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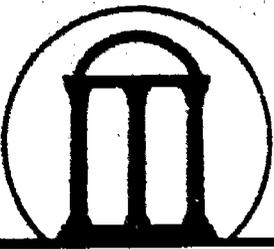
ABSTRACT

This document reports on the second of a projected series of conferences, for University of Georgia faculty, having the theme of "faculty renewal" (rather than the older "faculty development") as the major focus. Following a brief introduction, the proceedings open with the keynote speech, "Meeting the Challenge of Personal and Professional Renewal for Faculty" (J. Schuster), followed by the address, "Staying Alive" (P. Seldon). Next are four invited presentations, namely: "Faculty Vitality and Institutional Climate" (H. Altman); "Star Billing or Chorus Line? What Distinguishes Vital Professors from Their Colleagues?" (R. Baldwin); "Wellness Programs for Faculty/Staff: National Trends" (J. North); and "The Process of Refocusing and Redirecting with Faculty" (D. Wheeler). Fifty-six brief session presentations comprise the bulk of the document; they cover such topics as the following: balancing institutional obligations to students and renewal efforts for faculty, balancing the responsibilities of home/career/and personal growth, student feedback and professional growth, faculty development in interdisciplinary humanities programs, faculty morale, senior faculty, curricular reform, burnout among teachers, faculty attitudes, dual careers in academia, assessing learning outcomes, stress management, faculty health, professional renewal for part-time faculty, and retirement preparation. Closing remarks are taken from the keynote address delivered by John W. Gardner at the first national conference on professional and personal renewal for faculty, held in the spring of 1986. (SM)

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**THE SECOND NATIONAL CONFERENCE ON PROFESSIONAL AND
PERSONAL RENEWAL FOR FACULTY**

PROCEEDINGS

**SPONSORED BY THE UNIVERSITY OF GEORGIA
OFFICE OF INSTRUCTIONAL DEVELOPMENT**

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PERSONAL RENEWAL FOR FACULTY**

PROCEEDINGS

**April 13-15, 1989
Atlanta, Georgia**

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OFFICE OF INSTRUCTIONAL DEVELOPMENT**

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Additional copies of the proceedings of the Conference are available at a nominal cost. A limited number of copies of the Proceedings of the 1986 conference are available at a cost of \$5.00 plus postage and handling.

Special Acknowledgements

This conference would not have been possible without the splendid job done by Arthur L. Crawley, Conference Coordinator. The conference planners would also like to express their appreciation to the following individuals for their assistance in the planning and implementation of this meeting: N. K. Appiah, Marigene Banks, Tricia Herold, and Lorraine Jones.

Special gratitude is due to the following University of Georgia colleagues who contributed to the success of the Wellness component of the Conference: Ms. Connie Crawley; Drs. Harry P. DuVal, Stuart Fors, and Mary Ann Johnson. Dr. Frank Gillespie provided invaluable technical support to this activity.

Conference Proceedings

The proceedings of the conference were edited by Judith B. Chandler, Coordinator of Communications, Office of Instructional Development, The University of Georgia, and were prepared for publication by Marigene Banks.

PREFACE

The history of this conference dates back to the fall of 1982 when a group of senior faculty at The University of Georgia met with the staff of the Office of Instructional development to discuss ways of promoting faculty renewal on our campus. These discussions led to plans for an annual renewal conference to kick off the academic year in Athens. Following three successful conferences for UGA faculty in 1983, '84, and '85 we began to look for ways of sharing with others what we had learned. Although faculty development was an element of the annual AAHE and POD conferences, we felt the time had come for a conference where faculty renewal was THE MAJOR FOCUS. A call for papers was issued in the summer of 1985; and the First National Renewal Conference, keynoted by the Honorable John Gardner, was held at the Terrace Garden the following spring.

The consensus of the participants at that First National Conference was that efforts should be made to continue the dialogue begun at that event, and plans for the Second National Renewal Conference began in earnest early last year. Jack Schuster agreed to provide the keynote address for the second conference, and Peter Seldin indicated his willingness to return as the featured luncheon speaker. In addition, Roger Baldwin, Howard Altman, Joan North, and Dan Wheeler all agreed to prepare presentations for the conference. This distinguished group of presenters was joined by almost 100 other individuals from throughout the country who contributed presentations to the conference program.

Springtime Atlanta in the midst of its annual Dogwood Festival continued to provide the ideal backdrop for a conference highlighting renewal, and the conference proceeded successfully. As before, the consensus of the group in attendance was that this was a valuable experience worthy of repeating, and we will soon begin to investigate several options for a third conference. In the meantime, these proceedings should provide an excellent overview of faculty renewal efforts underway throughout the country.

William K. Jackson
Conference Chair

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TOWARDS A DEFINITION OF FACULTY DEVELOPMENT AND RENEWAL

Teaching and research are activities requiring large amounts of emotional and creative energy. Before scholarly productivity can be maximized, an environment that meets the professional and personal needs of faculty and staff is imperative. Any conscious effort, therefore, of an institution or unit within the institution to address the needs of its faculty members can be aptly defined as "faculty development" or "faculty renewal." During the 1970s several faculty development programs were established across the country. At the root of many of these programs, however, were attempts to deal with emerging negative factors such as financial cutbacks and faculty retrenchment. A significant number of these programs were financed by external funds or "soft money," and by the end of the decade many of these first generation programs had been discontinued.

At The University of Georgia initiatives labeled "instructional development" and "faculty renewal" have taken a form different from many of the earlier programs. The establishment of the Office of Instructional Development was effected by a gradual, thoughtful process that did not reach full proportions until 1981, a full decade behind the earliest units of that kind. This unit at Georgia has been unique in that since its early conception there has been strong support both from the senior administration and from the faculty. The original budget was lined in as part of the University's instructional budget with the

Director reporting directly to the Vice President for Academic Affairs, the University's senior vice president. There have been no hidden agendas and the office has been able to approach its task in an open, creative manner.

Perhaps the most unique characteristic of this unit has been its adoption of an institutional model for addressing instructional improvement. The approach has embodied a positive posture wherein environmental factors important to the well-being of faculty have been addressed. Within this model there has been the freedom to create new activities and to test novel programs. From this approach have emerged many initiatives that are both bold and refreshing within academe.

Faculty renewal at The University of Georgia signifies, therefore, a positive attempt to improve the quality of both the professional and personal lives of the faculty. Rather than taking the position of "what will we do with all these people?" the approach has been "how would we make it without them?" So, in the 1980s at The University of Georgia, the older term "faculty development," which earlier possessed at least some negative connotations, has been transformed into a positive activity. Faculty renewal has come to mean those things, both personal and institutional, we do to stay current and refreshed and to be happy in our work.

Ronald D. Simpson, Director
Office of Instructional
Development

MEETING THE CHALLENGE OF
PROFESSIONAL AND PERSONAL RENEWAL
FOR FACULTY¹

Jack H. Schuster

The Claremont Graduate School

It is a pleasure, indeed a privilege, to be with you this evening to participate in your conference on faculty renewal. It is especially pleasing to me because of my respect for Ron Simpson, Bill Jackson and the outstanding program they oversee at the University of Georgia. And, you know what, I'd probably say the same thing even if they weren't my hosts! That's because I have followed the University of Georgia program from afar and have visited Ron and Bill at the Office of Instructional Development about a year and a half ago. When Dan Wheeler and I were organizing the contents of our forthcoming book, Enhancing Faculty Careers, just about the easiest decision we made was to invite Ron and Bill to write a chapter describing the Georgia program because we believed that it provided a model worth emulating. They have not only espoused important values and principles--that's not too difficult to do--but they have been able to act on those principles and implement an impressive program.

Now to the topic at hand: Meeting the challenge of professional and personal renewal for the faculty. Let's begin with a somewhat fanciful exercise.

Pick a number. What percentage of the faculty members on your campus is disengaged or disengaging? Ineffective or waning in their effectiveness? Burnt out cases or perhaps merely very tired ones? Think about it. Is that number around 5 percent? 10 percent? 15 percent? 25 percent? Even more?

You don't know. I don't know. And of course, nobody knows. That's because it is awfully hard to judge such matters. However, I'm here to tell you that I believe the answer, across all American campuses, is 14.74 percent! You are not so sure? What, you may ask, if the actual percentage is only 6.2 percent? Or what if it's really 27.8 percent?

Well, I'll admit that my 14.74 percent is not entirely scientifically derived. Okay? But I'm prepared to argue, on the basis of what I've learned--in visiting campuses and attending conferences over the past several years and reading what I can find about faculty morale--that the proportion of faculty members who could properly be classified as marginal, or worse, in their effectiveness lies somewhere between 10 and 20 percent. Or ask yourselves, what proportion of the faculty, even if performing adequately, satisfactorily, is performing at a level significantly less than their full potential? How about 35 percent? 55 percent? To repeat, precision is hardly crucial for these purposes. What is crucial is to understand three things:

o One, the number of faculty members who are not currently carrying their own weight is not at all insignificant.

o Two, the cost to the campus, while impossible to calculate in budgetary terms, is unquestionably considerable in terms of what the campus actually achieves; these costs are real and substantial.

o Three, the situation is destined to get worse, maybe appreciably worse, before it gets any better--that is, in the absence of significant interventions designed to support renewal.

And this leads me to a brief outline of my topic. For purposes of my comments this evening, I intend to touch on the following four subtopics:

- (1) trends in the quality of the academic workplace;
- (2) observations about, and implications of, a changing academic labor market;
- (3) emerging approaches to faculty development; and
- (4) barriers to enhancing faculty development.

I.

Trends in the Quality of the Academic Workplace

In order to understand the circumstances in which potential "clients" of faculty development programs find themselves, it is necessary to comprehend the forces that are moulding--often constraining--academic life. As a general proposition, the quality of the academic workplace

has been deteriorating slowly but steadily for nearly two decades, and the cumulative effect has tended to increase faculty frustration, depress morale, and encourage detachment.² The effects are surely uneven; many faculty members remain buoyant and some institutions have been fairly well buffered from the demoralizing effects of scarcity. Nonetheless, at least eight large-scale trends relevant to the faculty condition impinge in important ways on the quality of academic life. They warrant at least a brief recital. Considered together they provide a framework within which future efforts to provide for the professional and personal development of faculty members must be considered.

One, working conditions have deteriorated palpably over the past decade and a half. This can be seen in the decreased availability to faculty members of secretarial and clerical support, in crowded faculty office conditions, in reduced travel budgets, in outmoded research instrumentation, in eroding library budgets, and in the massive amount of deferred maintenance with which campuses must one day reckon. In addition, obliged members frequently report their frustrations at having to work with large proportions of underprepared students.

Two, compensation for the faculty has decreased dangerously over the past decade and a half. Though there has been a modest recovery over the past seven years (averaging 1.9 percent per year above inflation), faculty

members on average lost about 13 percent of their earning power from 1972 to 1986 (as measured in constant 1985-86 dollars).³ This abysmal record compares unfavorably with every other major occupational group in the non-agricultural sector over the same span of time.

Three, the academic labor market continues to be inhospitable to faculty members in most fields. Mobility is severely limited compared to the robust academic labor market of the 1950s and 1960s. The prevailing strong buyers' market results in many faculty members reporting feelings of being immobilized or "stuck," and unfavorable conditions, though perhaps growing less severe, are likely to persist well into the next decade.

Four, faculty members are caught in a perplexing crossfire of conflicting expectations. As values (and criteria for rewards) change on many campuses, faculty members who previously were expected "only" to be effective teachers increasingly are being hired, retained, and promoted more on the basis of scholarly productivity. They are being asked, too, to rehabilitate an undergraduate curriculum that in recent decades has come unraveled and, concurrently, to be more responsive to the needs of business and industry. More challenging, faculty members are being asked to support expanded access (that is, to accommodate to the remedial needs of legions of poorly prepared students) while, at the same time, the faculty is routinely chastised for having permitted academic standards to slide. (Faculty

members, of course, should be seeking earnestly to respond to all of these needs, insofar as possible. The point is that this flurry of expectations, coupled with limited resources available to the faculty, breeds confusion and, it appears, encourages withdrawal.)

Five, the faculty is "congealing." By this I mean the faculty workforce is growing older and, correspondingly, they are now tenured, in the aggregate, at ever higher rates (currently about two of every three faculty members), and they are becoming more and more clustered in the senior ranks.

Six, compressed career ladders are the norm; many faculty members reach the highest rung on their career ladder with many years of teaching still before them. Yet the opportunity to advance ordinarily is crucial to motivation in the workplace.⁴ While this problem is more acute in many community colleges (perhaps especially at those with no differentiated faculty ranks), it is a significant issue in all types of four-year institutions as well.

Seven, the faculty perceives itself in recent decades as having lost a significant slice of its hard-won, cherished autonomy. The relentless forces of the marketplace (for example, the oversupply of faculty and student consumerism propelled by careerism), the escalating political demands for accountability and assessment, the size and bureaucratic complexity of the contemporary

multiversity--all these have undermined the faculty's ability to control its agenda and its destiny.

Eight, faculty morale--as a consequence of these and other factors--is uneven, often quite poor, ranging to downright awful at many institutions. Ennui, burn-out, and disengagement, while difficult to measure, are abundantly manifest. The summary by Clark, Corcoran, and Lewis, on the basis of their University of Minnesota studies, is congruent with evidence about faculty morale drawn from many sources: "We show," the authors write, "that although faculty vitality in the main is currently quite high, a significant proportion of faculty are still experiencing problems of morale, job satisfaction, and professional productivity."⁵

This familiar litany of woes admittedly does not do justice either to the strength and resiliency of American higher education or to the unwavering dedication of innumerable faculty members to their noble calling. But neither should these strengths--even though they may be the envy of the rest of the world--obscure the powerfully if subtly corrosive effects of the trends just mentioned upon the system and on the faculty's ability and commitment to fully meet its responsibilities. The central lesson is that environmental conditions strongly influence the extent of commitment in the workplace; simply put, a non-supportive and deteriorating work environment undermines commitment and effectiveness.⁶

Thus, it has come to pass, after roughly two decades of constrained resources, that the careers of contemporary faculty members frequently leave a great deal to be desired, even though the academic profession remains, on balance, attractive to the majority of its practitioners. These circumstances call for more effective ways to encourage faculty commitment and to facilitate re-invigoration.

II.

The Changing Academic Labor Market

I turn now, albeit briefly, to a consideration of the academic labor market. There are two points of great importance to be made here. One, the academic labor market is on the brink of a massive change. Two, these changes have significant implications for all who are committed to facilitating faculty members' personal and professional development.

The reasons for the change derive mainly from sharp increases in the demand for faculty members that will begin especially in the middle years of the 1990s. Why is this the case? There are two principal reasons. Most important, hundreds of thousands of faculty members hired during the great expansionary period from the mid-1950s through the 1960s will begin to retire. Further, postsecondary enrollments are expected to climb also during the mid-1990s as children of the baby boomers, now impacting elementary schools from coast to coast, begin to graduate from high school.

The influence of these two demographic trends, coupled with normal faculty attrition for other reasons, will make it necessary to hire, in all probability, over 430,000 new faculty members over the next two decades (1990-2009).⁷ That figure, which could wind up being as much as 550,000 or as low as 310,000 (depending on some key variables), is all the more awesome when viewed alongside the total number of full-time faculty members employed today--approximately 460,000. Thus, as can readily be seen, a substantial proportion of the current faculty will be replaced--sooner rather than later.

Or, to invoke a California datum in order to help us to understand better the amount of hiring that will be needed in the proximate future, I turn to a recent report issued by the California Postsecondary Education Commission. In the dozen years between 1988 and 2000, California's public institutions of higher education expect to hire from 24,000 to 30,000 new faculty members.⁸ The Commission sums up: "Taken together, the public postsecondary systems will be replacing approximately 64 percent of their current faculty within the next 12 years. Independent colleges and universities are in a similar situation."⁹ These estimates are shocking to a higher education community grown accustomed to relatively small infusions of new faculty hires.

What, then, are the implications of these changes for faculty development needs? I submit that the implications

are profound. The fact is that our colleges and universities will be confronting, so far as I can tell for the first time ever, a bimodal distribution of faculty by age. The older faculty cohort will be growing larger and older--far surpassing in numbers, and presumably in proportion, the older faculty cohort in years past. At the same time, of course, hundreds of thousands of new hires will be made, thereby populating our campuses with a much larger number of younger faculty members--neophytes--than we have attempted to accommodate within memory. These newer faculty members will have been trained in large measure in the same old, inadequate ways, which is to say, without sufficient attention to teaching effectiveness and without any significant regard for systematic exposure in graduate school to the history, culture and ethos of the academy. Alas, that is a different story.¹⁰

The challenge this leads to, accordingly, is just this: to fashion faculty assistance activities that will adequately take into account the characteristics of a faculty most of whom are either older and possibly wearier or, on the other hand, younger and inexperienced. Given this situation, we proceed to a consideration of relevant approaches to faculty development.

III.

Emerging Approaches to Faculty Development

The faculty now needs help of two kinds. First, faculty compensation and working conditions need improvement. But that is a topic often addressed and is more or less self-evident. Those very tangible needs will not be explored beyond what has already been noted earlier. However, their importance should not be underestimated. I want, instead, to focus on help of a different kind: the less obvious but critically important help that campuses owe faculty members to enhance their professional and personal development.

At this juncture we encounter an anomaly. On the one hand, colleges and universities (perhaps especially the research universities) are unparalleled repositories of knowledge about the management and development of human resources. After all, campus-based research and teaching in behavioral, social, and organizational studies commonly explore issues germane to the development of human potential, both in work-related behavior and in terms of personal growth.

Yet few would argue that very many colleges and universities do an adequate job--much less an admirable job--of supporting their professional staff, except sometimes in the limited areas of research and scholarship. To be sure, support for research and scholarship--and teaching,

too--is essential, and almost all campuses to a greater or lesser degree do promote the faculty's professional growth. As we are all aware, campuses almost universally help faculty members through such traditional means as:

- o facilitating attendance at professional meetings (though sometimes it is with a travel allowance of, say, \$50 a year--along with a proper word of caution like "don't spend it all in one place"); or
- o providing sabbatical leave programs; or
- o providing research stipends (often quite modest); or
- o providing the means to improve teaching skills through improvement-of-instruction activities.

These are basic, traditional strategies for enhancing professional growth, though the adequacy of such resources varies greatly from one campus to another--from the laudable to the laughable! As I indicated, I want to focus instead on other, less conventional, non-traditional facets of faculty professional development.

The Importance of Opening a New Front. A confluence of developments now makes it a propitious time to open another front on faculty development, namely, the much neglected personal dimension of adult development.¹¹ The importance of paying greater attention to the more personal aspects of faculty development is predicated on a basic proposition: personal and professional development are inextricably intertwined. As Eurich has observed, there is only a

"faint, imperceptible line that separates personal growth from professional or career advancement."¹² Indeed, this frontier presents not merely an opportunity, but a necessity--the necessity of providing suitable interventions or else risk serious decline in faculty effectiveness.

What is meant by this? What are the kinds of approaches I have in mind? Several examples may suffice to illustrate the more holistic dimensions of developmental activity:

- o Faculty career consulting. This activity extends way beyond how to be a better teacher or grantsman and ventures into the crucial realm of assessing career options within academic settings. This kind of consulting may lead, where situations indicate, to facilitating outplacement to non-academic jobs. The emphasis, however, should be on helping faculty members to identify, and to acquire, different experiences that would have a reinvigorating effect.
- o Wellness programs. These are designed to promote good health and physical fitness.
- o Employee Assistance Programs. These are designed to offer confidential, effective alcohol and drug abuse rehabilitation.
- o Financial and retirement planning.

