward growth as teaching professionals as their careers unfold, aided no doubt by teaching and learning centers, or faculty development centers, on their campuses. For example, a well-known continuum suggests that the path toward the scholarship of teaching and learning begins with good teaching and moves toward scholarly teaching before arriving at the scholarship of teaching and learning (McKinney, 2004). Not all faculty will make it to this endpoint identified by McKinney (2004), however; from an institutional standpoint, most colleges and universities would be ecstatic were all faculty to reach

the level of good teaching, most to proceed on to scholarly teaching, and a few to move on to engage in SoTL. A central goal of faculty development is to create a culture in which faculty are supported, in multiple ways, in their journey along this path.

This article begins by examining the intersection of models of the scholarship of teaching and learning and faculty development. We then propose a new model that integrates the processes of faculty development with the methodologies and culture of the scholarship of teaching and learning. This model suggests ways to enhance the work done by teaching faculty and by faculty development centers. We argue, in particular, that faculty development centers perform best when they view their work as being a continuous circle—rather than the linear path common in most conceptions of this work—in which novices learn to become experts and then use their knowledge and expertise to improve the collective capacity of the center. This circular process germinates within a culture of constant inquiry and investigation, where questions about teaching and learning are often investigated and studied in ways that build knowledge that then feeds back into the teaching others are doing. The ideal, perhaps, is to create conditions where scholars of teaching and learning become mentors and educators for other faculty within their institution, sharing their work with other instructors and using cutting-edge research to inform practice.

A useful metaphor is the faculty development center as a hospital at a major research university. Teaching/research hospitals are no doubt engaged in cutting edge research, much as we would want a faculty development center to be an advanced study center for teaching on a campus. This hospital, however, cannot abandon its traditional role of helping people in need of basic quality medical (or, in the case of faculty development, pedagogical) care. (Before proceeding further, we explicitly note that this hospital analogy does not mean to suggest that all faculty, or even that many faculty, struggle with their teaching and must seek out faculty development centers to “cure” their “sick” teaching. In our experiences, most university faculty are quite good in the classroom; moreover, the idea that faculty development centers exist to serve only struggling faculty creates a stigma that can be harmful to the work of these centers. Still, there are faculty who do struggle in the classroom from time to time whose interests cannot be neglected when faculty development centers seek to brand themselves as advanced study centers for teaching and learning.)

Returning to the analogy, as exciting as new breakthroughs in cancer treatment might be, hospitals will always have to serve all of the needs of

the community by treating sprained wrists and bronchial infections, just as faculty development centers will need to work with all faculty at all levels of teaching skill. Faculty who struggle with effective use of PowerPoint, or with classroom management, or with keeping students' interest levels up, must always have a home at the faculty development center. Our analogy of the teaching hospital is meant to convey this concern; even the largest research hospitals must still serve the dual mission that is analogous to what we propose for faculty development centers.

What sets the teaching/research hospital apart is that the insights learned from these high-end treatments are then filtered back to all participants in the healing process. Even novice doctors just finding their way in the profession are learning about the advanced work being done. Moreover, even the more basic, routine treatments become grist for the research mill as causes of disease and new treatments are continually explored. These explorations, and the continuous circle of investigation they engender, are a critical part of the medical training the hospital provides; when done right, a general ethos of investigation pervades the entire educational process. Relatedly, we suggest that faculty development works best when it finds a way to infuse a model of inquiry and investigation into all the work it does, from the basic pedagogical advice to the advanced, higher-level studies of teaching and learning carried out by faculty working with the faculty development center.

We begin this article by exploring existing models, first of the scholarship of teaching and learning and then of faculty development, noting how the overlapping theme of a journey is found in each. We then take readers through our integration of several models, showing how the work of most faculty development centers can help faculty move along the path toward SoTL; our contribution to this work is in changing the way we envision this path. We conclude by presenting a new model that suggests more ways in which SoTL can be partnered with faculty development to enhance each individually and reciprocally, thereby enlivening the teaching and learning culture on our campuses.