These are activities to promote human growth by transcending the university's traditional preoccupation with cognitive

development. They draw upon, directly or indirectly, such theoretical perspectives of human growth and adult development as Maslow's notion of self-actualization, or Alderfer's need for growth, or McClelland's need for achievement.¹³ And these concepts are particularly important for present purposes because campus-based programs, grounded directly or indirectly in such theories, appear to work successfully where they have been tried.

Thus, the challenge of assisting faculty members to be more effective in meeting their complex responsibilities should be addressed in two arenas, that of new and prospective professors in their graduate school settings (a topic only touched on here) as well as that of faculty members now in place. This brings me to the next series of issues, those involving what to do and how to mobilize adequate campus commitment.

IV.

Barriers to Enhancing Faculty Development

The obstacles to full-blown, three-dimensional, realistic programs for enhancing professional and personal growth lie not in discovering the techniques or methods of how to do what needs to be done. The problem is not how to mount effective programs. Rather, the barriers are found in the realms of organizational will and commitment or, more

precisely, the absence of sufficient organizational will and commitment.

It should not be exceedingly difficult to persuade governing boards and administrators--and, for that matter, one's own faculty colleagues--of the compelling need to pay serious attention to the personal dimensions of professional growth. But it is difficult--very difficult--to scrounge up the necessary resources. Indeed, colleges and universities, as employers, appear to lag far behind their business and industrial counterparts in providing cutting-edge programs. At least four reasons help to explain why colleges and universities have not been very far-sighted.

One part of the explanation lies in the keen competition within the academy for scarce discretionary dollars to fund anything new. This is especially true for activities that appear to fall outside the campus' core missions of teaching and research.

A second part of the explanation lies with our organizational preoccupation, with the life of the mind, that is, with cognitive, intellectual growth. We are accustomed to an environment in which other kinds of human growth rank far down the ladder of priorities; sometimes they are barely acknowledged if at all. We are, that is to say, prisoners of our organizational culture. It is a limiting factor that constrains, even straightjackets, decisions about objectives appropriate for the organization and about the prudent allocation of resources. We must

somehow be enabled to view the faculty's developmental needs in the broader perspective, a perspective that transcends those confining cultural boundaries.

A third factor that impedes progress is the predilections of faculty members themselves. We, as faculty members, have been slow to recognize the problem, though we, the faculty, see all around us, on every campus, instances among our colleagues of disengagement and deadly boredom and enervating frustration. We, the faculty, have been quick, for reasons perhaps quite understandable, to express strong preferences for take-home pay versus various kinds of fringe benefits. We accord even lower priority to less directly remunerative personal development programs. In sum, we generally have failed to grasp the importance of lobbying for a broader approach to faculty development.

In this regard, I believe that faculty senates and faculty unions can be much more effective than is almost always the case in pressing for an array of faculty development programs. With respect to the collective bargaining agents, questions may arise concerning whether certain development-related objectives are bargainable. The point I seek to make has less to do with the proper scope of bargaining than with supporting--even if only by not opposing--initiatives that are targeted on personal and professional development. If my assumptions are correct, senate and union constituencies--that is, the faculty--have a substantial stake (albeit not always fully appreciated) in

the creation and expansion of programs responsive to the faculty's developmental needs. Accordingly, senates and unions have an opportunity to facilitate relevant activities.

Finally, I would attribute some portion of the explanation for slow progress to the inability of campus-based professional development specialists to persuade key campus decisionmakers that their efforts deserve more support. The three factors just mentioned seriously handicap them in their ability to rally others to their cause. Nonetheless, I sense that they have not been adequately resourceful in building a case--in pulling together the supporting evidence that does exist--for more support and in developing the requisite political alliances.

Thoughts About Antidotes. There are no simple solutions for overriding the complex barriers outlined above. Budgets will remain tight in the proximate future. A paucity of campus resources available to the host of legitimate campus claimants for those resources likely will continue to be a major constraint; it is a limitation that lies beyond the power of the faculty development "community" to affect. Nor will it be the least bit easy to liberate ourselves from the bonds of our organizational culture with its lopsided attention to cognitive competencies. I do believe, however, that professional development specialists, in conjunction with faculty and administrative allies, can help to

sensitize the larger campus community to the importance of an expanded developmental agenda.

The case is there to be made. The extent of faculty disaffection and disengagement, while not overwhelming, is tangible, and it is hardly negligible. And these conditions, left uncorrected, are costly. The most obvious countervailing strategy is to rally campus allies to press for a greater share of resources. It should by now be well understood, as noted by leading authorities on faculty vitality, that campuses "need to be continually and proactively attentive to vitality needs for all faculty groups."¹⁴ Beyond the obvious, three additional strategies are worth noting.

One, perhaps a primary goal on most campuses should be to "upgrade" the organizational location of the professional development unit. Often relegated to the lower echelons of the administrative hierarchy, these units typically do not wield sufficient visibility or authority to command adequate respect. One relevant study has found, hardly surprisingly, that the placement of senior employee education and training administrators within the structure of an organization is very important. The higher these advocates are placed within the structure, the more likely they will be able to influence the organization's decisions and priorities.¹⁵ It may well be that promotion within the organization's hierarchy is a key, even a prerequisite, for getting more respect. Among the plentiful tasks facing proponents of

more potent development programs, trying to engender support for elevated placement within the campus structure perhaps should rank among their highest priorities.

Two, schools or colleges within a university structure should examine the need for creating their own professional development apparatus. This is not to argue that schools or colleges should attempt to replicate staffing and services that might be provided at a campuswide level. It is to suggest that a faculty committee, working closely with a dean or associate dean, can be helpful in promoting professional development, providing referrals to campus and off-campus resources, and, in general, trying to develop intra-college developmental policies that will stretch beyond the traditional limited view of faculty development with its usual emphasis on the provision of sabbatical leaves and research stipends.

Three, in any efforts to create, expand, or evaluate faculty development activities, the faculty itself must be intimately involved. Professional specialists and administrators may be essential to operate successful programs, but unless the faculty takes "ownership" of faculty development programs by being actively involved in the policy-setting process, then the chances of programmatic successes are likely to diminish sharply.

There are many other principles and strategies which might be set forth. These several must suffice for now.

Conclusion

In sum, I believe the time has come for faculties and administrators alike to devote more attention to the faculty's developmental needs and, in that process, to assess anew the potential importance of the kinds of programs to which I have referred. The ability of colleges and universities to fulfill their responsibilities will depend in no small measure on how willing our campus leaders are to break out of deeply-cut channels of thinking about the importance of developmental activities for the faculty. This is essential if campuses are to move beyond traditional, outmoded thinking about the limited scope of developmental programs. The stakes are very high.

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¹ This address is based in part on an address presented at the Symposium on Excellence in Doctoral Education, Teachers College, University of Nebraska-Lincoln, September 30, 1988, and on an article, "The Personal Dimension of Higher Education," Thought and Action: The NEA Higher Education Journal, Spring 1989, in press.

² See, for example: Ann E. Austin and Zelda F. Gamson. Academic Workplace: New Demands, Heightened Tensions (Washington: Association for the Study of Higher Education, Higher Education Research Report No. 10, 1983). Howard R. Bowen and Jack H. Schuster. American Professors: A National Resource Imperiled (New York: Oxford University Press, 1986). Ernest L. Boyer. College: The Undergraduate Experience in America (New York: Harper & Row, 1987).

³ Joyce D. Stern (Ed.). The Condition of Education: Postsecondary Education, Vol. 2 (Washington: National Center for Education Statistics, U.S. Department of Education, 1988).

⁴ Rosabeth Moss Kanter. "Changing the Shape of Work: Reform in Academe," Current Issues in Higher Education, No. 1 (Washington: American Association for Higher Education, 1979), pp. 3-9.

⁵ Shirley M. Clark, Mary Corcoran, and Darrell R. Lewis, "The Case for Institutional Perspective on Faculty Development," Journal of Higher Education, Vol. 57, No. 2, (Mar.-Apr. 1986), pp. 176-195, at p. 176.

⁶ Kanter, op. cit.

⁷ See Bowen and Schuster, op. cit., pp. 165-220.

⁸ California Postsecondary Education Commission. Diversification of the Faculty and Staff in California Public Postsecondary Education from 1977 to 1987, Commission Report 88-29 (CPEC: Sacramento, September 1988), p. 27.

⁹ Ibid.

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STAYING ALIVE

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When I first began teaching, I was invited to a workshop for new faculty. The presentations were about the tools that could be used in the classroom. They told us how to use the blackboard, how to make up tests, how to prepare a syllabus, In truth, I don't remember a thing that they said.

But during a coffee break, I asked one professor what his favorite teaching tool was. He told me it was a cup of coffee. I asked him how he used it. He said that he talked too much and too fast in class and that students sometimes had trouble following him. So even once in a while, when he wanted his students to think about where he is, where he's been, and where he's going, he stopped to take a sip of coffee.

Let me ask you a question: Do you ever stop and think about where you are? Where you've been? Or where you're going?

Have you noticed that some people run out of steam before they reach life's halfway point? They've stopped learning and growing. They've even stopped trying. They are just plodding along, going through the motions. But there are other people whose inner engines are still running along at full steam. They're learning and growing. These people are vital and alive. They have many interests and can't find enough time in the day for them all. Things continue to excite them.

What is the difference between those two kinds of people? Is it a matter of luck? The vital people are just luckier? Do things

just happen for them? I doubt it. In truth, we're all scarred and wounded veterans of something or other. Almost no one escapes difficult times.

The difference between those of us who retain our vitality and those who don't is not luck. It has to do with something else.

Is it age? Some of the great figures in the history of the world -- Disraeli, Michelangelo, Winston Churchill -- made their finest contributions when they were in their 70's. My Aunt Helen is 86 years old. She still takes university courses and writes term papers. She goes to the opera and the theater. And she still does 30 push-ups every morning. She is a model of vitality. So I doubt if it is age.

My sense is that the difference between those who retain vitality and those who don't has nothing to do with luck. And has nothing to do with age. Instead, it has to do with some important principles of living. It's those principles of living that I'd like to talk about with you today.

Think about it for a minute. How do you maintain your personal vitality? What are some of the special things that you do for yourself? I'd like to use the metaphor of a marathon in thinking about self-care.

They set the distance of a marathon at 26.2 miles. You have to train for at least four months to build the stamina and endurance necessary to go that distance. That kind of preparation is not much fun.

What is fun, though, is that you also prepare for the marathon by loading up on carbohydrates for three days before the race. That's a euphemism for "pigging out" on pasta, guilt-free. You do this under the general theory that if it's good for you, more of it is better!

I've done the New York marathon twice. But you didn't see me on television with the front-runners. That's because I run in the back of the pack with the freak show. There's a guy who runs in a business suit and carries an attache case; he beats me. The guy who dribbles a basketball all the way; he beats me. There's the waiter who carries perrier on a tray; he beats me. Even the guy dresses as a bunny rabbit beats me.

There's a serious point here. You can't finish a marathon without following some important principles of living. In the same way, you can't retain vitality and energy and enthusiasm for life without following some key guidelines for taking care of yourself.

Several years ago, Osborn Segerberg (1984) wrote a book based on interviews with 1,200 men and women who had reached the age of 100 years. Segerberg asked them about their secrets of longevity. There were four common characteristics that emerged from the 1,200 lives. The characteristics were:

- . Having a relaxed attitude toward life;
- . Developing at least one long-term, close relationship;
- . Taking some prudent risks;
- . Having a positive attitude toward life.

During our time together, I'd like to talk about these four characteristics which -- when taken together -- make such a powerful contribution to self-renewal and personal vitality.

Let's turn to the first characteristic: a relaxed attitude toward life. Several months ago, I spoke at a conference in Bangkok, Thailand. While I was in Bangkok, over and over, I heard people say "Mah-Pen-Lai. Mah-Pen-Lai." After a while I started wondering, "What is this 'Mah-Pen-Lai' stuff?"

Finally, when I got acquainted with some Thai people, I said, "There's a phrase I keep hearing in the marketplace, in the museums, on the canals, at the University -- 'Mah-Pen-Lai.' What does it mean?" They sort of smiled and said, "It means it's all right, it doesn't matter."

After a minute it dawned on me that there was good reason for calling Thailand, The Land of the Smiles. The people there don't worry about things the way we do in our culture. We worry about everything.

There's always something for us to worry about. In case your worry list is shrinking, here are some fresh concerns for 1989:

- . There may be urethane in the wine.
- . There may be parasites in the sushi.
- . Radon may sleep in your basement.
- . There is too much ozone in the air and that damages the lungs.
- . There is too little ozone in the stratosphere and that burns the skin.
- . You may suffer a heart attack if you exercise too little.

. You may suffer a heart attack if you exercise too much.
(New York Times, 1989)

The truth is that -- with time -- this list of worries will grow stale and need to be changed. It's our disposition to worry that endures. The fact is that 90% of what we worry about doesn't happen anyway. Yet we go right on worrying about everything. And then we worry because we are worrying.

Actually, all this worrying has a certain comfortable familiarity. It is part of a long tradition of worrying. I'm going to read you a quotation in this tradition. I'd like you to decide when it was written.

Our children have bad manners and contempt for authority. They show disrespect for their elders, gobble their food, contradict their parents, and tyrannize their teachers. What is going to become of them?

Please jot down the year in which that statement was written. The year? In fact it was written by Socrates in the year 400 B.C. The shocking thing is that here it is nearly 2,400 years later and people are still worrying about the behavior of children.

John Gardner (1986) writes of having once lived in a house where he could look out a window and observe a small herd of cattle browsing in a neighboring field. He was struck by the thought that must have occurred to the earliest herdsman tens of thousands of years ago: you never get the impression that a cow is about to have a nervous breakdown.

Most humans have never mastered that kind of complacency. We are worriers by nature. I'm not suggesting that there is nothing that we should worry about, only that we should shorten our worry

list a bit. A more relaxed attitude toward life can make a big difference in how we feel about life.

Let me shift the focus now to a different characteristic -- the need to develop a long-term intimate relationship with at least one person. I'm not talking about a sexual relationship here. But rather about a very close relationship with another person, someone who you can go to and lay it on the line with, someone who will listen, someone who truly cares about you.

Think about it for a minute. Do you have such a person? I don't want you to answer, just think about it. Can you go to your husband? Can you go to your wife? Can you go to your next-door neighbor? Can you go to a good friend? Can they come to you?

Too often, people choose not to have such an intimate relationship. Some are afraid to let another person know who they really are. Others are afraid of somehow being hurt. Still others are afraid that they will fight with and hurt the person with whom they are very close.

It's true that an intimate relationship brings out your deepest feelings. And it's true that it is a risk. And it's true that it sometimes brings arguments and emotional pain. But it is also true that the only alternative to intimacy is despair and loneliness. And that's something that no one wants. In truth, people are so desperate to avoid it that they sometimes turn to complete strangers for support.

[Chock Full of Nuts Illustration]

I think you would agree that everyone needs someone they can talk to. An empathetic stranger may be helpful. But an empathetic friend is far better.

Let me turn now to a third characteristic of personal renewal: it's the need to take some prudent risks. I'm not talking about taking up sky diving or parachuting. I'm talking about seeing things from another perspective, searching for new ideas, experiencing some new and different things.

Too many people are in a deep rut. Week after week, day after day, things are exactly the same for them. They eat the same food, wear the same clothes, see the same people, shuffle the same papers. There is no variety. No change. No stimulation in their lives. And as a result, there is no enthusiasm, no growth, no vitality in their being. I want to read you something about risk from Leo Buscaglia (1982):

"To laugh is to risk appearing the fool." Well, so what. Fools have a lot of fun.

"To weep is to risk being called sentimental." So what. It's a great thing to be.

"To reach out to another is to risk involvement." So what. Being involved is what being human is all about.

"To place your ideas and your dreams before the crowd is to risk being called naive." So what, I've been called worse things than that and I suspect many of you have too.

What it comes down to is this: To hope is to risk despair. To try is to risk failure. But risks must be taken because the greatest risk in life is to risk nothing. People who risk nothing have nothing and become nothing. They may avoid suffering and

sorrow. But they cannot learn and feel and change and grow and love and live.

I'd like to digress for a moment or two to tell you about a prudent risk taken several years ago. Some of you may have heard me talk about my experience in Egypt.

[Egypt Illustration]

Now, having spoken of the importance of taking prudent risks in your life, let me turn now to the fourth characteristic of personal renewal that we'll be focusing on today: It is having a positive attitude toward life and toward the future.

I know that sometimes that's not an easy path to follow. Sometimes it's very tough. Life is painful, and rain falls on the just. The brave don't always win the battle. Good people don't always win the battle. Good people don't always find happiness.

But too many of us are scared off by those things. We're afraid of living life. We don't feel. We don't care. We develop negative, pessimistic attitudes. And, as a result, we don't live.

A positive attitude means getting your hands dirty. It means jumping in the middle of it all. It means falling flat on your face sometimes. It means getting involved. It means going beyond yourself.

I'm convinced that if we spent one quarter as much time each day thinking about life and living -- as we do planning a meal -- we'd be incredible human beings!

I've said that our attitude makes a huge difference, and I'd like to show you what I mean. Let's have some fun for a minute. I

would like you to turn to a neighbor and describe your vision of what's coming up this next week for you -- what you're going home to. I would like you to describe it as if it was loaded with problems and that you have got to face some very stressful and draining issues. I want you to whine and moan and complain to your neighbor.

Now if you're the neighbor, I want you just to listen carefully but don't be responsive in kind. Listen but don't say anything. When the 30 seconds is up, you'll have your chance. Ready? Go! Okay, stop.

Now for the neighbor. What I'd like you to do is this: I'd like you to tell your story for 30 seconds. But instead of whining and moaning, I'd like you to say, "I am the luckiest person. I cannot believe the great opportunities that are in front of me this week. I can't wait to get to it." Ready? Go. Okay, stop.

It takes one minute to do -- and my guess is that this is something that you know already -- but I just wanted to have some fun with it to show you that our attitudes make an enormous difference in our vitality.

You and I know that if we spend most of our time whining and moaning, that we are really undermining our vitality.

Think back to the study of the 1,200 people who lived to the age of 100 years. Suppose that, like those people, you have a relaxed attitude toward life; develop at least one, long-term, close relationship; take some prudent risks; and have a positive attitude toward life. Will you live to the age of 100?

No one can give any ironclad guarantees, of course. But on the positive side, there will be a marked increase in the likelihood that you will enjoy a powerful zest for living for many, many years.

Let me end my remarks in this way: Robert Fulgham (1988) describes -- a bit whimsically perhaps -- an ideal approach to life-long vitality. We learned about it, not at the top of the graduate school mountain, but there in the sandbox at nursery school.

Here are some of the things we learned:

- . Share everything.
- . Play fair, don't hit people.
- . Put things back where you found them.
- . Don't take things that aren't yours.
- . Say you're sorry when you hurt somebody.
- . Warm cookies and cold milk are good for you.
- . Live a balanced life - learn some and think some and draw and paint and sing and dance some.
- . Take a nap every afternoon.
- . When you go into the world, watch for traffic, hold hands, and stick together.

Think of the more vital lives we would have if all of us had milk and cookies about 3 o'clock every afternoon and then lay down with our blankets for a nap. Or if we had a basic policy of putting things back where we found them and cleaned up our own messes.

And it is still true: No matter how old you are, when you go out into the world, it is better to hold hands and stick together.

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FACULTY VITALITY AND INSTITUTIONAL CLIMATE

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If one thing seems clear from the hundreds of books, articles, and conferences presentations on the topic of "faculty vitality," it is that this is a concept which is complex and difficult to define. Not unlike "good teaching," "faculty vitality" is a phenomenon which most academics would claim to recognize when they see it, even if their attempts to define what they see are somewhat fuzzy. In an attempt to document this, I interviewed eleven faculty and four deans at the University of Louisville, a public doctoral-granting research institution of ca. 21,000 students and 1100 full-time faculty. The faculty selected were all members of the University's Commission on Academic Excellence, and hence have established records of professional activity which warrant labeling these faculty "vital."