The Scholarly Path: Good Teaching, Scholarly Teaching, and the Scholarship of Teaching and Learning

In 2004, McKinney attempted to negotiate the distinction between key terms that are important both for the legitimization of the scholarship of teaching and learning field as well as for differentiating targets for individual faculty members' development. We follow her notion that distinguishes good teaching from scholarly teaching and from the schol-

arship of teaching and learning. Then, we use these different targets in building our model of how faculty development centers can move faculty members along this path.

Good Teaching

The first destination on McKinney's (2004) scholarly path, good teaching, is teaching that "promotes student learning and other desired student outcomes" (p. 8). One need not be a scholarly teacher to know how to design a course (or an individual lesson) and to prepare an engaging presentation of the material for students. Smith (2001) suggests that a faculty member could teach well without being aware of the body of literature that undergirds teaching excellence—in his words, "one could be very effective, even excellent, as a teacher in terms of promoting student learning, without being able to identify any theories of learning or teaching" (p. 70). We might also note that the reverse is sometimes true: Some faculty may be quite scholarly in their approach but simply ineffective in the classroom.

Scholarly Teaching

The second point on McKinney's (2004) continuum is scholarly teaching. Smith (2001) suggests that, "in academe, the fundamental expectation is that all faculty be scholarly in their work" (p. 70). Being scholarly in our teaching means that we are familiar with the literature relevant to our classroom practices, for example. In many clinical health care fields, the standard is "evidence-based practice." This refers to the concept that in healthcare all methods of evaluating and treating patients are based on the existing scholarly literature that demonstrates these methods have proven efficacious. Physicians do not treat a patient for an illness without consulting the relevant literature. In this same way, scholarly teachers are expected to consult the available literature to inform them of what has been found to be effective in past research and practice. Just as it is incumbent upon us as faculty to present the most current knowledge related to our disciplinary content, it is our responsibility to teach using the most current knowledge regarding the optimal pedagogy for our field. We must apply the same standards of reliance on the scholarly literature for our teaching as professional educators as we do in our disciplinary research.

The Scholarship of Teaching and Learning

The third stage of the journey, according to McKinney, is the scholar-

ship of teaching and learning. Engaging in the scholarship of teaching and learning represents more than just concrete knowledge, such as that which can be gained by the scholarly teacher. It also represents a process by which teacher-scholars prepare for their inquiry, inquire, and explore what it all means. The evidence base that scholarly teachers rely upon to direct improvements in teaching must be created by using the same principles that disciplinary evidence uses. In addition to applying the same high standards of practice that our individual discipline expects to the study of teaching and learning, it also demands the public dissemination of findings, much as we expect from scholars in our fields. Teachers who are participating in SoTL work are actively contributing to the knowledge base used by good and scholarly teachers as well as by faculty development consultants.

Moving Along the Path

Richlin and Cox (2004) describe the mechanism of faculty learning communities (groups of faculty engaging collaboratively in the study of teaching and learning) as a tool that can be used by faculty developers to move faculty from being novices toward being experts. The steps in this sequence have been identified and applied to the development of SoTL by others (Dreyfus & Dreyfus, 1986; Smith, 2001). These authors note that at each stage—novice, advanced beginner, competent, proficient, and expert—teachers improve not only their teaching but also their understanding of teaching problems, questions, and issues.

The descriptions of the different phases in the growth toward SoTL presented by Weston and McAlpine (2001) are instructive as well. The “continuum of growth toward the scholarship of teaching” (p. 91) that they present suggests a variety of activities, such as reading about and engaging in conversation about teaching and learning, or mentoring faculty, which can be structured by faculty developers to move teachers along in their individual growth and development. At our institution, for example, the Faculty Development Center director frequently does classroom visitations and works one-on-one with faculty who are facing challenges in the classroom. Attempts are constantly being made to create formal mentoring relationships between new and senior faculty in their departments. The Center also organizes occasional semester- or year-long faculty working groups, including topics such as the scholarship of teaching and learning and on applying Fink’s (2003) model of significant learning experiences.

It is important to note that Weston and McAlpine (2001) recognize that

not all faculty will aspire to engaging in SoTL. It is acceptable for teachers to become knowledgeable within a specific area, demonstrating a particular depth of knowledge, as well as grow as instructors. Additionally, Weston and McAlpine note that while it is critical to participate in some activities at an early phase prior to moving to the next phase, it is not compulsory for the teacher to complete all activities within that phase.

Moving to Good Teaching

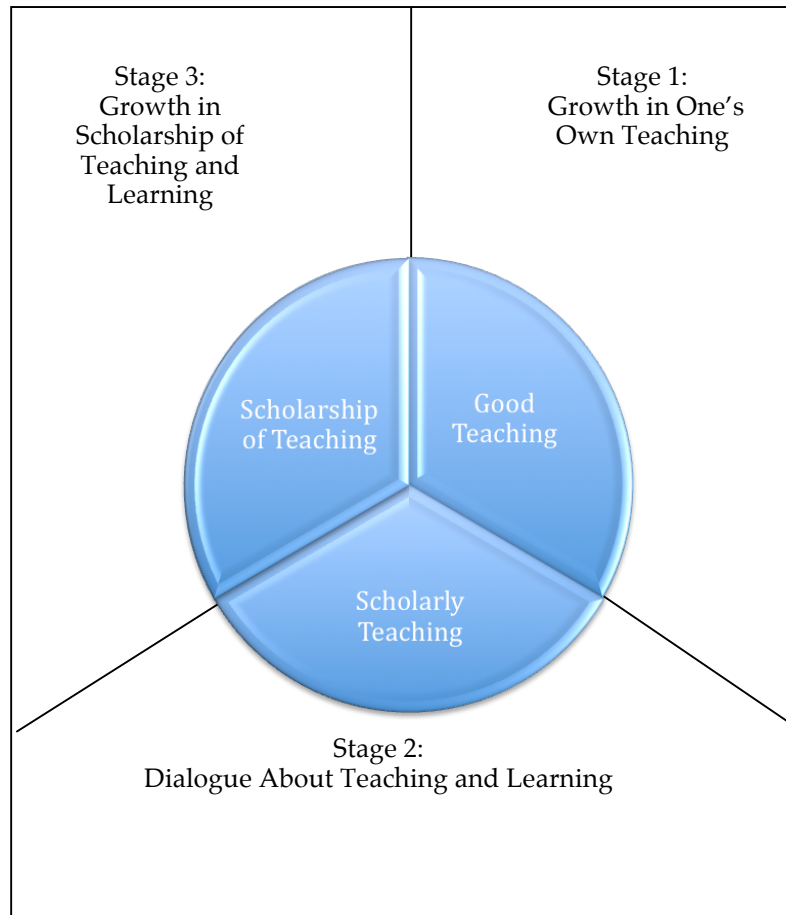
Our model begins with the novice teacher, who may be struggling in the classroom. The role of the faculty development center in this context is to help develop this instructor's skills and turn him or her into a good teacher. Weston and McAlpine (2001) characterize teachers in this phase as ones who are becoming aware of their own teaching and of their students' learning. The faculty development community has numerous tools to help make this happen, such as mid-semester feedback sessions, peer observations, and individual consultations, to name a few. In many ways, the tools to move instructors to the level of good teaching are the most well-developed and well-known among the faculty development community (Gillespie, 2002; McKeachie & Svinicki, 2006; Saroyan & Amundsen, 2004; Weimer, 2002).