Faculty were asked (1) how they would characterize a "vital" faculty member at their own institution; (2) which institutional policies and procedures enhanced their own professional vitality; (3) which institutional policies and procedures detracted from their professional vitality; (4) to what extent they felt their professional vitality stemmed principally from their own personality or from the working conditions at their institution; and (5) the degree of impact on their vitality of the following factors: departmental colleagues, teaching load, relations with their department chair, institutional personnel policies, disciplinary peers outside their own institution, and their desire for a merit salary increase (at an institution where all salary increases are "merit-based").

Deans were likewise asked to characterize a vital faculty member in their school or college; given their definition, they were asked to speculate on the percentage of their faculty they would characterize as being vital at this stage in their careers; they were also asked which school/college policies in their view had a positive or a negative impact on faculty vitality; and finally they were asked to comment on their perception of the role of a dean in affecting the vitality of faculty.

Not surprisingly, perhaps, most faculty interpret "vitality" only in terms of the institutional working environment and expectations that they know, which reinforces the conclusion of Clark and Corcoran (1985) that faculty vitality can properly be understood only with reference to its contextual and situational

dimensions. Three of the four deans, on the other hand, took a much broader view of vitality, emphasizing faculty willingness to adapt to new situations, to take on new tasks, to be open to new ideas and to be willing to get involved.

Faculty members tended to view grant support for research and travel as policies and procedures which positively influenced their vitality, though most faculty thought the amount of financial support available for these purposes was inadequate. Several faculty also praised the freedom of the individual professor to set his or her own research agenda and to pursue whatever academic interests strike one's fancy. Deans concurred with these assessments, but added that it was important to them to treat faculty as individuals, to be accessible as much as possible, to listen, listen, listen to what faculty want to talk about. On the negative side, some faculty complained about the institutional reward structure which, in their view, emphasizes research over teaching and tends to reward short-term accomplishments over long term efforts, thus penalizing the professor whose book is in progress for several or more years.

The majority of faculty felt that their department colleagues had a positive impact on their vitality, but the group split on the impact of teaching load, roughly half viewing their teaching load as having a negative impact and half a positive one. The majority of the faculty also felt that their relationship with their department chair positively influenced their vitality. Perhaps the greatest surprise -- and not necessarily one that campus administrators would appreciate -- was that only one in eleven faculty felt that institutional personnel policies (i.e., for tenure, promotion, merit) had a positive impact on his or her professional vitality. The fact that seven of the eleven faculty were already at the full professor rank was a mitigating circumstance, but even the four associate and assistant professors in the study did not support a positive impact of personnel policies on their vitality.

Every faculty member in the study perceived a positive impact of external disciplinary colleagues on vitality, thus confirming the disciplinary loyalty and outward focus of faculty, especially at research institutions. The final factor, the desire for a merit increase, met with weak positive response from the faculty sample. As has been suggested by others, money may not be much of an incentive, especially at the higher (and better paid) academic ranks.

A complete copy of this paper, with numerous quotations from faculty and decanal interviews, and with the author's conclusions, is available by writing Dr. Howard B. Altman, Director, Center for Faculty and Staff Development, University of Louisville, Louisville, KY 40292.



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STAR BILLING OR CHORUS LINE?:
WHAT DISTINGUISHES "VITAL" PROFESSORS FROM THEIR COLLEAGUES?

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A steady stream of reports in the popular media as well as higher education literature express concern over the state of faculty vitality. There is widespread fear that an aging, immobile, and discipline-bound professoriate cannot provide the state-of-the-art teaching and scholarship which are essential elements of America's challenge to its foreign competitors.

Colleges and universities are labor intensive organizations that have begun to acknowledge the critical significance of their human resources. Most institutions of higher education expend large sums of money annually to support faculty growth and development. Sabbaticals, grants for professional travel, and research stipends are just a few of the techniques colleges employ to promote faculty renewal and protect fragile faculty vitality. Yet many of these efforts to support high quality faculty performance are based on academic tradition, unfounded assumptions, and sometimes even myths whose relationship to faculty vitality has not been established. Today, in spite of elaborate faculty personnel policies and substantial investments in faculty development initiatives, concern persists that the academic profession is at risk.

This situation raises an important question the higher education community must address: What differentiates a college's most vital professors (i.e., their star performers) from their competent but undistinguished professors? This session will review research comparing "vital" professors in four year undergraduate colleges with a representative sample of their colleagues. The session will consider what professors in general have in common (e.g., goals, priorities, sources of satisfaction) and what factors distinguish between the vital and representative faculty groups. Major dimensions of academic life (e.g., distribution of effort among various faculty roles, work habits, career evolution) as well as the nature of the academic work environment (e.g, relationships with colleagues and administrators, condition of facilities and equipment, resources for professional development, recognition and rewards) will be examined in detail.

The primary goal of the session is to identify concrete practices and strategies that can foster vitality among all faculty. Implications of the research for policy and practice will be addressed at the institutional, departmental, and individual levels. The session leader will encourage those attending to share ideas that have effectively contributed to faculty vitality on their campuses.



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Wellness Programs for Faculty/Staff: National Trends

Joan North, Dean
College of Professional Studies
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The "wellness" movement, barely 15 years old, reflects a shift in thinking about one's health which stems in part from changes in the nature of diseases. Looking back forty years, life threatening diseases like pneumonia, flu, polio and tuberculosis were of great concern.

Since that time the major causes of death have not been infectious disease but disease induced by lifestyles. Heart disease, stroke, cancer and untimely accidents are the so called "designer diseases" because we create them ourselves by choices we make about our lives, choices about seat belt usage, stress levels, nutrition and exercise.

Thus, the notion that people have some control over their death has led to the belief that they also have great control over their lives and how fully those lives could be led. The relationship between body, health, emotions and performance undergirds the belief that living in wellness not only prevents illness and premature death, but also heightens one's quality of life, as well as one's performance at work.

But the major trend that influenced the growth of the wellness movement was a dramatic rise in the cost of health care. The potential for savings through wellness programs can be substantial, since companies currently spend as much as \$2000 per employee for health care costs. This potential for savings has not gone unnoticed. The Department of Health and Human Services reported two years ago that 50 percent of companies with more than 100 employees now offer some kind of health promotion activity.

New York Telephone ran nine wellness projects which concentrated on the risk factors of smoking, cholesterol, hypertension and fitness. The company estimated net savings at \$2.7 million annually. The ten year old Staywell wellness program at Control Data estimated savings in health care claims and absenteeism at \$1.8 million annually. There are professional organizations and periodicals like *Fitness in Business* which report research and trends in corporate wellness.

Universities have been slower to respond. A national survey which I conducted in 1987 revealed 215 campuses which operated or planned to start wellness programs for their faculty or staff. While that is only about 12 percent of four-year campuses, I predict that that number will grow considerably in the next few years. In fact, one can see growth patterns already. And the programs report that they expect to expand not contract.

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The campuses identified by the survey seem to be less interested in the cost savings motivation than the business sector was. Almost every campus cited a desire to promote better health awareness as a motivation for their wellness program, while less than half identified saving money on health care costs. I believe that one explanation is that in many state universities the health care costs are administered at the state level and so there is no incentive at the campus level to be concerned with the costs or savings. As far as I know, only Montana has a statewide wellness program for faculty.

The types of wellness activities which were identified by these campuses were heavily oriented toward the physical aspect of wellness. Other aspects of wellness are intellectual, emotional, social, occupational or spiritual wellness. The UWSP wellness model is based on a more holistic view of the individual.

Although the national survey was oriented to wellness programs for faculty and staff, many early campus wellness programs were geared to the student population, not the faculty. The University of Wisconsin at Stevens Point was one of those pioneers in the early 70's. Dr. Bill Hettler and his staff created the Six Dimension Wellness Model, the use of trained students as life style assistants, and the National Wellness Institute. Bran muffins permeate the campus and wellness programs have become pervasive.

Who are the prime movers in instituting campus wellness programs for faculty and staff? In my survey, almost 75% of the respondents noted that the physical education or health related faculty were prime movers. This group of faculty frequently had access to facilities which could be used for faculty wellness and/or supervised students in practica who needed additional opportunities to work with clients. What better clients than your own colleagues? Other prime movers identified were the president or vice president, especially if that person was committed to wellness herself or if there had been some unfortunate and preventable loss on campus. The personnel office was a significant force for some campuses, especially for staff wellness. Wellness programming on some campuses is considered a significant enough fringe benefit that it is included in the union contract. Sometimes the faculty development office gets involved as they see the connection between faculty well-being and teaching.

There are vast differences in funding levels and sources among campus wellness programs. Michigan State University and the University of New Mexico are in initial stages of multi-year, multi-million dollar foundation grants for their wellness programs. Potsdam College of the State University of New York operates with no budget and no assigned personnel by using small profits from several non-credit aerobics classes and by using volunteers.

Most programs charge some participant fees, although the fees are sometimes subsidized by the campus. For example, the University of Louisville sponsors a total wellness program which includes exercise physiology testing, nutrition/weight control counseling, stress management and other services. This comprehensive program is limited to 200 employees and costs \$200 per person. The employee pays \$50 and the university pays the other \$150.

Since the wellness movement is still relatively young in higher education, there are many questions still pending. What is the payoff for starting an employee wellness program? What does it cost and what are the benefits? How can it be funded? Who should be involved in the planning? Can one program serve both faculty and staff? How do you get people to participate?

As we hear more about the faculty wellness programs, it might be well to remember the saying "There is a lot more to being alive than not dying."

The Process of Refocusing and Redirecting with Faculty

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The department chairperson is a critical force, for good or ill, in the continued growth and development of faculty in a department. Tucker (1984) suggests that 80% of all institutional decisions are at a departmental level. Many of these decisions affect work conditions of faculty. What is the context that chairs face in working with faculty growth and development?

A number of research studies, including Bowen and Schuster's work focusing upon The American Professoriate (1986) and the present Lilly Foundation funded and TIAA-CREF sponsored study of department chairpersons (expected to be published by the American Association of Higher Education in 1989) indicate there is a greater emphasis on producing research articles and obtaining grants in many institutions. The cluster of institutions with the greatest change in expectations are the "comprehensive institutions" which traditionally have focused on undergraduate teaching but now have a growing emphasis on development of graduate programs and research emphasis. The faculty caught in the changing expectations indicate "the roles of the game have changed" -- they were hired because of their commitment to undergraduate teaching and now the expectations constitute tasks for which they have few or any skills or for which they have limited interest.

Given the concern about continuing to provide opportunities for maintaining faculty vigor and the documented commitment of many chairpersons to faculty growth and development, the Lilly study of department chairs indicates refocusing with faculty is particularly useful. Two avenues to refocusing and possible redirection have been identified. In the first instance, a number of faculty already have another set of knowledges, skills, and interests which are important to the department. Examples are: (1) Skill in the "language" areas which includes foreign language or computer abilities which can be successfully integrated into the department's goals. (2) Administrative capabilities which can be utilized for leadership and management functions, internship programs or other particular departmental functions.

In the second instance, refocusing and definite redirection occur by the department identifying a need and the faculty member seizing the professional opportunity to move in a new direction. Usually this situation would require major retraining, often through the use of sabbaticals or additional coursework.

However, before moving into actual redirection many chairpersons do not spend the time or effort to understand and clarify a faculty member's present situation. With acceptance and understanding, faculty have shown they will consider options within the department as well as in other parts of the university or even outside the university. The focus needs to be what fits their needs and interests and where that can happen. Without a clarifying process between the individual faculty member and the chairperson, new options may be seen as threats rather than opportunities.

To prepare for redirection, chairpersons can focus upon a renegotiation of the "psychological contract" as described by Edgar Schein (1978). The psychological contract encompasses a set of expectations, often assumed and unwritten, between the faculty member and the institution. One of the major goals for a chairperson in renegotiation is to make the terms of the psychological contract explicit and to make certain the new terms negotiated are within the capabilities of the faculty member and the institutional commitment.

The renegotiation of the psychological contract requires that the chairperson help the faculty member develop a plan which incorporates the following aspects:

- 1) Mutually defining the goals and direction of the refocusing effort.
- 2) Determining the activities and timeframe to meet the goals.
- 3) Providing or finding resources to accomplish the goals.
- 4) Developing a feedback system to make sure the plan is on-target or can be adjusted because of contingencies.

This session will emphasize understanding the psychological contract and ways to renegotiate this contract to meet new realities and expectations. It will include opportunities to discuss some actual refocusing cases from the chairperson study.

MANAGEMENT STRATEGIES FOR BALANCING INSTITUTIONAL OBLIGATIONS
TO STUDENTS AND RENEWAL EFFORTS FOR FACULTY

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OVERVIEW

Faculty renewal has to be approached, planned, and implemented positively since it is an admirable objective and essential to countering faculty burnout. Renewal is treatment for a growing adversity, the nature of which has to be determined before a rehabilitation plan can be evolved. Many academic experiences are self-renewing and the most desirable corrective strategy is to have faculty involved only in these kinds of activities. Achieving self-renewing work experiences is the most valuable of all alternatives but requires that job burdens which contribute most to burnout must be minimized or eliminated.

This ideal is not always attainable, but identifying and arranging self-renewing work assignments are essential-initial steps in building faculty morale and enhancing performance. Faculty involved in work which is self-renewing require but few tangible boosts or interventions to enhance competence and sustain morale.

Neither faculty bodies nor administrators can agree fully on the desired distribution of efforts for an individual faculty member among the important academic functions of teaching, research, public service (including seminars, conferences, and non-degree programs validated by certificates), and external civic, governmental, and professional contributions. However, standards dictate that every academic department must distribute a reasonable collective effort among all of these functions in order to achieve academic objectives, build and sustain quality, and meet accreditation standards.

Achieving a necessary departmental balance of faculty activities does not require that the effort be distributed uniformly among every member of the departmental faculty. An activity which is highly self-renewing for one faculty member may not be so rewarding to another. Individual contributions toward each major academic function will necessarily vary in order to maximize self-renewing opportunities. If distributing the load to

maximize self-renewal of the faculty fails to achieve the collective objectives of the department, gaps are filled through new hires rather than imposing unrewarding long-term-work assignments on established members of the department.

Departmental objectives should not be so rigid that contributions to each function is invariable. The most inflexible requirements for many institutions are the hours assigned to the classroom and a vast array of extended student services, such as advising and tutoring. The number of student-credit hours for a department may be set by policy of an external funding commission, but the department average should not become the arbitrary load for each faculty member. Large-class-sections may not be as serious a burden for some individuals as more classes with fewer numbers are to others.

Computers can be programmed to accommodate routine advising permitting more faculty time to be spent in counseling students on careers. Learning centers may be structured to minimize faculty time for providing tutorial services. Requirements for remedial and tutorial services can, and should, be diminished through controlled admission standards and pre-enrollment remediation programs.

The paper presents a strategy for maximizing self-renewal opportunities by optimizing opportunities for satisfying faculty work assignments. Innovative alternatives are described for providing extended services to students which not only free faculty to pursue more rewarding work, but can serve students even better than traditional means. Serving students adequately and simultaneously protecting the faculty from being overburdened are compatible, but achieving this compatibility requires a high level of managerial expertise. Neither faculty nor the administration can deny a concern expressed in a report of the Carnegie Foundation For The Advancement of Teaching, College: The Undergraduate Experience In America.

Many young people who go to college lack basic skills in reading, writing, and computation--essential prerequisites for success. Faculty are not prepared, nor do they desire, to teach remediation courses.

A strategy necessary to attract, nurture, serve, and retain students is essential to any institution, but it must not be pursued at the expense of faculty development. The two important strategic objectives must be considered in context and addressed in terms of balancing gains for students with losses for faculty. Planning and implementing effective strategies for achieving a balanced distribution of faculty effort is a major administrative challenge.

From experience as a university Chancellor, the author holds a strong view that a highly motivated and excited faculty will inherently look out for the best interest of students.



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Dialogue for Renewal

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Much has been said and written about the flaws in our present system of higher education. There seems to be a sense in the popular culture that education in general and higher education in particular have failed. The blame for this failure has been variously attributed to parents, faculty, administrators, students, politicians, clergy, and others too numerous to mention. Whether or not education has failed or has serious flaws is a complex question, discussed by others and not the major focus of this paper. Rightly or wrongly, however, these criticisms of higher education coupled with other cultural and historic phenomena have left faculty in general in a state of low morale and clearly in need of renewal. The question of the need for faculty renewal, growth and development is not debatable. Psychologically growth and development are always viewed as positive processes to be encouraged. Whether or not faculty require renewal is also not debatable in the sense that the faculty's cry for help, while some might debate the accuracy of its self diagnosis, is none the less a real cry, and as such demands attention.

The purpose of this paper is to suggest a method that can be utilized by faculty as individuals or as groups in order to: (1) examine the role of faculty vis a vis the criticisms of higher education; (2) appraise the level of faculty morale and the need for faculty renewal; and (3) suggest dialogues as one approach for facilitating renewal and faculty growth.

Many faculty are fortunate to be on campuses that provide centers for professional development and support services for personal and professional renewal. Other faculty however are not so fortunate. The approach suggested in this paper can be used individually and/or collectively to help the faculty member gain a clearer perspective on himself and his role in relation to others around him in society and at the university. The approach is important because it can be utilized informally, and does not require support services which may not be present on campus.

This process requires faculty to become active in a dialogue with themselves and others around critical questions that influence their lives and professional responsibilities. But how do faculty begin this dialogue? What is their initial point of reference? The writer suggests that faculty choose a major recent respected work that deals with issues of concern, and one that is controversial. Allan Bloom's The Closing of the American Mind is such a book. Bloom addresses issues in this book that are at the heart of faculty concerns. Bloom provides an explanation for the present state of the American university, which speaks to many issues that affect faculty. Bloom also makes suggestions to faculty for future growth and renewal. Whether we agree with Bloom's analysis or proscriptions, he none the less provides a starting point for discussion of the critical issues that must be dealt with in any process of faculty renewal, basically issues of reality, identity, and purpose. The chapters in Bloom's book point to key areas for discussion. Issues such as; our virtue, books, music, relationships, creativity, values, the self, the sixties, and liberal education, to name a few. The writer is proposing therefor that faculty begin to engage themselves and others in dialogues about the issues that Bloom raises.

This paper begins with a synopsis and analysis of Bloom's book, highlighting issues of particular concern for faculty personal and professional renewal. The presenter will then go on to initiate a dialogue with the audience around several issues that Bloom has raised. The paper will also make suggestions for future discussions.

In the foreword to The Closing of the American Mind Saul Bellow says of it, "What it provides, whether or not one agrees with its conclusions, is an indispensable guide for discussion..." Faculty who engage in this discussion will open for themselves new avenues of growth and development, which ultimately will lead to renewal on both a personal and professional basis. Bloom states in his conclusion, "One cannot and should not hope for a general reform. The hope is that the embers do not die out." (p380) Faculty dialoguing together can stir the embers.

RENEWING SENIOR FACULTY

Dr. James F. Calhoun
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University of Georgia

The graying of our university and college faculties has been a growing concern over the past ten years. A problem concomitant with this aging is that of burnout. Protected by the tenure system and reluctantly tolerated by administrators, once highly productive faculty slip into a malaise that brings upon them labels as 'dead-wood', 'dead-head' and other derogatory terms.