Moving to Scholarly Teaching

As instructors advance their learning, the next step is to help them to become scholarly teachers. This is the phase of "Dialogue with colleagues about teaching and learning" noted by Weston and McAlpine (2001) (see Figure 1). The faculty development center can be useful here in helping to build this general pedagogical knowledge. For example, faculty development centers can encourage instructors to think about their classes using a learning paradigm rather than a teaching paradigm (Barr & Tagg, 1995) and to consider some of the most effective habits used by the best teachers (Bain, 2004; Chickering & Gamson, 1987). In this phase, faculty consultants can provide instructors with opportunities to take these new ideas back to those within their discipline to discuss their value as well as interact with colleagues across disciplines to gain an appreciation of the use of scholarly materials in teaching.

Alongside building general pedagogical knowledge, faculty development can and should facilitate the growth of disciplinary-based pedagogical content knowledge, defined by Shulman (1987) as "that special amalgam of content and pedagogy that is uniquely the province of teach-

Figure 1
Integrated Model of SoTL and Faculty Development



ers, their own special form of professional understanding” (p. 8). It is, of course, impossible for any single faculty development person to be able to play this role across a wide range of disciplines (or, for that matter, in more than a handful of disciplines). But effective faculty development can help faculty on their explorations into the teaching literature in their disciplines, facilitating and encouraging their involvement in the teaching dimensions of their disciplinary societies. The complexity of a faculty member’s pedagogical understanding increases during this stage as compared to the last.

Moving to the Scholarship of Teaching and Learning

Not all faculty who engage in scholarly teaching will choose to expand their work to fit within the scholarship of teaching and learning, nor should all aspire to do so. In particular, for faculty who teach at schools with no research expectations, or with no resources (time and otherwise) to conduct research, moving toward SoTL might not be possible or worthwhile. But for those who wish to make the scholarship of teaching and learning part of their professional agenda, the faculty development center can play a critical role.

As instructors move toward the final phase of scholarly development around teaching described by Weston and McAlpine (2001) and by Richlin and Cox (2004), they are prepared to begin contributing to the body of scholarly work by investigating “SoTL models, problems, and opportunities” (Richlin & Cox, 2004, p. 132). Where resources are available, faculty development centers can foster faculty members’ development into SoTL by providing release time to participate in a year-long seminar (allowing time for participants to first develop and then implement their projects). The faculty development center might fund speakers to do presentations on aspects of SoTL that will support faculty research (for instance, sessions on qualitative or quantitative methods, or primers on theories of learning and educational psychology). We have done all of these things on our resource-constrained campus, and they have paid dramatic dividends.

If financial resources are less available, the role of the faculty development center might be to foster and support faculty engaged in SoTL in identifying appropriate outlets for their work, from conferences to publication forums. The center might seek to help interested faculty build networks to scholars on other campuses and to the resources that might exist elsewhere (such as securing permission for faculty to attend lectures at neighboring schools). Or the support might simply be substantive—to help faculty members design the best assessment methods or course materials. Ideally, through both financial and informational mechanisms, including mentoring by faculty consultants, faculty development centers are well positioned to support and encourage faculty who are interested in becoming accomplished SoTL scholars.

Continuing the Circle

The work described above has been valuable in helping us conceptualize the different stages and processes of faculty development and the goals that different faculty members may be working toward. It is a