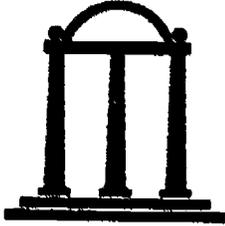
Indeed, in looking at a faculty member who has burned out, one can easily see why he or she is perceived this way. The person who is burned out is characterized by a chronic state of fatigue, frequent illness and other physical problems as hypertension and ulcers. Psychologically, they are often depressed and despondent, being assailed by feelings of inadequacy and loss of confidence. This becomes expressed through avoidance of work and colleagues, low productivity, poor teaching, withdrawal, and an often hostile and cynical attitude.

Such problems do not occur for no reason. On the contrary, they are a result of unsuccessful coping with the stresses of academe. The chronic overload created by the demands for quality teaching, research productivity and service needs is at the top of the list of stresses. Additionally, there is often the feeling of lack of control over one's life as academic schedules and institutional demands direct the faculty member to march to the beat of someone else's drummer. Third, there is the rare and infrequent recognition that comes to most faculty members, resulting in inadequate acknowledgement and appreciation on top of the sometimes demeaning salaries suffered by many. Finally, as any faculty member will tell you, there is the chronic conflict that a member of academe experiences as he/she tries to balance the impossibilities of being all things to all people in juggling teaching, research and service.

These stresses and the subsequent burnout suffered by many senior faculty have sad and severe consequences for both the individual and his/her program. For the individual, there is a loss of morale and self-confidence, coupled with a decline in health and a reduction in productivity. For the program or department in which the faculty member serves, there is a sense of frustration for having to put up with someone who is not carrying his/her share of the load. Even worse is the unpleasantness of dealing with someone who is often negative and defensive. Both the lack of contribution and negativeness create stress both for the department head and the other faculty, spreading the possibility for and effects of burnout even further.

Thus, for the sake not only of the individual but also for those around the graying academic, creative routes for renewal through which strategies for restoration can be implemented become imperative. These span the breadth of possibilities, from individual efforts to university-wide programs and policies. At the institutional level, these include load change or reduction, changes or opportunities in control and input, recognitions for work with realignment and new opportunities for rewards, restructuring for job conflict reduction, job changes, job definitions, job rotations, apprenticeships, internships, sabbaticals, opportunities for faculty and staff recreation and social contact, retraining and reeducation opportunities, and new attention to stressful environmental factors. While ideally implemented at the university or college wide level, many of the strategies just mentioned could also be implemented at the department level. Finally, there are the varieties of approaches the individual faculty member could take including job changes, development of social supports and personal physical, psychological and behavioral growth.

The graying of our faculties in our colleges and universities is a fact as is the high rate of burnout among them. There should be no more pressing concern of our institutions than the search for ways to save and restore these incredibly valuable and needed individuals to the full productive lives in which they have contributed and could still contribute so much to our system of higher education.



Office of Instructional Development

**Not an Academic Problem: Balancing the Responsibilities
of Career/Home/and Personal Growth**

A Workshop for Participants and/or Spouses

Dr. Judith B. Chandler
Office of Instructional Development
The University of Georgia

All of us of the 80s struggle with the issues of surviving and living in a fast-paced, mobile, "stressed out" society. As Toffler alerted us at the commencement of this decade, a "powerful tide is surging across much of the world today." Our choice is either to plunge in or be swept away.

As supposedly sensitive, talented, well-educated adults, we are faced with the challenge of meeting the multiple demands of both professional and personal responsibilities. Like those outside the so-called "ivory tower," we must grapple with the conflicting challenges inherent in our multiple roles as worker, spouse, parent, friend, child of aging parents, and community volunteer. We juggle daily calendars and budgets and "to do" lists, as we attempt to practice the skills of time and stress management. In reality, most of the time we "preach" better than we "practice."

In addition to the balancing act described above, the faculty member of the 80s faces an additional task. To succeed, he or she must learn to balance the university's demand to "publish or perish"; to teach, do research, and perform public service - all at the same time. The spouse or the significant other of the academician is involved in this struggle, too. There is conflict in this role as well: How can I be supportive while coping with my own career goals? Do I put my career "on hold" and rear a family? How do I cope with mobility and job insecurity? The bottom line concern is: What is my role and where do I fit in?

The purpose of this workshop is not to simply explore the pressures of surviving on the campus of the 80s, but to learn from others what is working for them. Principles of time and stress management, goal and priority setting will be explored, as well as the necessity for both a strong support network and a personalized reward system. Emphasis will be upon putting a plan into action and devising ways of both evaluating and modifying this plan. A slide presentation will be included; self-assessment instruments and handouts, including a practical bibliography, will be provided.



Nicholls State University

STUDENT FEEDBACK AND PROFESSIONAL GROWTH

Dr. Moon K. Chang
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Nicholls State University

Extensive research has been done on the pros and cons of student evaluation. One disadvantage of student evaluation is that the instructor has little time to deal with the problems identified and issues raised by the students because the instructor usually does not receive evaluative data before the semester is over.

In order to resolve this type of problem through student-teacher interaction, three groups of students were given opportunities to turn in their subjective feedback in a narrative form periodically during the Fall semester 1988. The first group consisted of juniors and seniors who took Methods and Materials in Special Education, the second group consisted of sophomores who took Psychology and Education of the Exceptional Children (Introduction to Special Education), and the third group consisted of graduate students who took Assessment in Special Education. Students were asked to turn in their feedback periodically on a voluntary basis regarding their likes and dislikes about the course and the instructor as well as their suggestions as to how to improve their class further. Students were encouraged

to include their personal feelings about what was going on in the class. However, students were cautioned not to include any clues with which they might be identified. After the initial feedback, students and the instructor had a lively discussion about the mutual concerns on the basis of the narrative feedback and tried to find out workable solutions together to increase learning and improving learning environment while keeping the frustration and anxiety levels to a minimum through class interaction and improved communication. For one thing, students were so anxious about the semester exam that Test Anxiety Inventory (Spielberger, 1980) was given to determine the actual level of test anxiety. Minor adjustments were made on the difficulty level of the test items on the basis of the data obtained from the inventory. Those concerns presented and issues raised in the initial feedback were dealt with for some time and students were asked to make comments in the next narrative feedback whether the suggested solutions were indeed workable solutions.

This cooperative venture paid off. Frustration and anxiety on the part of the student were gradually eliminated. A majority of the students indicated that they felt more comfortable about the learning environment. In fact, goals and objectives of the course were achieved in a more comfortable learning environment.

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THE FRESHMEN EXPERIENCE AS A SOURCE OF FACULTY RENEWAL

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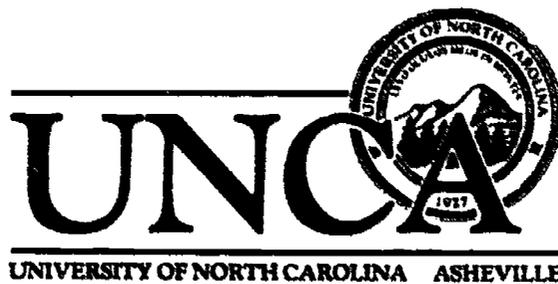
Ken Coll
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In the majority of states the community colleges are in their third decade of existence. Many of the faculty members at these schools have been at the same community colleges since the early days of the systems. Faculty tend to become bored, stagnant or uninterested in teaching as they continue in the same job for many years. The stagnation problem is complicated by the fact that community college faculty are getting older, resulting in a greater number of faculty with ten or more years experience. Although this certainly can be an advantage, the greater experience without the deliberate introduction of change causes routinization, the process whereby various aspects of a job become increasingly characterized by repetition, patterning and sameness in the task or activities used to carry out the job activities. Faculty development is a crucial method for curtailing stagnation and burnout.

The situation in Oregon community colleges is no different. As part of a recent survey of instructional and administrative personnel in the state, it was revealed that 85% of those surveyed had been at their current assignments for more than ten years. The survey itself delved into the current and desired knowledge of participants about topics such as the institutional missions, instructional goals, and student programs. The responses revealed many insights about the positive character of the staff, positive in spite of conflicting demands as well as a general loss of motivation. These individuals see themselves as knowledgeable about the students they work with and willing to seek information to improve their college; yet currently formal support for such activities is minimal.

An economical method to bring together the desire for faculty involvement and the need for institutional revitalization can be accomplished through the Freshmen Seminar program. The benefits of the Seminar approach have been shown by a study of 183 faculty members who taught the Freshmen Seminar course for the University of South Carolina system. Their responses showed that 82% of the faculty members believed their knowledge of student needs was significantly enhanced by the experience, and they had become more sensitive to student problems. A similar number of this largely veteran staff stated that teaching the course was excellent for faculty professional rejuvenation. Other issues that could be explored through the use of the Seminar teaching experience include enhancing part-time faculty instructional skills, developing institutional research information, and increasing the sense of a team spirit in faculty and staff. Faculty development through participation in the Freshmen Seminar course addresses needs across the institution. Students benefit because they are better understood, faculty benefit because they have new challenges and opportunities, and the institution benefits because of resulting increased student retention, better quality of teaching, and higher collegiality and morale.

The presentation will include a discussion of the results of the Oregon community college faculty survey and its application to freshmen seminar classes. Details of the program, including techniques used to involve and train faculty for the program, will be highlighted.



FACULTY DEVELOPMENT IN INTERDISCIPLINARY HUMANITIES PROGRAMS

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Director, Humanities Program
The University of North Carolina at Asheville

Dr. Anthony M. Coyne
Associate Professor of Philosophy
UNC-Asheville

The University of North Carolina at Asheville has a four course interdisciplinary Humanities Program which brings together elements of world history, literature, philosophy, classics, music, art, and even material from the natural and social sciences. Organized diachronically, students read and discuss classic texts in their historical contexts and apply them to issues of contemporary importance. A unique aspect of this program is that faculty from most areas of the University teach in this program. Because all students at UNCA participate in the Humanities Program, the number of faculty involved in the Program is high. Because of the breadth of material in the Program, the opportunity for faculty growth and development from involvement in the Program is great.

In 1985, the greatest need of the Program was deemed to be the development of coherence throughout the four-course sequence for faculty and students alike. We set a goal of development of faculty understanding of the objectives and above all of the content of all four Humanities courses and the program as a whole. The faculty understood best the goals and materials in the specific course(s) which they taught. This on-going goal has at its heart the improvement of the instruction of students in the Humanities courses. Faculty who share a common understanding of material covered in all Humanities courses will be better prepared to make connections among the courses. Such connections give the program its coherence.

After a two-year experiment with faculty development, in 1987, we sought and received NEH support for an intensive one-year comprehensive program of faculty development which included: 1) a year-long Intensive Faculty Development Seminar in the Humanities to provide common understanding of content and hence of the goals and objectives of all four Humanities courses, and 2) an Internship Program to enable the entire humanities faculty to become familiar with and to prepare to teach more than one of the Humanities courses.

The Faculty Development Seminar in the Humanities with its concomitant individual research to provide breadth of knowledge of course content met biweekly. Further, the project expanded the successful experiment of a small Internship Program into a complete program to provide depth of knowledge. NEH

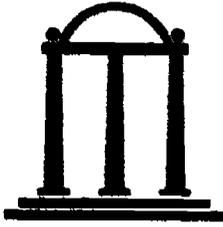
funding supported released time for each humanities faculty member to allow the humanities faculty to give maximum concentration to the entire project. All involved faculty worked on the project for its duration and have continued, or in some cases, begun, to teach in the Humanities sequence.

Faculty actively participated in the Faculty Development Seminar in the Humanities, led both by visiting scholars when appropriate and by our own humanities faculty, to achieve commonality of a base of knowledge of content from basic humanities texts from the Ancient World to the present. All humanities faculty met together in biweekly sessions to discuss the texts which they read in their entirety. The seminar had several results, the primary of which was the engagement of thirty-two professors in study and discussion of a common corpus of primary texts. The secondary result was curricular revision which naturally took place after this experience. A third result was the impact on the students themselves who benefited from the increased knowledge base of their professors and from their enhanced abilities to make connections.

The faculty participated simultaneously in the Internship Program during one semester of the project. Each faculty intern was assigned to a Faculty Mentor under whose guidance he/she did all required reading for one of the Humanities courses along with the students. In cases in which students read selections from a primary source, the intern was to read the entire work. Interns attended all lectures and sat in on discussions at least three times per week. Interns were expected to participate in, although not dominate, class discussion. Through structured work with the Faculty Mentor, interns obtained an in-depth knowledge of the particular course materials and in some cases even "practice taught" some of the material under the guidance of the Mentor.

It is important to note that this project began without the use of non-institutional monies and the project is continuing without noninstitutional monies. The grant from the National Endowment made possible an acceleration of a faculty development activity that could have taken place anyway. The mechanisms that make this possible will be discussed in detail. We believe what we are doing is easily within the financial reach of most Colleges and Universities.

As a result of receiving the NEH Grant, UNCA had to face the issue of evaluating the success of the project. In addition to gathering reports from those involved and receiving the counsel of outside evaluators, UNCA attempted to quantify the success of the project. With the assistance of the UNCA Office of Institutional Research, survey instruments were designed which enabled us to show the success of the project in numerical terms. While there is justifiably suspicion of the use of numbers to evaluate work in the Humanities, our success here shows that it is possible at small expense and little intrusion into faculty time to quantify the success of a faculty development project. We had high confidence in the validity of the qualitative evaluation. The agreement of the qualitative review with the results of the quantitative review were used to validate the quantitative approach. The evaluation made it possible to show the monies were well-spent on faculty development both from a qualitative and quantitative point of view. Our strategies here can easily be copied by other institutions.



Office of Instructional Development

**Holding Higher Education (and Faculty) Accountable:
The Assessment Revolution**

**Arthur L. Crawley
Office of Instructional Development
University of Georgia-Athens**

Assessment has become a potent tool in shaping the direction of higher education. It is not a fad, nor is it an idea whose time will pass. It has become a movement, and according to Howard Altman (1988) a revolutionary one. What to do, how to do it, and why it should be done are being asked by countless higher education faculty and administrators often in response to public pressure generated by national educational reports, state legislatures, and accrediting associations concerned about educational quality.

The extent of this movement can be demonstrated by the astounding increase of formal assessment mechanisms for state systems of higher education. In 1985, Ewell reported only a few such programs in existence, while in a more recent survey of fifty states, more than two-thirds have reported that they now have such programs, albeit broadly defined (Boyer, Ewell, Finney, & Mingle, 1987).

The most discussed assessment approach in the literature is the value-added approach, also known as the "talent development perspective" (see Jacobi, Astin, & Ayala, 1987). The value-added change model assists in the discovery of the effects of various instructional, programmatic, and individual characteristics of the teaching and learning process. The change in student performance on cognitive and affective measures overtime indicate the "value-added" by the students' educational program. The best two examples of the value-added approach in the literature is Northeast Missouri State and Alverno College (Hartle, 1985).

For those faculty and administrators concerned about improving the learning outcomes for students and the teaching effectiveness of faculty, the assessment movement provides them with an opportunity to do something about both on their campus. However, "What to do?" and "How to do it?" are still the questions to be considered. Although there is indeed no "one right way" several experienced hands in the assessment movement have recently put pen to paper and have provided us with a number of practical suggestions and specific guidelines to assist in implementing more successful assessment programs.

It is particularly important from the outset of planning an assessment effort that the goal (or goals) of the assessment program be specified. Altman contends that no matter whether assessment is undertaken to measure institutional effectiveness, to initiate program review and revision, or to improve student learning, or all three, the involvement of faculty is crucial to establishing a success assessment program. He suggests the following three measures to help administrators assure faculty cooperation:

1. Establish a sense of faculty ownership of the decision to assess and plan for implementation;
2. Develop an assessment plan which concentrates on those areas faculty themselves have identified; and
3. Bring institutional reward structures in line with assessment rhetoric. (pp. 126-127)

Patricia Hutchings (1987), director of the American Association for Higher Education (AAHE) Assessment Forum, a network involved in the monitoring of assessment activities across the country and the single best resource on the assessment movement in higher education, contends that assessment asks such basic questions as "Who are our students and why do they come here?", "What should a graduate be like?", and "How could we do better?". She provides six strategies without which, she believes, assessment is less likely to be implemented successfully:

1. Assessment follows from internally-generated, common-sensical questions and concerns, things you want to know about.
2. Anticipate roadblocks, and see them as a natural and inevitable part of the terrain.
3. Involve people, students and faculty, listen to their concerns, make them stakeholders in assessment.
4. Watch your language. Avoid jargon. Work for common sense.
5. Think of assessment as an institutional change project.
6. Do something even though it won't be perfect.

A successful assessment program not only "measures" impact it also "produces" impact (Marchese, 1987). It is a way of questioning the why, and the how of what we do as educators.

For a bibliography of works cited and other up to date assessment references contact the author.



Faculty Development Plan

Dr. Elaine Hope Darst
Assistant Professor
Research College of Nursing

The purpose of the faculty development plan at Research College of Nursing is to provide a structure for development of individual faculty and the faculty as a group. Two committees, the Scholarly Activities Committee and the Continuing Education Committee have primary responsibility to oversee implementation. The plan specifies areas for faculty development: research, publication, grant writing and management, the art and science of teaching, creation of educational tools, clinical expertise, presentations, and networking.

The Scholarly Activities Committee maintains primary responsibility for implementing the plan in regard to research, publication, grants, presentations and networking. The Continuing Education Committee maintains responsibility for faculty development of teaching skills and specialized clinical skills. The individual faculty member is responsible for clinical skill development and for their own participation in the plan. In regard to the public relations aspect of these activities, coordination is planned with the Associate Dean for Non-Academic Affairs.

Implementation is most completely outlined for year one. Priorities for the first year include research and publication preparation, development of individual faculty members, professional interests, consultation, and beginning local and national presentation.

In year one the goals to be met are the following:

Assess faculty needs.

Identify resources to assist faculty in these areas.

Provide workshops and individual assistance.

Promote research and publication support groups.

Promote and conduct feasibility studies, using small grants from ANA and Sigma Theta Tau.

Develop avenues for regional and national faculty presentation.

Begin networking on regional and national levels by attendance at research symposiums at these levels.

Year one has an emphasis on research and beginning work in publication and networking.

Activities for year one are outlined to provide specific guidelines in meeting the goals. These also provide data for evaluation of the plan. During year one, a faculty survey is used to determine faculty needs in research skills and faculty level of interest. The needs assessment serves as a motivation to interest faculty in pursuing research. The Scholarly Activities Committee members contact individual faculty about beginning research in their areas of interest. Resources such as consultants and workshops are offered to assist faculty in beginning research. The committee further coordinates collaboration among faculty, matching needs and expertise, and matching those with similar research interests.

Networking begins in year one, as faculty attend national, regional and local conferences exploring mutual research interests with other professionals at the conference. Networking is further reinforced through planning a regional conference for the end of the year and organizing a speaker's bureau.

In year two, research development continues, with an emphasis placed on grant writing and management. Learning about grant writing, and submitting grants for larger research projects is a focus. The committee, faculty and administration are encouraged to develop guidelines for faculty management of grants.

The emphasis for year three is on marketing and networking. By year three, several research projects may be completed and ready for presentation. It is suggested that a consultant assist faculty in developing a marketing plan.

Activities to meet the goals of year two and three are to be designed during year one.

The guidelines provided by this plan encourage primary areas of focus for each year, and secondary activities in the other areas. Secondary Activities become emphasized in later years, after some ground work has been developed.

The faculty development plan is a guide and is being implemented flexibly, considering the situation the college at any point during each year. The structure takes on a life of its own, and with administrative support can help faculty succeed in developing research and other expertise.

The plan was developed by the Scholarly Activities Committee: Elaine Darst, R.N., Ph.D., Chair, Karin Roberts, R.N., M.S.N., Norma Lewis, R.N., Ph.D.



THE FACULTY TEACHING DIALOGUE GROUP

Dr. Kathleen R. Flanagan
Associate Professor of Education
Coordinator of Faculty Development

Dr. John W. Fraas
Dean, School of Arts and Humanities
Professor of Economics
Regius Professor

In the fall of 1986, Ashland College appointed Dr. John Fraas, Professor of Economics, to the position of Regius Professor. This position was created to encourage faculty to pursue academic areas that had not been previously addressed at the College. The area that Dr. Fraas identified as needing attention was faculty development, especially in regard to teaching at the college level. With this goal in mind, he contacted Dr. Kathleen Flanagan, Associate Professor of Education, to assist in developing what was to become known as the Teaching Dialogue Group.

All faculty were invited to join an informal, brown-bag lunch group, to engage in discussion and debate of various teaching techniques on the college level. A group of 15 professors began to meet and discuss such topics as designing course objectives, evaluation procedures, and general teaching approaches. The group size was limited to insure the exchange of ideas. As word of the Dialogue Group's activities spread, a second small group was formed. By fall of 1987, the groups merged and approximately 20% of the teaching faculty continued meeting on a monthly basis. Topics during the second year included students' cognitive development, teaching to promote higher level thinking skills, and using small groups in the college classroom. Leadership for each session came from faculty members throughout the various academic departments of the college.

Also at this time, a pair of faculty members began using videotaping of teaching as a means of providing peer observation and feedback. The results were shared with the Teaching Dialogue Group. This process of colleague consultation was well received as one means of providing developmental support for implementing new teaching techniques. It has also contributed to a new definition of peer evaluation at Ashland College.

During the spring semester of the 1987-88 academic year, the group had a strong desire to develop a retreat at which various topics could be examined in detail. Since the regular Dialogue Sessions were aimed at developing an awareness of new concepts, some means needed to be designed which would allow those interested in implementing new approaches to have time and support to focus on a single area. A three-day retreat was held at a local church camp. The location and format of the spring retreat encouraged over one-third of the faculty to participate in this professional development activity.

In response to the faculty initiative, the College administration formalized support for these and other activities through the appointment of a Coordinator of Faculty Development and the allocation of funds to support the Teaching Dialogue Group. Long-range goals include the expansion of activities and funding. In the fall of 1988, the membership in the Dialogue Group approached 30% of the faculty, additional faculty initiated videotaping exchanges, and special interest groups began meeting several times a month to support members' efforts in using new teaching approaches. What began as the goal of a single professor concerned with improving the quality of college teaching, now appears as a viable approach to the professional renewal of veteran faculty, as well as a means of inducting and supporting those who are new to college teaching.

**Researching Faculty Morale as a Process
for Improving Organizational Development
Thomas E. Franklin**

Introduction. Promoting faculty development requires more than providing funds for research support, travel to professional meetings, or sabbatical leaves. Efforts to enhance the personal and professional development of faculty must attend to the climate of the organization, which includes budgetary factors and staff perceptions of how they personally experience the organization and their roles in it. Understanding this less tangible reality of staff perceptions, generally referred to as morale, is crucial to an analysis of organizational climate and how to improve it.

Recent research has described the morale of faculties as "poor" to "very poor" on 40 percent of the nation's campuses. It has been convincingly argued that this "national malaise" may not only affect job performance and vitality, but have serious negative impacts on the quantity and quality of the professoriate. One of the unfortunate impacts of all this "bad" news may be that the study of faculty morale is avoided as too volatile at the local campus level. In the state of Wisconsin for instance, only one campus has, in recent memory, sponsored a self-assessment of morale and organizational climate. This report describes that two-year research effort by emphasizing that mere participation in the process of inquiry with the intention of improvement is the real value of study, not specific research results.

This study was conducted at the University of Wisconsin-Stout. UW-Stout is one of thirteen universities in the state system. It is a career-oriented institution with 7,600 students and 600 faculty and staff.

Methods. A six-person task force was established by the Faculty Senate to study staff morale and to identify campus policies and practices with which there was satisfaction and dissatisfaction.

An initial attempt to research staff morale employed an open-ended survey requesting narrative responses. For unknown reasons, over one-hundred staff never received their questionnaires which were to have been delivered by campus mail. The results were based on 200 of 560 faculty and other staff. In the views of many, this report represented an accurate portrayal of the institution's climate. However, this open-ended methodology led to strong, accusatory rhetoric in the written responses and the report was not considered credible by most campus administrators. Faculty who suspected sabotage as the cause for failure to have their questionnaires delivered added more tension to an already inflammable topic and process.

In order to enhance the credibility of the open-ended survey, a structured instrument was developed to provide quantitative results which would enable comparisons of our staff with those from other institutions around the nation. Content for that instrument came from the initial survey responses and from national research on faculty morale such as the Carnegie Foundation Report on morale published in the Chronicle of Higher Education (1985). UNIVERSITY OF WISCONSIN-STOUT IS AN EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION UNIVERSITY

Because the Carnegie Report was categorized by institutional size, more valid comparisons of our staff to others at similar institutions were possible. The UW-Stout Instrument consisted of 107 items, including demographics, general ratings of personal and colleagues' morale, locus of responsibility for morale, extent and symptoms of job-related stress, degree to which employment in the organization met social and psychological needs (Maslow's Hierarchy), support for counseling services, interactions with students and professional staff, a variety of tangible work characteristics such as salary, office, and budgets for support services, attitudes toward all levels of administration, and attitudes toward a variety of university policies and their implementation. This instrument was mailed through the federal postal service and great care was taken to protect anonymity and confidentiality.

Results. After one mailing, 61% of staff responded. The results brought a sigh of relief for most, as staff described their morale as "slightly positive." Inferential comparisons of morale across 36 demographic divisions of staff revealed some interesting career patterns. A further result worthy of consideration was that staff rated their colleagues' morale significantly lower than their own morale.

In regard to perceived stress of their jobs, satisfaction from interactions with students, preparation of students for college work, salary, and relationships with other staff, the staff in this research had nearly identical results as staff from campuses nationally. Responses to a series of items based on Maslow's social and psychological needs, from job security to self-actualizing, indicated support for that model for studying morale. The greatest degrees of satisfaction with leadership came from ratings at the department level, while least satisfaction was expressed for administrations most distant from the individual. Distinctions were made between satisfaction with university policies for governance, personnel, and educational activities and how those policies were actually implemented. Regression analyses and factor analyses suggested some strategies for defining morale and developing future instruments for research.

Conclusions. The process of studying morale enabled this organization to address three goals: 1) assess the current status of staff morale to illuminate strengths and weaknesses and reduce fears of the unknown, 2) use the results of the assessment to initiate more clearly focused discussions of staff perceptions of their organization, and 3) implement strategies for immediate and long range organizational change based on the research findings.

This process was instructive to faculty and administrators alike in that it helped them clarify their attitudes, gain perspective on their roles, and recognize common bonds. The realities of the results were much more encouraging than the fears from rumors and unknowns, and those realities gave focus to planning efforts. Faculty Senate committees had new insights into functions in need of attention. Changes at the organizational level had documentation of need and specific directions for plans. For instance, with the results of this study as rationale, this institution has developed a funded health promotion and wellness program, made revisions in an existing employee assistance program, and initiated a human resource development committee which in conjunction with the energy of a new chancellor shows great promise. This process established a direction for change toward continual improvement for this organization and its human resources.



Virginia Commonwealth University

SENIOR FACULTY: SATISFIED AND PRODUCTIVE

Drs. Barbara Fuhrmann, Bob Armour, Rosemary Caffarella, Jon Vergin:

VIRGINIA COMMONWEALTH UNIVERSITY

OBJECTIVES & METHOD: Bowen and Schuster (1986) concluded that American professors are "imperiled;" that they are "dispirited," "fragmented," "devalued" although "dedicated." On the other hand, Eble and Mckeachie (1985) and Sorcinelli (1985) found high satisfaction and good morale.

With this as background, we studied senior faculty at six institutions in Virginia to determine relationships between personal and career development, job satisfaction, and sense of community. We distributed a 20 page questionnaire to 1563 senior faculty representing almost the entire range of higher educational institutions (a community college, a small traditional black college, a liberal arts college, two small universities, and a large research university). One thousand one hundred and thirty-five surveys were returned for a response rate of 74%. Results have been verified, tabulated and cross tabulated. All differences noted among subgroups are statistically significant at .05 or better.

RESULTS: The average faculty member studied is 50.25 years of age, has been at his or her institution for 15.6 years, and spends 49.7 hours/week working. Forty-five percent of his/her work is in teaching, 21% in research. Forty-five percent of the sample decided on a faculty career while in graduate school; fifty percent rate themselves excellent as teachers, but only 22% rate themselves as highly as researchers. Eighty-five percent think they are currently doing or have yet to do their best work, and 70% are more committed to the profession now than when they entered it.

Ninety percent are at least somewhat satisfied with their careers, and 82% would choose the career again. Ratings of satisfaction are significantly related to these clusters of other items: perceived importance of teaching to institution; importance of teaching, research and service to the individual; respondent's perceived influence; degree of collegial interaction; academic rank; desire for later retirement; over-all health. Perceived recognition from administrators, faculty and students has one of the strongest correlations with satisfaction.

Institutional community is strongly related to satisfaction, even though community is perceived differently in different institutions. Faculty in smaller institutions more often identify the entire college; those in larger schools more often identify various departments. With the exception of faculty on largely residential campuses, social community is provided for outside the institution.

Survey faculty in the humanities decided to enter academe earliest (55% in undergraduate school or earlier), and those in the professions decided latest (83% of health professionals and 78% of other professionals in graduate school or later). For faculty in the humanities and the professions, teaching was the single most important motivation for choosing the profession, while research ranked highest for natural scientists. Life-style ranked highest with social scientists.

Across the board senior faculty reported remaining active in teaching, serving, and researching. Only in the area of teaching new courses was there reported a 20% decline in activity over the past five years, but even here 68% have developed new courses. Sixty-one percent currently are experimenting with alternative teaching methods, 77% have published articles recently, 63% received outside funding, 60% act as paid consultants, and 53% serve in elected or appointed posts in professional organizations.

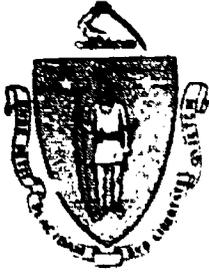
These faculty, with a mean age of 50, are experiencing traditional issues of mid-life. Two-thirds had at least one major mid-life change in the last three years. Over half reported they are re-examining their lives, feel more committed now than ever, want to leave a legacy, think in terms of time left, have a heavy work load, feel more vital now than ever, and see more opportunities than ever before. They do not, as a whole, wonder if "this is all there is," feel bored or useless. They feel their lives are worthwhile, full, interesting, enjoyable. They feel more free than tied down, but somewhat over-worked and pressured. If given 5 more hours each week, 53% would spend the time away from work, while 43% would use it for research. Only 3 % would teach more.

Significance of Study: Senior faculty in this study are well satisfied. They are internally controlled, vital, and productive. Their satisfaction is related to a number of factors, especially their sense of community, autonomy, and well being. These findings are consistent with a number of personality theories which emphasize the importance of healthy, positive attitudes and an internal locus of control. Senior faculty see themselves as teachers and rate themselves highly as teachers, but they are more likely at this stage in their careers to identify scholarly pursuits as where they want to spend time. The stereotype of tenured "deadwood" does not hold. Understanding their careers and personal lives, however, calls for more than a snapshot of a single moment but for a view of the entire career: what motivated them to enter it, what its activities have been and are now, what its satisfactions and drawbacks are. This study provides a comprehensive view of faculty careers, with an emphasis on the ways personal growth interacts with professional development. Our detailed instrument, large sample, high response rate, full range of types of institutions, and diverse group of researchers have provided a complex view of the interaction of faculty careers and personal growth not seen in other studies.

The study has implications for faculty development, institutional personnel policy, and recruitment and use of faculty. Once institutions better understand faculty careers, better decision can be made, for examples, about faculty work loads, institutional communities, and retirement plans.

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Professional and Personal Renewal for Faculty:
Whose Responsibility? - - The Department Level

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This paper will examine and discuss the role and the responsibility of the individual faculty member and department chairperson in the process of faculty renewal and development from the perspective of a former department chairperson and current member of the faculty.

Using the model of a double helix, the author will present a perspective on the mutually complementary roles and responsibilities of the various levels in the university structure vis-a-vis the renewal process. Emphasis will be on the primary importance of the department level and an active faculty in the establishment and maintenance of successful programs for renewal.

It is the thesis of this paper that the most successful programs for renewal will demonstrate an integration of effort and a genuine cooperation between all levels of the university structure. In order to understand the relationship between the department level and other levels of the university structure the author suggests using the model of a double helix. One can envision interlocking spiral paths merging at key points. One pathway can be viewed as descending, originating with the University President and Board of Trustees and culminating at the department level. The other pathway can be viewed as ascending, originating at the department level and culminating at the highest administrative levels. Viewed from this perspective it behoves faculty to initiate activity. Faculty must take the ultimate responsibility for their renewal.

**FACULTY ASSISTANCE AND THE CENTRAL ADMINISTRATION:
WHAT YOU SAY VS. WHAT YOU DO**

William O. Hall, Jr.
Associate Vice President of Academic Affairs
James Madison University

Faculty Assistance is a development program aimed at maintaining professional vibrancy by acknowledging, respecting, and responding to faculty strengths, rather than looking for weakness to overcome. It is based upon the assumption that faculty see themselves as concerned, effective teachers and researchers who, with encouragement, will find ways to make research and teaching mutually supportive.

To promote cooperation between faculty and administration in pursuit of mutual goals, the Faculty Assistance Advisory Committee was formed to advise the administrator of faculty assistance on how the program might grow and develop. This committee provides a sense of direction that establishes unity and cohesion; oversees the process of awarding grants; determines which faculty projects are funded; and forms the basis upon which programs are evaluated and instituted. Each member of the FAAC develops an understanding of what faculty assistance is and what it should be. Emphasizing that Faculty Assistance is an all encompassing program has caused it to become a support system for the faculty, helping them to achieve excellence and to develop careers as scholars.

Several faculty assistance programs have been so successful that they have become institutionalized, and are funded on a continuous basis by James Madison University. The philosophy of the Central Administration toward Faculty Assistance is best expressed in the types of activities it prominently supports. The following examples are meant to clarify the position of the central administration at JMU.

Faculty Educational Leaves are an important part of academic life at James Madison University. In 1985, University President, Ronald E. Carrier, with the support and approval of the board of visitors, greatly expanded this program. Each year, JMU makes available to the faculty between 20 and 25 faculty leaves. The leaves, to which the University commits \$120,000 annually, enable faculty to engage in full-time independent study or research.

Each summer the faculty at JMU takes time to reflect on their role and to examine the climate in which they teach. The Madison Conference is a time for renewal and for exploration of issues pertinent to teaching and scholarship. Held annually at a local resort, the conference gives faculty a forum to discuss with their peers issues that are critical to their profession. To follow-up the conference, faculty assistance distributes to all faculty, a report on the conference, and sponsors round table discussions and workshops on issues contained in the report. Typical issues have included common educational objectives, faculty leaves, classroom discussion, testing and grading, teaching tips, and small-group learning.

A faculty committee on Active Learning works closely with and draws funds from the Faculty Assistance Program. Its purpose is to foster innovative teaching techniques which allow the students to become more active participants in their own learning. Through workshops and seminars, the committee has offered suggestions to faculty on how students can become more responsible for outside research, how class discussions can be stimulated, how to promote collaborative learning, how to encourage student reflection on work, and how to incorporate electronic media into classwork. The committee's seminar topics have included developmental teaching, the use of case studies, wax bulletin board in the classroom, and active learning in large classes.

The success of the program is not derived from extensive funding or from the importing of models from outside the University. Instead, success is derived from cooperation, faculty sharing across disciplines, and faculty ownership of the ideas about teaching, research, and recognition which lie behind the participatory activities that are planned and conducted through the program.



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**The Role of Academic Unions in Faculty Development and
Renewal Programs**

**Dr. Christine Maitland
Higher Education Specialist**

Changes in higher education have presented new challenges in the area of faculty renewal. The faculty is growing older and in the next decade it is estimated that one third will reach retirement age. New faculty will be hired in large numbers. Faculty development programs will be necessary for both groups. In addition, statements on reform of higher education indicate a return to an emphasis on undergraduate teaching, which will also necessitate a need for training. Rapidly changing technology in many disciplines means an increased need for faculty retraining.

Academic unions are often concerned with faculty renewal programs and seek to increase funding in order to make them more widely available to faculty. As an example, the faculty union in the state university system in California recently negotiated a \$1 million increase in the sabbatical leave program, so that more eligible faculty could apply. Unions also use faculty renewal programs to avert layoffs by retaining faculty to teach in other disciplines.

The presentation will discuss examples of union involvement with faculty renewal programs including examples of contract language, and strategies to increase funding.



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**PROFESSIONAL AND PERSONAL RENEWAL FOR FACULTY:
WHOSE RESPONSIBILITY?--The College Level**

Jerry Robbins, Dean
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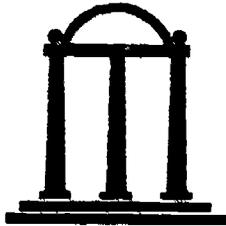
The organizational level at which renewal opportunities are offered for faculty is of less importance than what is made available and how it is made available. What is made available at any organizational level depends largely on whose priorities receive attention.

Faculty tend to have perceived needs for such activities as support for research (time, equipment, space, materials); sabbatical/other leave/alternative assignment with full or partial pay, often with loosely structured agendas as to what is to be accomplished; and professional travel. The perceived needs that administrators have for faculty tend to be such items as improvement of teaching; creating greater enthusiasm for professional responsibilities; rejuvenating mid-career or "stale" faculty; and providing support for research.

There is an institutional responsibility for making general determinations as to the establishment of priorities for personal and professional renewal and for determining the organizational level that has responsibility for responding to categories of renewal activities. Generally, personal renewal (e.g., "managing your finances," "retirement planning," "how to have a happier marriage,") is not an appropriate responsibility at the college level, but better done at the institutional level. Similarly, many improvement of teaching activities (e.g., "how to construct a syllabus," "making better tests," "leading discussion groups," "using media," can most efficiently be done at the institutional level across a broad spectrum of disciplines.

On the other hand, the department level is generally best for initiating activities to "rejuvenate" a particular faculty member who may be going stale. The department is the best place to determine which conference should be attended, which research project should be supported within available funds and the like. Further, the diagnosis of needs for the improvement of teaching in a given individual lies largely at the department level. As a result, the appropriate responsibility for the removal of many (and certainly disciplinary-specific) deficits may also lie at the department level as well.

As an intermediate organizational level, the college activities for "renewal" should be those that meet these criteria: (1) an appreciable need exists and (2) neither the institution as a whole nor the department are as well prepared (costs and other ability to support, "critical mass," nature of need, etc.) as the college to respond appropriately to the need. Being "prepared" in turn, depends on institutional structures (which organizational level(s) is strong).



Office of Instructional Development

**PROMOTING FACULTY DEVELOPMENT THROUGH AN INSTRUCTIONAL
IMPROVEMENT GRANTS PROGRAM**

**Dr. Frank Gillespie
Coordinator for Instructional Support
Office of Instructional Development
The University of Georgia**

Each year the University of Georgia's Office of Instructional Development provides some support for faculty members who wish to develop new approaches to teaching and learning. This support is provided through an internally funded grants activity called The Instructional Improvement Grants Program. During the past six years a total of 90 projects have been funded. The 90 projects addressed instructional needs and learning problems of undergraduate and graduate students in both traditional academic courses and professional programs.

While the 90 projects were all designed to improve some aspect of instruction, project directors became involved with many different types of instruction in order to implement their projects. Some projects were concerned with providing students with basic information and knowledge or the development of basic concepts. Other projects were concerned with the development of higher order skills and techniques. Several projects were concerned with the simulation of real events or the development of abilities to solve complex problems.