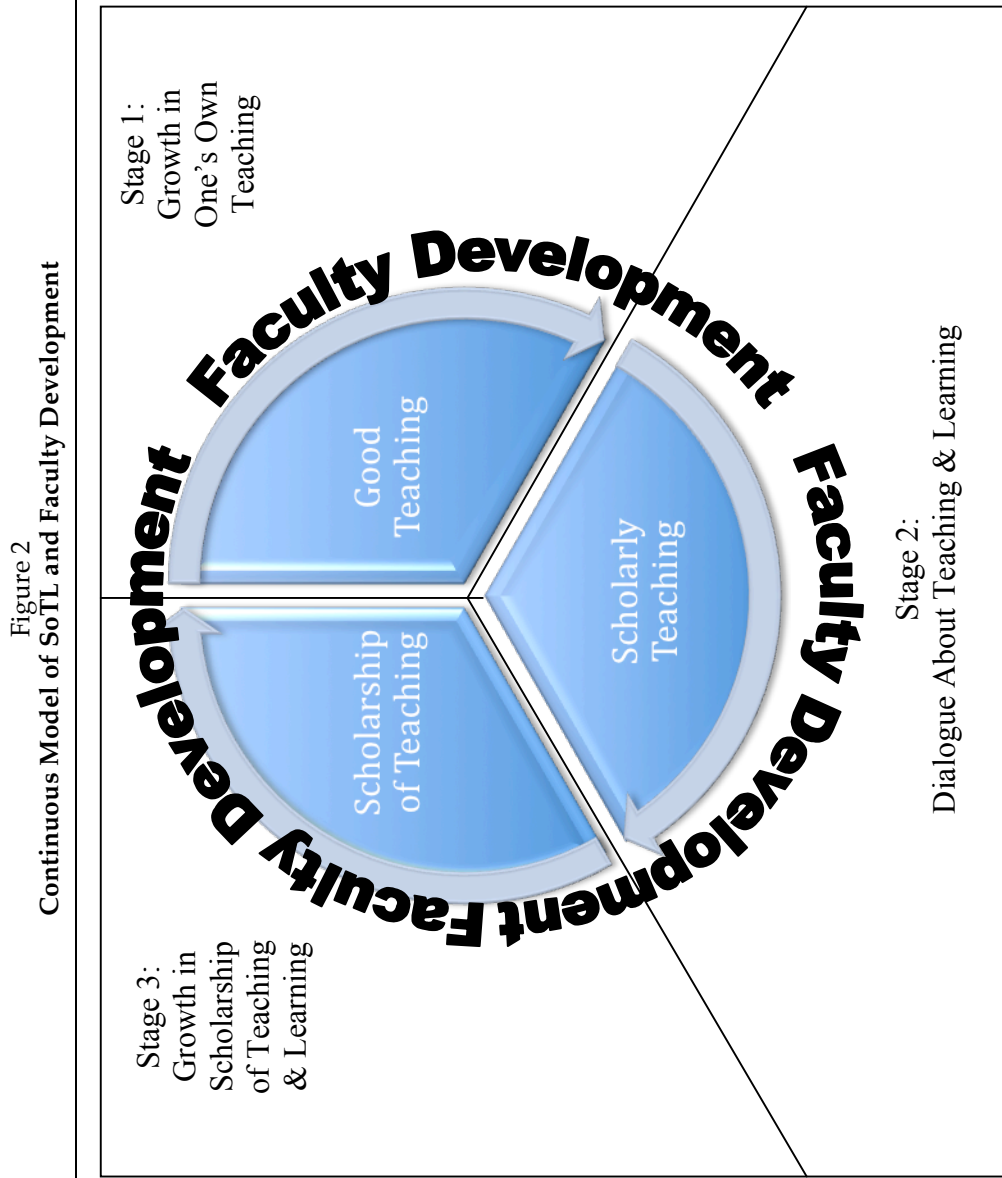
model that has guided our efforts, as faculty members and quarter-time Faculty Development Fellows, to build a home for SoTL within our Faculty Development Center at our regional comprehensive university. We contend that in order to help SoTL thrive and for faculty development centers to provide the most wide-ranging and transformative services to faculty across campus, there needs to be an integration of the previous models with some distinct additions. We describe those additions here; see Figure 2 for a graphical representation.

Simultaneous Teaching and Learning

Shulman (2005) tells the story of accompanying medical staff on rounds in a hospital to observe the teaching and learning patterns associated with this process. Present are individuals of varying levels of knowledge, including a chief resident, a third-year resident, a first-year resident, interns and medical students. Shulman describes how the patients' cases are discussed in a setting that requires each person to take the lead in sharing a particular case. Through discussion and questioning, the specific roles of each person become blurred. As Shulman notes, "[t]he people teaching were also learning, and roles reversed and shifted constantly" (p. 20). It is this idea of concurrent teaching and learning that inspires us to describe our model as simultaneous teaching and learning. This aspect of our model, along with the problematization aspect described in the following section, lies at the heart of our conceptualization for integrating SoTL and faculty development centers.

The overarching goal of faculty development is to help faculty develop as instructors, no matter where they begin and where they hope to go. But in reading the existing literature, we see a somewhat artificial split of the developer's role into two parts: one part helping faculty who are struggling and one part helping faculty who are thriving to expand their work into the scholarship of teaching and learning. By continuing the circle, our goal is to integrate these two models into one coherent whole. We intentionally use the phrase "continuing the circle" (rather than "completing the circle") to suggest that the processes of faculty development and the scholarship of teaching and learning ought to be ongoing, without end.

We begin with two assumptions. First, we share Huber and Hutchings's (2005) perspective that the "teaching commons" needs to be further developed within the academy. We need to create more safe spaces for faculty to come together and discuss teaching issues; Huber and Hutchings's model of a teaching commons brings to mind Shulman's (1993) call to end pedagogical solitude and create mechanisms to make teaching, and



talk about teaching, more common in the academy. Huber and Hutchings hope that a “trading zone” will develop where faculty can share not just pedagogical techniques (for example, “What techniques do you use to get students to do the readings?”), but also techniques for researching student learning (for example, “How do you determine whether a service-learning experience really has an impact on your students’ commitment to public service?”). Such trading zones are not as common in the teaching realm as they are in the more traditional research realm. We believe, however, the faculty development centers must become the sites of prominent teaching commons on campus.

Second, we believe that SoTL is an action-oriented field of study. Those of us engaged in this work aim not merely to learn for the sake of learning; rather, our work must be put into practice, in our own classes and in others’. Perhaps more than other forms of scholarship, work done in SoTL must be judged by how well it can be shared and integrated into practice.

Referring to Figure 2, our model departs from previous work in viewing the relationship between the scholarship of teaching and learning and faculty development as a circle rather than a continuum. Faculty should progress from good teaching to scholarly teaching to the scholarship of teaching and learning (McKinney, 2004); they should also move along the continuum of the growth toward SoTL (Weston & McAlpine, 2001). At the individual-faculty level, this linear model may be applicable, provided faculty realize that being scholars of teaching and learning requires continual effort. But at the faculty development level, this growth must feed back and “re-seed” institutional growth. Faculty development centers can do some of their most important work when they find ways to take the accumulated knowledge of faculty who have traversed the path to provide programming and mentoring for other faculty at the institution.

Our model for completing the circle thus suggests that what scholars of teaching and learning discover must be shared, and shared widely, to have value within the academic community. Our Faculty Development Center funds, through a modest honorarium, faculty participants in a SoTL seminar. The members of the seminar produce an edited volume each year that features work done by the faculty in the seminar. This publication is distributed widely throughout the campus and allows us to share what we have learned with others. For example, the current volume includes chapters that discuss using simulations in a history class, whether or not to use group grades in a small-group communication class, and what conditions are facilitative to the occurrence of transformative learning, to cite just three examples. The dissemination of this work need not be a

slick, expensively produced book; any form of sharing the work (websites, newsletter articles, seminars) provides a means of putting into practice that which is learned about teaching and about student learning from faculty projects.

Another way in which the circle can be continued is by using the faculty development center in a facilitative role to build relationships between faculty across different levels of scholarly work. This could involve formal mentoring relationships, where faculty who are engaged in SoTL can be mentors to those who are making their first dip into scholarly teaching. These relationships could be within disciplines or across disciplines. Whether formal or informal, the faculty development center can find ways to ensure that the expertise gained by its scholars of teaching and learning benefits those who are not quite as far along on the journey. Our SoTL seminar, for example, has led to much cross-fertilization of faculty research; it has also led to a successful SoTL Colloquium in which scholars from on and off campus have done presentations of their work-in-progress.