The total budget for the six year funding period was nearly \$142000. Major expense categories for the 90 projects included equipment acquisition, student labor, and the development and acquisition of instructional materials. Other project expenses included release time, travel, and support for supplies and materials. The project directors employed a variety of traditional and innovative strategies to implement their projects. Some faculty members focused on the development of handbooks, student guides, or case study materials; while others developed interactive video applications and computer simulations.

The Instructional Improvement Grants Programs appears to be effective in stimulating faculty to address instructional needs and the learning problems of their students. The program has encouraged faculty members to try to employ many different types of instructional strategies in a wide variety of instructional situations. The value of the grants program in improving undergraduate and graduate instruction has not been fully determined and methods used to conduct internal and external measures of project effectiveness continue to be refined.



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FACULTY RENEWAL—BY ASKING QUESTIONS

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Faculty renewal frequently involves leaves of absence, opportunities to travel, to study, to do research, or to write for extended periods. We frequently assume that the institution must make a commitment to the individual for renewal to occur. This presentation assumes that, although those elements can make a difference, renewal may occur on a personal level without elaborate forms. The project described required no investment of time or money beyond that normally given to a course. Instead, it happened accidentally as a result of a set of questions administered early in the term. The students' answers led the professor to structure the next few weeks to meet the students' expressed wishes. Response then prompted the professor to ask similar questions at the end of the unit. The results showed more vividly than usual the students' attitudes and their assessments of what they had learned. Their answers led the professor to see possibilities and benefits in the required composition and literature course which she had lost sight of.

The questions with which this project began asked students to share their experience, attitudes, and objectives about poetry. In order to get some idea of the students' concerns and to prepare for research papers, one question asked about the issues which concerned the students. Another asked about students' interests, the things they read about, learn about on their own, and talk about with friends. Five questions dealt with the students' attitudes toward poetry. They wrote briefly about their previous experiences and how they felt about poetry, about what puzzles them when reading poetry. It asked students to name poems they especially liked and then asked them to comment on how they had studied poetry before and how they would like to study it. The answers revealed persons with concerns and interests very different

from stereotypical descriptions of freshmen. Even more surprising was that the students showed an openness to learning about poetry; they wanted to understand it. Out of these answers came opportunities for guiding students in research paper topic selection and for planning a unit on the study of poetry. Most important was a heightened respect for the students' feelings and a new sense of poetry's worth for students.

After including the students' preferences for method of study, the professor wanted to reassess their changes in attitude at the end of the term. She used several of the same questions and added others to learn what the students considered their biggest changes and the source of those changes. They also indicated the most important thing they had learned about poetry during the term and named specific activities which they liked about the method of study. From the answers, she has support for continuing certain classroom practices and can assess students' insights into their own ability to respond to poetry.

The Common Sense of Curricular Reform: Developing Specialists and Generalists

Paul J. Hamill, Ph.D.
Special Assistant to the Senior Vice President
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Everyone who has attempted to lead curricular change in colleges and universities recognizes that such change is inextricably connected with goals and resources for faculty professional development. New curriculum requires a redirected faculty; and more often than not, the professional development opportunities promised in support of reform are crucial motives for faculty support. What Deans, Provosts, and other leaders soon recognize, however, is that the kinds of professional development that create excellent specialists, whether in research or teaching, may not be the same as those that create good interdisciplinary teachers or good generalists.

It is tempting amidst reform of general education curricula to damn the narrowness of specialized research faculty; there is a fundamental lack of communication between the institutional goal of the undergraduate college, which must form student generalists, and the faculty, who in a real sense often cannot imagine a generalist except as a person who possesses a smattering of different specialties. That is to say, it is almost impossible to discuss the knowledge to be achieved by the typical undergraduate as a valid ideal in terms that make sense to the research scholars who do the teaching.

On the other hand, whoever has attempted to reform a science curriculum or a graduate-level curriculum in humanities or social science to make the content more current rapidly discovers that the generalist scholar who is not as good a specialist as his or her neighbors is seen as a throwback, or at least a hindrance to excellence—and with reason. Specialization is inextricably linked to the faculty's experience of intellectual power and productivity: it assures the sort of mastery they can assess and value; it is the kind of learning that they know best how to nurture. In a sense, inquiry through specialized research is the feature of the splendid professor that is encouraged most by the admirable recent movement to encourage more undergraduate research: we are offering the students what we ourselves value. The fact that such experiences are often described as examples of a "synthesis" suggest how far we have moved away from the ideal of the generalist.

A creative half-way point between specialist and generalist development occurs in the interdisciplinary, problem-oriented parts of the curriculum: for instance, in "capstone" or "applied" courses where, say, engineers must grapple with the technical, social, and ethical problems of a particular project in the community. Interdisciplinarity is easily imagined as a faculty development goal acceptable to the specialist, because virtually all disciplines change boundaries over time or require interdisciplinary perspectives for the mastery of the specialist's most important problems.

A simple typology can be constructed to illustrate how new faculty, junior faculty, mid-career faculty, faculty engaged in research, faculty seeking leadership positions, and academic administrators view the different styles of professional development. Using brief case histories, I suggest ways to make the tradeoffs more explicit and also less threatening to different types of faculty. By stating what "everyone knows"—the "common sense" of curricular reform—I hope to lay a basis for a useful discussion of professional development tactics.



FACULTY ATTITUDES TOWARD PARTICIPATING IN TEACHING IMPROVEMENT ACTIVITIES AT A LAND GRANT UNIVERSITY

by

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The paper presented the results of a study that addressed the question: what would have to occur for faculty in a research oriented environment to consider investing time and energy in improving teaching and what, if any, topics would interest them? The study was designed to determine if expectancy theory constructs would explain faculty decisions to participate or not to participate in instructional improvement activities.

METHODOLOGY The research was conducted at a land grant university in the southwest. Data were gathered through a 90-item fixed-format questionnaire developed specifically for this study, pilot tested, and then sent to a 50% sample of the teaching faculty. Faculty were selected using stratified random sampling by college and rank. After two follow-up mailings, a useable questionnaire response rate of 70.4% (n = 281) was obtained.

The questionnaire assessed faculty perceptions concerning: (1) the relative value of several proposed incentives for participating; (2) the relative importance of several promotion and tenure criteria (taken verbatim from the Faculty Handbook); (3) their interest in a number of faculty development practices; and (4) the outcomes of their participation in instructional improvement efforts. The sample was large enough to examine differences among faculty subgroups by college, rank, age, tenure status, and number of years at the university.

FINDINGS Major findings included:

1. Faculty (86.2%-74.2%) believed that achievement in various scholarly activities was of critical importance in promotion and tenure decisions whereas achievement in several teaching activities was of much less importance. (42.8%-44.1%)

2. Faculty identified a number of incentives they felt would be useful in encouraging their participation in instructional improvement efforts. These

Incentives and the percentage of faculty that indicated each incentive would encourage their participation to "some" or "a great extent" were:

- a. Salary increments - 88.3%
- b. Recognition for outstanding teaching - 79.4%
- c. Paid released time for professional development - 76.5%
- d. Promotion in rank - 75.8%
- e. Summer grant to improve or develop a course - 73.3%
- f. Tenure - 71.9%

All incentives included on the questionnaire were identified as useful to some or a great extent by at least one-third of the faculty. However, most of the incentives were currently not available.

3. Faculty perceived that if they participated in faculty development, the following outcomes would occur to "some" or "a great extent":

- a. They might become more effective teachers - 71.3%
- b. They might become more efficient teachers - 68.0%
- c. They might become more satisfied with their teaching - 63.0%
- d. They might have to sacrifice their scholarly activities - 45.9%.

4. Faculty believed that improvements in teaching would not be followed by extrinsic rewards. Only 14.2% of the faculty felt that their chances for a salary increase might improve to "some" or "a great extent" and only 15.3% perceived that their chances for promotion might improve to "some" or "a great extent."

5. When asked to select faculty development topics of interest (if time and resources were available) the following topics were selected:

- a. Strategies to motivate students - 71.9%
- b. Valid student rating system to provide useful, timely analysis - 68.7%
- c. Strategies to develop students' creativity - 64.0%
- d. Strategies to develop students' problem solving skills - 61.6%
- e. Lecture delivery skills - 56.6%
- f. Strategies to promote student confidence - 56.6%.

Overall, at least one-third of the faculty expressed interest in 26 of the 38 stated topics.

CONCLUSIONS The expectancy theory constructs used in the study provided an excellent explanation for the participation (or lack of participation) of faculty in activities directed at improving teaching. In short, faculty were willing to participate in a number of specific activities directed at improving their instruction. They felt that they (and their students) would benefit from the activity but they were convinced that there would be no rewards for putting forth the effort-- and time spent on improving teaching might, in fact, cause them to make sacrifices that might jeopardize promotion, tenure, and salary increases.



THE COLLEGE OF WILLIAM AND MARY
Office of Academic Support
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PURSUING A DOCTORATE AT MID-LIFE

Dr. Emily Harbold
Associate Director, Office of Academic Support
The College of William and Mary in Virginia

Professional educators undertake doctoral studies at mid-life for a variety of reasons, including personal growth and professional renewal. This presentation highlights the findings of a study conducted at the Ohio State University to identify issues of adult development perceived by doctoral students in educational administration at mid-life. Five developmental themes—identity, competence, power, intimacy, and generativity—were identified. Development occurred along intrapersonal, interpersonal, and professional dimensions.

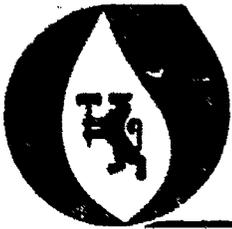
Identity included motivation for doctoral studies, transition, the student role and role conflict, and clarification of personal values. Professional development—competence (knowledge, skills, and attitudes) and power (the Ph.D. credential enhancing professional mobility)—was a major outcome of the doctoral experience: self-assessment, intrapersonal affirmation, and expanded professional horizons. Interpersonal relationships affected the overall quality of the experience, intimacy and generativity encompassing students' relationships with families and friends, peers in the doctoral cohort, and faculty members. Personal support was perceived by most respondents as important, and positive interaction with faculty was desirable in making the doctoral experience more than a credentialing exercise.

Illustrating the dynamics of psychosocial development in this context, a model utilizing Lewin's construct of force-field analysis was developed. Within three psychosocial fields—care, competence, and integrity—students encountered forces fostering and forces inhibiting personal and professional growth. The press toward development appeared to corroborate the findings of Whitbourne (The Me I Know: A Study of Adult Identity, 1986): adults need to perceive themselves as "loved and loving, competent, and good."

Although many students experienced some frustration and disillusionment, the overall outcome for Ph.D. recipients was personal and professional empowerment. Respondents perceived the following positive outcomes of their doctoral experience:

- increased skill in such areas as conceptualization for problem solving, approaches to and uses of educational research, and interpersonal communication techniques
- the inclination to be more reflective or analytical before committing to action
- clearer understanding of intrapersonal strengths and weaknesses
- increased sensitivity to individuals with differing philosophies of education and approaches to administration
- an affirmation of identity and will: a sense of personal independence and control; of accomplishment and pride, self-esteem and self-confidence
- a sense of humility and appreciation for the vastness of knowledge associated with a multidisciplinary field
- a sense of responsibility for "using" the Ph.D. degree.

Utilizing knowledge of adult development and other andragogical tenets, those responsible for developing or restructuring doctoral programs can enhance them as arenas for positive, growth-facilitating outcomes. More than a rite of passage, the doctoral experience can and should be a life-enriching experience for professional educators.



BURNOUT AMONG TEACHERS, CAUSES AND A POSSIBLE REMEDY

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Dr. George Helling
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Three years ago at these meetings we reported a serendipitous finding from our interviews of college teachers who had spent a year or more working in an individualized and interdisciplinary program called "The Paracollege" at St. Olaf College. We had hypothesized that faculty members would find the challenges of learning new subjects and the stimulation of working with colleagues from different disciplines renewing.

As it turned out, most had just found it a lot of work. Nevertheless our research was not completely wasted. In the course of it we had asked our respondents to describe any experiences that had been highly renewing for them and were somewhat surprised to find that more than personal study, sabbatical leaves, travel, refresher courses, vacations or any of the other experiences that were also suggested, the largest number of our respondents remembered as most renewing and revitalizing those times when they were at work and succeeding in getting their subjects across to interested and enthusiastic learners. This caused us to wonder whether among investigators of renewal, there may be an undue emphasis on the pause that refreshes. At least the presence or absence of success experience in regular teaching work seemed to deserve attention.

Clearly there are many teachers who get little gratification from their jobs. One third of the respondents in a national survey of teachers, when asked whether they would become teachers if they had it to do over again, replied they would not. The theme of this conference — renewal — embodies a recognition of the deadening effect of teaching on many who work in our colleges and universities. Why should this be so? Job satisfaction studies would support the common belief that work of importance to society which allows for choice in allocation of time and effort and affords a position of respect and at least a moderate level of living should be highly satisfying. This may be the wrong yardstick to apply to teachers. Most studies of morale and productivity were conducted in industrial settings. There, self-paced and self-directed work is respite from the tyranny of the foreman and the assembly line. In work in which certain responses from other people are the objective — teaching, social work, counseling, the ministry, nursing and other service occupations — freedom of action is necessary not so much to allow workers to set their own pace as to provide them with flexibility to respond to the wants and needs of their clients, charges, or students on a demand schedule. The relative freedom from direct external control is

accompanied by internalized professional expectations and performance standards. This is precisely the kind of work that has received attention in recent years for its high rates of "burnout," a term borrowed from counseling psychology for a syndrome of "increasing irritability, cynicism, detachment, and other manifestations of emotional and physical fatigue." To us, who take a more behaviorist approach, "burnout" appears as the subjective feelings associated with repeated re-initiation of an extinguished pattern of behavior by conscious and intentional "acts of will."

It is our thesis that many teachers at the higher levels fail to get positive reinforcement for most academic activities that put demands on students. They do, however, feel a professional obligation to require certain levels of performance and to impose them through assignments, tests, papers and other means. In the usual classroom a majority of students do not reward the conscientious imposition of professional standards but tend to resist by apathy, evasion, criticism, or negative evaluation. The effortful pursuit of educational goals against the unrelieved braking forces of student opposition and indifference is fatiguing and eventually results in burnout.

In general, we suggest the major reason for the prevalence of "burnout" in the "people professions" is essentially the requirement that the professional act toward the client (or student) in ways that are limited (by standards of good practice) while the client is not bound to agree, approve, or comply. In the ideal case — which is mistakenly assumed to be the normal one — professional and client cooperate and achieve a shared objective. It is more usual that a partial standoff occurs — the professional compromises to a degree, the client complies to expectations somewhat, and both experience some frustration. However the professional's frustration is cumulative. Client after client, class after class, customer after customer, committee after committee he forces himself to act without the gratification of goals achieved. Burnout is one eventual outcome.

Not all teachers burn out, of course, but utilizing the model described above we hypothesize that even a single participant in a class trained to observe behavior relevant to effective teaching and to provide positive feedback could serve to forestall or alleviate burnout. A program which has existed at St. Olaf for eleven years provides such a supportive observer — a paid student carefully selected and trained to give constructive feedback. The philosophy of the program has been that the teacher, as professional, has selected the goals and methods. The observer's responsibility is not to judge but to understand what the teacher is trying to do and provide information about how that is working. This means the observer accepts the teacher's definition of adequate content, appropriate method, and suitable standards and becomes a supporter of the teacher in attempting to achieve these. Interviews as well as written evaluations from faculty members who have used observers in this program confirm that such support greatly assists the teacher in maintaining the confidence and motivation to continue his/her efforts.

**AN EXAMINATION OF FACULTY MOTIVATION:
WHY DO THEY DO IT?**

**Dr. Kay U. Herr
Associate Director, Office of Instructional Services
Colorado Colorado State University**

Colorado State University offers a wide variety of well established and received formal programming under the auspices of its Professional Development Services. These programs include a leadership series for chairpersons and other administrators; a monthly forum entitled "Let's Talk Teaching," which has been conducted continually for over twelve years; an annual three-day Professional Development Institute, which celebrates a tenth anniversary in 1989; orientation programs for faculty and graduate teaching assistants including foreign students; and semester and year-long workshops and discussion groups.

The University's philosophy in providing these and other services and opportunities is based upon three premises:

- * Responsibility for professional development rests with the individual faculty member.
- * Responsibility for providing opportunity for professional development rests with the faculty member's administrators at the department and college levels.
- * Responsibility for providing resources, programs, and services for professional development rests with the central administration at Colorado State University.

In the mid-seventies as attention to faculty development increased, the University began to provide formal programming of workshops and seminars addressing issues of teaching, research, service, and personal needs. The organization and planning of these efforts was and continues to be based largely upon the principle of using each other to help each other. Thus, most of the above programs are conducted by persons from within the University, i.e., members of the academic and administrative-professional staff. This has worked very well and permits a large scope of offerings at relatively modest cost.

A survey of 182 program presenters still on campus was conducted in order to gather information on their motivation for offering presentations or conducting sessions. They receive no reimbursement or tangible reward, and many of them have given presentations several times. In the survey information was also requested on benefits they may have received by giving presentations. The results of the survey indicate a variety of reasons

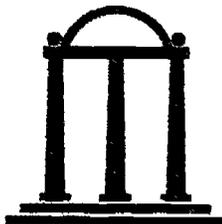
for faculty willingness to give of their time and talents. These reasons included, among others:

- * They thought it would be fun, were curious, and wished to investigate a topic further in preparation for a session.
- * They considered such service an important professional contribution and were willing to share their expertise or interests with colleagues.
- * Such outreach is an expected part of the individual's job assignment.
- * It offered an efficient way of disseminating information about their work/task, thus enhancing their own effectiveness.

All reasons identified and categorized in the tabulation indicate a basic sense of good will and selflessness in doing what one can to enhance and improve teaching, research, and service through professional development activities. Quite simply, people are willing to give of themselves to the professional benefit of others.

Often specific benefits accrued to presenters as an outgrowth of their sessions. Some of those identified were invitations for additional presentations both on and off campus, submission of a session proposal for a conference, an idea for research and publication, consulting opportunities, and enhanced understanding of their work within the campus community.

One's own people are a rich resource of talent and expertise for the faculty developer, and it can be fruitful and worthwhile to tap this source. Awareness of motivation can assist the developer in strategies for planning and organizing events and programs.



Office of Instructional Development

THE UNIVERSITY OF GEORGIA
SENIOR TEACHING FELLOWS PROGRAM

William K. Jackson
Office of Instructional Development
The University of Georgia

Established through a three-year grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE), The Senior Teaching Fellows Program provides a means to focus the energies of a select group of senior faculty on lower division undergraduate courses. Each year eight Senior Teaching Fellows are selected to participate in this program. The eight Fellows meet regularly to discuss issues and concerns relating to undergraduate instruction. In addition, each Fellow receives a grant of up to \$4000 for an individual project to improve a specific undergraduate course or course sequence. The Fellows also are encouraged to share their experience and expertise through mentoring relationships with junior faculty and teaching assistants. The Program is also designed to foster professional renewal opportunities which are important for mid and late career faculty.

The Senior Teaching Fellows Program is administered for the Vice President for Academic Affairs by the Office of Instructional Development. Dr. William K. Jackson and Dr. Ronald D. Simpson serve as project co-directors. Any faculty member with rank of associate or full professor is eligible for nomination. Successful candidates are expected to have the support of their departments indicated by release time for participation in Fellowship activities. Selection of the eight Senior Teaching Fellows is by a committee that includes the current and former faculty chairs of the University Instructional Advisory Committee.