We caution, however, against a model that assumes that the faculty already engaged in SoTL are the teachers, and the faculty who are at earlier stages of their development are the learners. Just as the questions that arise from the hospital emergency room feed the research process, the sharing of ideas and questions back and forth across faculty at all skill levels promotes opportunities for simultaneous teaching and learning. By actively encouraging attendance at the Colloquium, often by personal invitation, from faculty at all stages of their development as scholars of teaching and learning, new perspectives are laid out on the table, and interesting questions are allowed to germinate. The line between experienced scholars of teaching and learning and novices becomes blurred, just as it did in the medical rounds observed by Shulman (2005).

A Culture of Problematization

In discussing the continuation of the cycle, we cite Bass's (1999) oft-quoted statement about the role of "problems" in teaching. Bass discusses how problems are considered a good thing to have in one's research; in teaching, however, a problem is a very bad thing to have. He goes on to say,

Changing the status of the problem in teaching from terminal remediation to ongoing investigation is precisely what the movement for a scholarship of teaching is all about. How might we make the problematization of teaching a matter of regular communal discourse? How might we think of teaching practice, and

the evidence of student learning, as problems to be investigated, analyzed, represented, and debated? (p. 1)

Bass's notion of the problematization of teaching lies at the heart of what the scholarship of teaching and learning movement can do for faculty development. To be sure, teaching problems can have solutions: A good faculty development center (or even a faculty colleague) can propose discrete solutions for particular problems (for instance, how to get students to do the reading). But the more interesting, and perhaps the more important, problems in teaching often require sustained inquiry—to Bass, these are “problems to be investigated, analyzed, represented and debated”—and are not so easily “solvable.” The scholarship of teaching and learning is devoted to this investigative process. We would suggest that, wherever faculty are on the path we have described, traversing the path with this spirit of inquiry ultimately will make the walk more interesting, engaging, and fruitful.

Conclusions

We began this article with an analogy of faculty development centers as teaching hospitals. This analogy, we believe, stands up nicely to the development of our model. Imagine, as an example, that medical staff at a hospital treat numerous instances of a particular kind of post-operative infection over a three-day period. At its most basic, the doctors in the emergency room must provide competent treatment of the symptoms experienced by the patients. But beyond that, the doctors must go beyond these isolated cases to ask larger questions: Why this kind of infection? Why now? What can we learn from these data that might have larger implications?

Such larger questions would typically then be investigated by researchers from a variety of different sub-fields; this situation represents a critical problem that must be addressed using the tools of the discipline(s). After potential answers are reached, they must be communicated to others working in the hospital in order for the work to be meaningful. Thus, the cycle is continuous: Problems observed in practice must be explored in a problem-driven research framework and the results communicated in a way that continues the circle. Ideally, as we have noted, this process translates well to faculty development centers. A problem (for instance, “students don't do the assigned course readings”) can be investigated collaboratively, and the learning shared with others to bring the process full circle. This is a powerful model for faculty growth.

The work of faculty engaged in SoTL, and of those moving along the

path toward SoTL, needs to be relied upon to guide all of us—faculty developers, good teachers and scholarly teachers—in improving our instructional practices. In order for this change to occur, the work of faculty development centers in helping faculty along this journey will be critical. Our integrated model demonstrates how faculty doing SoTL can help create and enhance an institutional culture that values inquiry into teaching and learning. The model also offers an approach to how the work done by the few scholars of teaching and learning can, and must, create a continuous cycle that helps others build their own interest in, and capacity for, doing this kind of work. This continuous cycle represents a powerful model for how faculty development centers can be central players in reshaping the culture for teaching and learning at our institutions of higher learning.

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Authors' Note

*An earlier version of this paper was presented at the Central Michigan University Conference on Teaching, Learning, and Civic Engagement, May 18-20, 2008. We are grateful to participants at that conference for insights that helped guide our thinking. We also wish to thank Karen Busch of the Faculty Development Center at Eastern Michigan University for providing us with the opportunity to work in the realm of faculty development and to develop the arguments expressed in this article.

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