The program for 1988-89 began with an off-campus retreat on September 28-29. At this meeting Fellows shared with their colleagues and program staff their goals for their individual projects and discussed instructional topics that might be addressed by the group during the year. Particular emphasis was placed on the evaluation components of the instructional projects and a resource person was present to assist with evaluation plans. During the year the Senior Fellows meet approximately twice per month to hear speakers, discuss important university instructional issues, and to share instructional project ideas and outcomes. The year will end with a second off-campus retreat.

100



**SUPPORTIVE ORGANIZATIONAL CLIMATE IMPROVES OUTCOMES OF
INSTRUCTIONAL DEVELOPMENT PROGRAMS**

Dr. Richard M. Jacobs
Professor, College of Dentistry
The University of Iowa

Within the framework of the traditional mode of lectures and examinations, usually involving lower level cognitive processes, students become accustomed to being passive recipients of declarative knowledge enunciated by their instructors. Hence, their study-and-test-taking success depends on memorization of discrete facts.

Attempts to deemphasize facts in favor of a process of conceptualization and application of knowledge combined with efforts to promote sustained classroom interaction, tend to give rise to cognitive dissonance and difficulties in class management. Students quickly discover that their proven study-and-test-taking abilities do not work at higher cognitive levels of instruction and become perturbed by their inability to perform well. Ultimately, such a departure from a familiar format of instruction leads to student complaints about inadequate teaching.

To a large degree, this is why attempts to implement challenging pedagogical innovations are relatively uncommon in organizational environments pervaded by self-protective, risk-avoidance behavior. When faculty have reasons to fear that student complaints would make their teaching efforts less rewardable, significant instructional changes tend to be diverted. Consequently, in such environments instructional development programs are more likely to spur discussion of pedagogy than to alter instructional practices.

Risk aversion is least prevalent within a departmental climate which provides faculty with a sense of achievement, personal worth and work satisfaction. Usually, this involves a chairperson acting as facilitator and coordinator rather than controller and enforcer. Since under these circumstances faculty are less reluctant to experiment with novel teaching approaches, such academic environments greatly increase the likelihood that educational concepts evolved from instructional development programs will be translated into practice.



**STRATEGIC PLANNING: DEFERRED INVESTMENT IN
HUMAN RESOURCES REVISITED**

Dr. Richard Daniel
Assistant to Vice President
for Academic Affairs
Morehead State University

Dr. Larry Jones
Dean, College of
Professional Studies
Morehead State University

Dr. Derek Whordley
Chair, Educational Service Unit
Morehead State University

Faculty development historically has been seen as a very personal process dealing with how an individual faculty member might improve his/her instructional performance. More recently faculty development has been seen as having a broader scope including not only instruction but also personal and organizational components. This more recent view has moved the faculty member into a more central role in the institution -- more of a team concept. Faculty development may be seen then to embrace individual needs (i.e. instructional improvement, self-actualization); institutional needs (re-train for shifts in program emphasis, up-grade in skills for changing technology) or mandates (accreditation bodies, governance bodies).

Faculty development, then, must address not only faculty member's teaching skills but also the needs of the total institution.

Principles from faculty development and those from strategic planning are complimentary with each enhancing the other. Particular emphasis in both are on involving faculty in deciding the direction of institution, communicating among the various institution constituencies, identifying strengths and weaknesses of the institution and resources (including faculty), and providing for continuous assessment (primarily formative).

The benefits of faculty involvement accrue both to the member as well as the institution. Participation usually results in the faculty's feeling an ownership in the product. In this case, the product involves a sense of where the institution wants to go and how it might get there. Clearly, having members of the faculty feel such ownership is of benefit to the institution.

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A two year regional
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Implementing an In-House Instructional Development Program
to Promote Faculty Renewal

Dr. Stanley J. Kajs
Associate Dean of General/Liberal Studies
Chesapeake College

A college that wishes to promote faculty renewal through instructional development has several options. One is to hire outside consultants to present instructional methods seminars to faculty; a second approach is to hire an on-campus, full-time instructional development specialist; a third is to send faculty to conferences on teaching methods. All three are costly with the first and third lacking follow-through accountability and reliability. The second, though much more reliable, may cost more than many colleges can afford. A compromise to these three approaches is the in-house instructional development committee or the Faculty Cadre for the college which has limited funding and faculty support for such a program.

The Faculty Cadre is a nucleus of trained professional teachers who are capable of initiating and implementing programs and of training peers. Their qualifications include noted successful classroom teaching, an interest in instructional development and experimentation, a desire to share teaching techniques and approaches, and a willingness to serve on the Faculty Cadre for a prescribed term. The results of their efforts are faculty growth and development for themselves and for their teaching colleagues.

The Faculty Cadre's duties include some or all of the following tasks: research instructional methods in professional journals to enhance one's own instructional development and to share with peers; publish a faculty development newsletter; conduct instructional methods seminars and workshops; serve as instructional methods consultants, resources, and facilitators for faculty who request assistance; recommend faculty to receive outstanding teaching awards; meet regularly in committee to plan, implement, and evaluate projects.

The successful in-house instructional committee has few but representative members who receive release time from their teaching assignments to perform prescribed duties. Results oriented, they meet regularly to plan and publish their activities and demonstrate that through their efforts the quality of instruction is indeed improving. Once their prescribed term is completed, they leave the Cadre more knowledgeable and skillful in classroom teaching techniques.

Pitfalls they may encounter include viewing this committee work as extra and thereby neglecting their duties, failing to involve other faculty, lacking a trained facilitator to lead suggestions to action and to serve as liaison between the committee and the administration, succumbing to faculty criticism and apathy, exceeding the boundaries of their charter, and failing to provide membership continuity.

The advantages of this in-house instructional development program include the low cost in release time for qualified faculty, broad faculty participation and renewal, implementation and follow-through of programs, and in time a growing number of former Cadre member who are experts in instructional methods.



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Faculty Development for Community College Business Faculty

Dr. Janice Karlen
Assistant Professor
LaGuardia Community College

Faculty members in institutions of higher education should be committed to excellence. It is incumbent upon them to possess adequate academic preparation in the content areas which they are expected to teach, to contribute to the development of academia, to keep abreast of current developments in their fields, and, most importantly, to develop and maintain a quality of teaching that is outstanding. Clearly, these are great expectations. It is the purpose of this session to examine the anomalies and alternatives created by these requirements.

In general, the job specifications for full-time business faculty in community colleges include a Master's degree and CPA if teaching accounting. Few institutions prefer that applicants hold a doctoral degree. Some will indicate an advantage for individuals with some teaching experience. Most will specify a requirement of several years in business. Now link these with a reward system that often acknowledges advanced academic work, strong emphasis on student evaluation of classroom teaching and contribution to the institution through a variety of activities. Finally, add to the formula a very real fact - the recognition that most business faculty possess skills that command greater compensation in the business world than in academia and that most are able to supplement their academic incomes with external activities should they so choose. How then do we establish a program of career development that encourages faculty participation, meets individual needs, and is supported by the faculty evaluation/reward process?

It is common practice that recognition of academic work completed prior to hire is done so in the initial appointment. Depending upon institutional standards, this may work to the detriment of the faculty members in business whose professional degrees may reflect a higher level of achievement.

As the individual's career matures, an examination of the relevance of a doctoral degree in business or in a related discipline should take place in light of the basic coursework most often included in community college curricula. Continuing professional education may be a viable alternative, but may not be recognized in the

reward system. The question must also be raised regarding the appropriateness of recognition in cases where it is required for continued professional certification.

Consulting is one of the double-edged swords of academia. In the humanities, publication of a volume of poetry, a gallery showing or conducting of a concert may be viewed as evidence of professional expertise. For the accounting faculty member, management of a successful tax preparation service is not likely to be viewed in the same way. Yet, this activity is clearly a means of maintaining currency in the practice of the profession. Various alternatives in the establishment of related institutional values are examined.

Finally, the development and maintenance of a quality of teaching that is outstanding is a challenge that expands beyond the borders of the business division, but for which the solution may not be the same as for other disciplines. Business faculty may not be as likely to respond to changing educational buzz-words and pedagogical methods as other disciplines, but may participate with more enthusiasm in programs that stress enhancement of specific skills. Comparisons are offered and recommendations made.

Although an overview, this presentation will attempt to present fundamental areas of differing viewpoints and propose alternatives to their resolution.

VIRGINIA COOPERATIVE EXTENSION SERVICE

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HUMAN RESOURCE PLANNING AND DEVELOPMENT ASSESSMENT USING FOCUS GROUP INTERVIEWS

Dr. Laretta E. King
Extension Specialist,
Professional Development
Virginia Polytechnic Institute
and State University

Angela M. Neilan
Extension Specialist,
Training
Virginia Polytechnic Institute
and State University

Dr. Micheal T. Lambur
Extension Specialist,
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Virginia Polytechnic Institute
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Dr. Shirley H. Gerken
Extension Specialist,
Evaluation
Virginia Polytechnic Institute
and State University

The Virginia Cooperative Extension Service's Human Resources Planning and Development (HRPD) System is an organizationally recognized, comprehensive process/effort that achieves a balance between individuals' career and life needs, and the personnel requirements of the organization in support of the Virginia Cooperative Extension Service mission.

In the development of the HRPD system, the first phase was an assessment by a five member research team who conducted focus group interviews with campus and field faculty. The purpose of this assessment phase was to identify and document needs, problems, issues and opportunities from which a human resource system could be designed and implemented to meet the needs and promote the growth of both the individual and the organization.

Over fifty percent of the faculty were involved in these interviews. Information collected was used to create a qualitative data base which supplements the quantitative data available through personnel records. The interview transcriptions were entered into a personal computer with commercially available software. The questions and answers were then coded by key words for easy access during the design phase of the project.

Organizationally and individually the interview process, itself, was positive, as faculty members had opportunities to discuss problems and issues of great importance to them.

The HRPD System is being built around the data collected. Data has been analyzed and issues identified. These issues have been categorized and are being used to design a comprehensive Human Resource Planning and Development System. One major problem in the past was accessing the interview information in an orderly fashion. With key words and context searches available, the research team is able to access and use interview data where appropriate in designing the HRPD System.

DUAL CAREERS IN ACADEMIA: THE COMMUTING MARRIAGE AND
INSTITUTIONAL RESPONSIBILITIESMarilyn M. Leach
DirectorCenter for Faculty Development
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Edwin A. Leach

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Reduced financial resources in higher education have lowered the availability of new faculty positions and eliminated some departments and subsequently jobs. Additionally, in order to protect the limited financial resources, many institutions of higher education more recently, have divided vacated senior level professorships into lower level appointments. These factors have produced even fewer available openings for the mid-to-late career faculty member. Frequently two faculty persons have married creating an academic couple. Over the years these dual career academic couples have focused their energies and contributed significantly to the excellence of academe. Prior to this decline in job resources, a typical academic couple was not only able to find employment in the same institution, but also to follow a normal career progression. Thus, locating positions in the same institution or even nearby has become a problem.

This dilemma has resulted in a sharp increase in the numbers of long distance commuting marriages found in academe. One career development specialist recently reported that a single academic department located in a mid-western university has 20% (5:26) of its faculty in a commuting marriage. Moreover, such marriages are not without many stresses. These stresses include the high cost of separate housing, food, utilities, travel, and telephone; loneliness; lack of social opportunities; increased responsibilities for property, etc. But most importantly, is the stress related to negative impacts on career aspirations/development, combined with a lack of responsiveness on the part of the institutions. These personal stresses drain faculties energies and vitality resulting in less effective professional performance.

Baldwin and Blackburn report in the Journal of Higher Education that the status of academic careers is as closely related to personal variables as it is to professional conditions. In order to determine the status of an academic career, examining the personal factors that influence academic careers is necessary. Furthermore, Baldwin and Blackburn indicate that little information is available regarding personal career circumstances. Too often academic personnel do not address the personal career parameters because they feel it would be unprofessional to do so.

In an unpublished study conducted in 1981, Leach and Wheeler found that a randomly selected sample of faculty from the University of Nebraska at Omaha identified reasons for career choices as well as reasons for remaining in academe despite "hard times." The top five reasons cited were all personal as opposed to professional reasons.

Despite what researchers know about personal stresses and their effects on job performance (i.e. alcoholism, drug abuse, and divorce) academe has been slow in providing employee assistance for these as well as for the dual career couple in academe, and, more specifically, the academic couple with a commuting marriage. Certainly some of this reluctance may be related to affirmative action as well as nepotism policies.

However, couples are not asking that a job be given to the unemployed spouse. No one "owes" them a job. However, the institutions' lack of responsiveness to issues and problems associated with the commuting marriage is of greater concern. Dual career couples with long distance relationships are within "professional propriety" in asking for assistance in obtaining information about getting established in a new or nearby community. Academic institutions can provide assistance to the dual career couple in numerous ways. Academic couples with a commuting marriage need the understanding and cooperation of their institutions. Just as large corporations are beginning to offer child and geriatric care, physical fitness opportunities, drug counseling, and assistance in the cessation of smoking, institutions of higher education must give more attention to the employment problems facing many dual career couples. Little evidence suggests that the commuting marriage will go away.

TEAMING FOR RENEWAL: ASSISTING A
DEPARTMENT WITH CHALLENGE OF CHANGE

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During recent years interest has increased in the professional development and renewal of faculty, demonstrated by the publication of such books as Bowen and Schuster's American Professors, A Resource Imperiled (1986) and Schuster and Wheeler's, Enhancing Faculty Careers: Strategies For Renewal (to be published in August, 1989). This increased interest, no doubt, has been stimulated by the increasing pressures on institutions of higher education. During the sixties, higher education experienced an influx of large numbers of new faculty. For many years, academic institutions had been an attractive career choice because of the variety and change they provided. The influx of new faculty promoted an exchange of new viewpoints, contributing to a steady renewal of faculty vitality. Now in the eighties, the demands of the marketplace are providing little or no new career opportunities for the faculty, particularly those who represent the mid-to-late career group. Additionally, the long term prospects for advancement of academic careers are also discouraging for many faculty members. These conditions have prompted an increased dialogue about the need for professional development and renewal of faculty.

These unpleasant conditions are having a significant impact on individual faculty. Faculty are feeling "stuck". The same constraints which have produced feelings of being "stuck" on the part of the faculty are also causing administrators to seek new ways in which academic units can be efficient, and productive, yet renewed. Consequently, some administrative units may be undergoing change or even some type of reorganization. Thus, the challenge is how these changes are going to be implemented while also enlisting the support of the faculty involved.

At the University of Nebraska at Omaha, a newly appointed Dean, responding to perceived faculty and program needs, supported a proposal to divide one of the College's larger departments into two separate departments and subsequently appointed two new chairs. The new chairs, along with other unit heads within the College, were charged to carefully engage in strategic and long-range planning. Each unit was asked to examine the appropriateness and effectiveness of what it was

doing, to project what it ought to be doing and to recommend ways to close any resulting gap! As they identified program needs, the departments were requested to examine faculty expertise necessary to respond to the needs, to recommend desirable faculty professional development experiences, to determine needed new faculty positions, and to identify current faculty who may be in need of renewal.

One of the new chairs was confronted with an immediate challenge: how a newly appointed first-time chair, who came from within the ranks, can motivate an experienced faculty to engage in meaningful dialogue and stimulate change. The newly formed department with a high tenure density ratio, lacked both cohesiveness and effective communication as well as the motivation to work collaboratively with each other.

The team-building workshops, designed and implemented by the Faculty Development Director, were viewed as desirable and necessary in order to establish a level of trust and understanding among the faculty. Programmatic planning could then occur in a productive and positive environment.

These workshops, focusing on a team building process, included the administration of The Birkman questionnaire and, two half-day workshops, as well as individual follow-up interviews with each participant. The first workshop addressed the work styles and needs of each individual member while the second focused on the inter-relationships of the faculty members' varied work styles. Data was applied to the day-to-day working relationships as well as to the departmental goals and directions. The computer reports based on individual responses to the Birkman questionnaire were the foundation for the two workshops. Follow-up evaluative interviews were conducted approximately one semester following the initiation of the project. During the follow-up, faculty could identify the information gained during this team-building process and how it had been applied to the working environment and program development.

The results of this team building process have been positive. The faculty, although being somewhat skeptical initially, evaluated this professional development activity as highly valuable. The chairperson has used the faculty profiles to prepare for individual faculty conferences. The new Chair also gained useful insights leading to greater understanding of particular group dynamics which had not been known or understood prior to this team-building activity. Finally, two faculty are exploring the use of their personal profile with students. The rationale is that fewer conflicts and misunderstanding may occur if students have a better understanding of the professors' needs and work styles.

More recently academe has considered personal issues with an eye toward stimulating faculty vitality and renewal. Three panelists, a faculty development center's director, the college dean and chairperson, described a team-building process designed to improve communication and promote departmental cohesiveness. New insights and perceptions have contributed to diverting conflicts as well as promoting faculty renewal, vitality and professional growth.



THE MAY/JUNE EXPERIENCE: A SUCCESS STORY IN FACULTY AND INSTRUCTIONAL DEVELOPMENT

**Dr. William E. Lightfoot
Academic Development Consultant
Faculty Development and Instructional Services Center
Appalachian State University**

Appalachian's May/June "experience" is a process through which excess faculty salary money is distributed in an equitable manner while at the same time supporting both faculty and instructional development in substantial ways. From 1986, when the May/June program was reinstated after a four-year lapse, to 1989, Appalachian has made available, in the form of salary extensions, nearly a quarter of a million dollars for projects that improve instruction and enhance faculty renewal throughout the university, resulting, indeed, in an enterprise that has proven valuable in all of its dimensions.

The source of the funds is unused faculty salary money appropriated to the university by the state of North Carolina. The surplus, which of course varies from year to year, is due to unpredictable shifts in student enrollment, unexpected retirements, unfilled positions, and other such salary-oriented vagaries that occur in most institutions. As the money must be used for salaries, and cannot be awarded simultaneously with regular compensation, the program is activated during the six or seven weeks during May and June that lie between the spring and summer semesters, hence acquiring the designation "May/June."

The responsibility of coordinating these awards has been assumed by the Faculty Development and Instructional Services Center (which will be soon renamed The William C. Hubbard Center for Faculty Development and Instructional Services, after its founder). May/June as well as ordinary school-year project proposals fall into two main groups: those that focus on the renewal efforts of individual faculty members, and those concentrate more explicitly on strengthening instruction. Consequently, two advisory boards have been created, composed of faculty members representing the

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university's colleges and other divisions, with one considering faculty development proposals and the other evaluating academic projects. As the awards are salary extensions, the boards look with favor on those projects that transcend a professor's normal, expected duties, those that are particularly time-consuming, group-oriented, interdisciplinary, or which would in other ways be difficult to undertake during the regular school year.

During the 1989 May/June period Appalachian awarded \$100,000 to 33 projects that involve over 50 members of the faculty and which will have a strong impact on a wide spectrum of courses throughout the university. Four of these projects, for example, will consist of workshops that bring faculty members together for the purpose of exploring ways in which to improve a freshman English course, the Honors Program, instruction in mastering difficult concepts through videotutoring, and coordinating teaching concerning communication disorders. Thirteen projects will result in the production of handbooks, workbooks, and manuals, all designed to facilitate student learning. Other projects involve the computerization of teaching materials, the construction of evaluation instruments, and major curriculum revisions. Learning at Appalachian will clearly be enriched through these activities.

We hope that through this exchange-of-ideas session other institutions may soon experience such success by implementing programs similar to Appalachian's May/June enterprise.



Office for Assessment of
Student Learning and Development

**ASSESSING LEARNING OUTCOMES:
OPPORTUNITIES FOR PERSONAL AND PROFESSIONAL FACULTY RENEWAL**

Donald Lumsden, Ph.D.
Coordinator, Assessment of
Student Learning & Development
Kean College of New Jersey

Michael E. Knight, Ph.D.
Coordinator, Assessment of
Student Learning & Development
Kean College of New Jersey

Madelyn M. Healy, Ed.D.
Director, Center for
Professional Development
Kean College of New Jersey

Adella C. Youtz, Ph.D.
Professor Emeritus,
Department of Psychology
Kean College of New Jersey

The presentation draws from Robert Waterman's work in organizational renewal and from Kean College's highly acclaimed Assessment of Student Learning and Development program. The presenters demonstrate how a carefully developed and implemented process for assessment of institutional quality and effectiveness contributes positively to the transformation of the college.

Robert Waterman, in The Renewal Factor, characterized organizations which experience transformation on a daily basis. He identifies variables essential for implementing change and growth as normal aspects of the institution. Based also on his work as coauthor of In Search of Excellence, Waterman develops eight aspects of renewal exemplified by successful groups. His list includes: Informed Opportunism, Direction and Empowerment, Friendly Facts; Congenial Controls, A Different Mirror, Teamwork, Trust, Politics, and Power, Stability in Motion, Attitudes and Attention, Causes and Commitment.

Kean College initiated outcomes assessment as part of a Governor's Challenge Grant, Excellence and Equity. The entire project focused on providing access for students with college potential while providing programs and services which ensure quality and student success.

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Kean College's approach to program assessment exemplifies Waterman's characteristics. A Task Force developed principles and guidelines in a Report which was reviewed and approved by the Faculty Senate, the bargaining agent, and the Board of Trustees. (A copy of the report is enclosed and will be provided to all who attend this presentation.)

The Report has served the College well in that it has set forth parameters which have allowed the faculty to view the assessment process in positive terms. Assessment of program effectiveness has been the bases for institutional renewal through orderly program change and adaptation and by involving faculty members who had been less involved with the College.

Emphasis on collaborative efforts involved in the assessment program has increased faculty identification with Kean College itself, each member being supported and encouraged by his or her peers. Each faculty liaison has, in turn, been enthusiastically supportive and committed to their institution's distinctive mission.

The process of outcomes assessment has provided a feeling of momentum, which seems to relate directly to individual and group faculty satisfaction and sense of renewal. It has been a powerful influence on the faculty's personal vitality, morale and commitment.

. Drawing from the experiences with Kean's project and from their knowledge of other assessment programs across the nation, the presenters will not only share things to do and to avoid in order to maximize the impact on the institution to "build new tomorrows", but will also share the results of their faculty survey, a self-reported measure, indicating increased positive outcomes for educators in the areas of enhancement, self-reflection and self-perception.

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
ATHENS, GEORGIA 30602

DEPARTMENT OF ADULT EDUCATION
TUCKER HALL

WORK, LOVE, AND LEARNING IN ADULT LIFE

Dr. Sharan B. Merriam
Professor, Adult Education
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When asked what it meant to be a mature human being, Freud is reported to have said that maturity is the capacity to work and to love. Alfred Adler, a follower of Freud, added a third component of communal life. For him, membership in the human race was intertwined with work (the division of labor) and love (the continuation of the human race). More recently Smelser (1980, p.5) wrote that love and work "stubbornly refuse to go away as central psychological and social forces" in adult life.

Indeed, love, broadly defined as one's interpersonal relationships with other people, and work, broadly defined as using one's capabilities in producing or accomplishing something, are interdependent phenomena. One can love one's work, and people are well advised to work at love. Both serve as vehicles for personal identity. Ask a person who they are and responses will be in terms of work (a teacher, a farmer) or love (a parent, a friend). Both are dependent on social interaction - love obviously so, but there are few work situations that do not involve interaction with people. Finally, society has institutionalized forms of both work and love. One usually works within a bureaucratic complex of some sort, and love is most commonly expressed within the social organization of the family.

There is considerable research on each of these forces especially by developmental life-span psychologists. There is some research on the integration of love and work, that is, how people manage family and career, how much time is devoted to each segment, how people achieve a satisfactory balance of two, and so on. Most recently, women in particular have been studied with regard to dealing with work and love (see Baruch, et al., 1983). However there has been no research focusing on the interaction between one's work life and one's love life (broadly defined). For example, do things need to be going well in both arenas for one to feel productive? Do activity and energy in one area stimulate activity in the other? Or is the energy devoted to one at the expense of the other?

More importantly for educators is the question of how this interaction is related to learning in adult life. Aslanian and Brickell (1980) found that for 83% of adult learners, life transitions (all of which could be classified as work or love-

related) were associated with participation in adult education. To what extent, however, is this a linear relationship? That is, does a job change precipitate learning, or does a job change in combination with family support lead to learning?

The purpose of this session is to identify patterns of interaction between work and love and how these patterns relate to formal and informal adult learning activity. Participants will be invited to fill out an instrument specially developed for use in a national study currently being conducted on this topic. The instrument asks respondents to identify major events, by year, in their work life and love life (broadly defined) and then assess whether it was a good year, an ok year, or a bad year for that particular area of their lives. The information is then graphed which allows for a visual evaluation of the individual's pattern of work and love. Finally, participants are asked to identify periods of significant learning in their lives.

Preliminary analyses of love/work interaction patterns suggest that for some adults, satisfaction with work life is mirrored by their love life rating; for others, things go well in one arena at a time, while the other is neglected, or put on hold. Periods of learning seem to be related to changes in status in one or the other arena. Interestingly, most of the significant learning experiences are of an informal nature (such as learning to live with a spouse, coping with loss, etc.).

It is anticipated that participants will gain some insight into their own personal pattern of interaction between the two central forces of love and work. In addition, participants will gain a greater awareness of the timing and nature of learning in their adult life.

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DAYTONA BEACH COMMUNITY COLLEGE

1200 VOLUSIA AVENUE

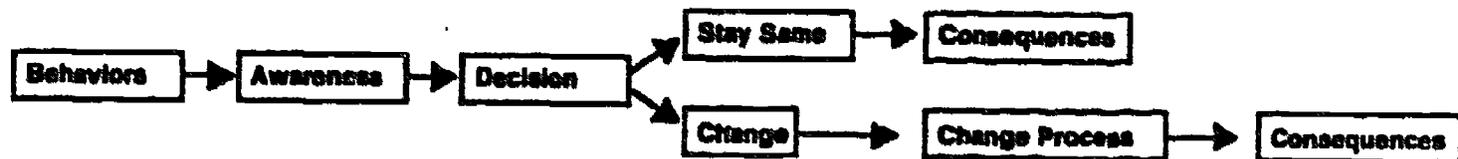
DAYTONA BEACH, FLORIDA 32014

A PROCESS MODEL FOR PERSONAL AND PROFESSIONAL RENEWAL

Dr. Dan W. Moore, Dean
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The need to make changes in one's personal and/or professional life, the process of doing so, and the consequences of such changes often appear as a thick fog through which one must drive without the benefit of low-beam lights. We are surrounded by continuous changes; we are bombarded by promises and programs to aid us in facing these changes.

The process model shown below has two dimensions. The first is the delineation of the steps in a renewal process which 1) acknowledge existing behaviors, 2) recognize the need for individuals to become aware of their behaviors, 3) note the opportunity for a decision on whether or not to change selected behaviors, 4) include learning experiences and 5) show the inevitability of consequences, regardless of the direction of decisions. The second is the identification of phases in a renewal process in which learning experiences can influence the outcome of the process.



Behaviors - This step in the model simply acknowledges the presence of various behaviors exhibited by an individual.

Awareness - This step assumes there is a need for an individual to be aware of his behavior before choosing to continue or change that behavior.

Decision - This step represents the time when an individual, after becoming aware of selected behaviors, chooses to accept his behaviors as he perceives them or resolves to change them.

Stay Same - This step acknowledges an individual's decision to accept and maintain his behaviors as he perceives them.

Change - This step acknowledges an individual's decision to make changes in his behavior.

Change Process - This step includes the planned activities undertaken by an individual which result in behavioral changes.

Consequences - This step acknowledges the inevitability of consequences of any decision.

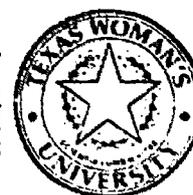
In addition to the steps in the renewal process defined above, the model also includes focal points for purposeful learning experiences. These are the Awareness, Decision and Change Process phases. It is important to see these phases as separate but integral parts of a total renewal process. Frequently professional and personal renewal programs for faculty (and others) are like a blast from a shotgun rather than a series of single shots aimed at specific targets. Even single shot programs such as those offered in decision making often fail to focus on the context and purpose of decisions. As depicted in this model, learning experiences in the area of decision making must take into account the facts and/or behaviors about which decisions are to be made as well as help the learner look toward changes and consequences which follow those decisions.

This model is not prescriptive with regard to the learning experiences which fit into the Awareness, Decision or Change Process phases. Learning experiences in awareness for example, might consist of asking students to suggest ways to improve instruction in a course, reviewing a video tape of one's teaching, or participating in a training group designed to increase personal awareness.

Regardless of the experience used, the purpose of the Awareness phase is to provide opportunities for individuals to bring into consciousness behaviors which enhance or infringe upon the activity (such as teaching) under consideration. Similarly, many alternatives are available as learning experiences for the Decision and Change Process phases. The purposes of these experiences are to help the learner reach a decision regarding changes, and as appropriate, to achieve a behavioral change.

Learning about and predicting consequences are frequently a part of learning experiences in the Decision and in the Change Process phases. The fact that the realities of consequences sometime become an awareness experience for the learner introduces the circular nature of this model. In other words, consequences following changed behaviors or a decision not to change, become the stimuli for a new awareness experience and presumably another trip through the renewal process.

In summary, the model includes phases in a dynamic renewal process and illustrates places for purposeful learning experiences within the process. The primary uses of the model are in helping individuals to understand the renewal process and to identify where learning experiences can have a significant impact on personal and professional renewal.



Faculty Renewal Through Synergistic Wellness

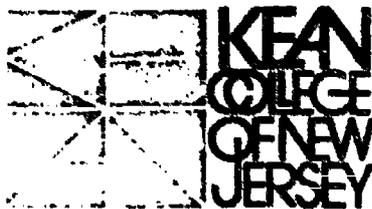
Dr. Eileen E. Morrison
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Greater scrutiny is being placed on higher education by both state and national sources. The quality of overall education, not just job preparedness, of our graduates is being questioned. The change in enrollment patterns and student expectations has caused faculty to be held accountable for their excellence in both content areas and the facilitation of the educational process. This reach for excellence is often accompanied by a decrease in financial resources. In short, faculty are being asked to do more, at greater quality levels, with less resources. It is not surprising that the need for renewal of faculty is a critical issue in all levels of higher education.

This paper presents a model to assist faculty with their development and renewal through a plan of synergistic wellness. The concept of wellness is explained and pragmatic suggestions for changes in the area of physical, mental, and social wellness are discussed. These suggestions can be adapted to the environment of the individual faculty member and should increase his or her overall vitality. In addition, the paper demonstrates how these suggestions, when used in combination, provide a synergistic effect on the vitality level of the faculty member.

Without administrative support, wellness models or other strategies for faculty renewal often fail. The paper presents the benefits for administrators who support a faculty synergistic wellness model. The paper also provides realistic suggestions for administrators who wish to promote and support this model within their organization.

Faculty vitality and ongoing growth adds an important dimension to both the public image and the quality of the educational process in higher education. With the increase in accountability for the quality of graduates, content, and teaching, vital dedicated faculty become an even greater academic resource. Those who choose to remain in academe and not join their higher salaried colleagues in the private or corporate sector, should be rewarded through opportunities for growth and renewal. This paper presents a starting point for such opportunities through the synergistic wellness model.



**From State to Campus to Classroom: A Multimedia
Approach to Gender Equity and Multicultural Awareness**

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The all-college training program at Kean College of New Jersey came about as a result of state-wide affirmative action training initiated by the governor of the State of New Jersey.

During the 1985 State of the State Address, Governor of New Jersey Thomas H. Kean made the unprecedented announcement that he was directing all 75,000+ State of New Jersey Employees to undergo an intensive training program to raise the level of awareness about the State's Equal Employment Opportunity and Affirmative Action Program. In a letter to all State employees later that year Governor Kean explained:

"This Training program, in which you and every state employee will participate, is designed to help you understand and contribute to the State's commitment to provide equal opportunity for everyone.

"I want you to know that this program has my full support and strong commitment -- and I am asking you for this same support and commitment. Effective, continuing affirmative action is and will be one of the important ways we can help make State government work better -- and thereby serve the people of New Jersey better. We must all work to create an atmosphere in which all state employees can develop fully and make their own maximum contribution to our state and its people."

The purpose of the presentation is to demonstrate to college personnel a program by which an entire college community was brought together to address affirmative action and gender equity in a way which has had genuine impact on the institution in areas from hiring practices to classroom applications.

Using simulation, video and related media the presentation will begin with the initial sessions for "Master Trainers," continue through the

primary training for all of the college's personnel (faculty, clerical and service staff and administrators) and conclude with current follow-up activities for the classroom.

An overview and history of the program will be presented with an opportunity for participants to become actively involved in portions of the training. They will: 1) experience, first hand, critical phases of the training; 2) gain ideas for implementing a large scale all-college training program; 3) explore strategies for managing resistance and receive information on selected follow-up activities.

The session will be divided as follows:

1. Logistical considerations: the how-to of organization (demonstration/discussion).
2. Sample modules/simulation involving large and small group work and feedback.
3. Outcomes: questions/answers.
4. Ideas for follow-up (brainstorming/discussion).

The presentation will give the participants genuine insights into, as well as practical experience in, the process of the engagement of a total college community in affirmative action awareness.



university of wisconsin/stevens point • stevens point, wisconsin 54481

college of professional studies

communicative disorders • education
fashion & interior design • home economics
health promotion/physical education & athletics
medical technology • military science

Managing Stress: The Payoff is Tremendous

Joan North, Dean
College of Professional Studies
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Stress in the 80s is a fact of life. The faculty member or administrator may be experiencing chronic stress--the stress that impairs decision-making, decreases productivity, affects health, and sometimes shortens life itself.

This presentation, given by a noted expert in the field of stress management, will focus on identifying, recognizing, and managing the stress factors that keep one from peak performance on the job and from enjoying time at home.

This session will include the following topics: how to choose the best stress management strategy, develop relaxation techniques, and develop a stress management plan for life. The focus of this session is to teach how to acquire and develop the skills needed to take control of one's life and emotional well-being.

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TRENTON STATE COLLEGE

Faculty Development and Renewal Under the Challenge to Distinction at Trenton State College

Dr. Judith Ghetti Ommen
Assistant to the Vice President for Academic Affairs

Given three years to make significant changes at your institution, what are your priorities? Trenton State College was founded in 1855 as a teacher's college like many other institutions at that time. Over the course of time, the college has changed its direction to include thirty-five departments and almost twice as many majors. In the past ten years, we have significantly and deliberately decreased student enrollments, so as to improve the quality of students and program offerings. Also, like other colleges and universities, Trenton State has set ambitious goals to achieve in the next few years. Presently, the college is rated Very Competitive by Barron's Profiles of American Colleges. Now it wants to be considered Highly Competitive. The college seeks to increase retention of full-time students raising graduation rates to 60% after four years and to 75% after five years. Also, Trenton State intends to increase enrollment and retention so that Black and Hispanic students will account for 15% of full-time undergraduates. Academically, the college seeks to provide challenging educational programs and goals for its students, a distinctive general education program, high quality majors, and an assessment of student performances - outcomes assessment. The campus community is working simultaneously on all of these challenges.

Trenton State recognized that none of these ambitious aims is attainable without dedicated and active faculty members. One of its priorities is thus to ensure that faculty are given numerous opportunities and sufficient support for professional development both as scholars and as teachers. Faculty development and renewal opportunities became realities through the Challenge to Distinction Grant received from the New Jersey Department of Higher Education.

Aided by strong administrative and faculty support, the first year of the grant was spent in planning and refining goals, evaluation criteria, timetables, outcomes and spending plans for ten components within three major foci: Attracting Learners, Challenging Learners, and Supporting Learners. This paper is centered on Challenging Learners which pertains primarily to

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Ommen

Faculty. At a time when there are few senior-level, promotion slots available for faculty, nearly an 80% tenure rate, and hardly anyone interested in retirement, how does an institution go about vitalizing faculty? Like other faculty, Trenton's professors can be characterized as both content with their careers and resistant to any changes that might affect them. They are enthusiastic yet suspicious about efforts fostered by the administration to energize and challenge them to further excel. This unionized faculty can be more collegial and committed to those goals for the campus community of learners. In the long run, the impact of faculty renewal will be felt by the students who are challenged in new and revised classes to expand their understanding and fields of knowledge.



The University of Georgia Cooperative Extension Service

College of Agriculture/Athens, Georgia 30602

FACULTY HEALTH AND WELL-BEING: A FOCUS FOR PERSONAL RENEWAL

Dr. Ann V. Peisher
State Program Leader
Food, Nutrition and Health

This presentation presents the evidence for including a Health and Well-Being focus in campus faculty renewal programs and discusses ways the Cooperative Extension System can be a resource for those programs.

Why Address Health and Well-Being?

Year after year, national health care costs continue their alarming rise. The use of widespread insurance coverage to provide more Americans access to the increased technology of health care has resulted in exploding health care costs. What cost our nation \$4 billion dollars in 1929 cost us \$400 billion in 1985. By 1986, expenditures for health care consumed more than one out of every ten dollars that Americans spent.

Yet it is employers -- private and public-- who bear at least half the burden of mounting health care costs. Typically, employer health care costs are rising at the rate of 25 to 100 percent a year. While this alarming escalation in medical expenses and in the hidden costs of sick care seems to be beyond our control, we know the major cause of serious illness and death in adult Americans is cardiovascular disease. According to the American Heart Association, in 1986 it accounts for

about \$78.6 billion of our annual medical costs. And yet, all the authorities agree, people can control the major risk factors such as cigarette smoking, high blood pressure, blood cholesterol levels, and diabetes. They can affect other contributing factors such as obesity, lack of exercise, and stress. These same risk factors also effect other health threats like cancer, diabetes, hypertension and osteoporosis.

How Can Cooperative Extension Help?

Since 1986, Cooperative Extension programs, overall, are based on critical economic, social and environmental issues. Nine priority initiatives have been identified to guide the agency as it addresses current and future issues. One of these nine initiatives is Improving Nutrition, Diet and Health.

The initiative of Improving Nutrition, Diet and Health is based on two critical issues. One is the need for individuals to understand the risk factors associated with different health problems and to promote lifestyle changes, since lifestyle factors, including diet, are considered major contributors to health problems such as obesity, hypertension, osteoporosis, heart disease, cancer and diabetes.

Cooperative Extension programs focus on efforts (1) to make clients aware of their risks for health problems so they can consider making diet and lifestyle changes and (2) to provide them adequate knowledge to make the desired changes. Discussion centered on specific programs offered through the University of Georgia and comparable programs found in other states, including weight control and cooking for health.



ENHANCING TEACHING AND LEARNING: GEORGIA TECH'S CENTER FOR THE
ENHANCEMENT OF TEACHING AND LEARNING

BILLIEE PENDLETON-PARKER

Assistant Director, Center for the Enhancement of Teaching and Learning, Georgia Institute of Technology, Atlanta, GA 30332-0383

The Center for the Enhancement of Teaching and Learning at the Georgia Institute of Technology is developing numerous programs and projects to aid faculty development, as well as students' learning. These programs are at the vanguard for a technologically oriented institution where research is the primary focus of time, money, and personnel.

CETL has formed a chapter of Toastmasters International ("Techmasters") to help faculty develop speaking, listening, evaluating, and leadership skills.

The Language Assistance Projects we sponsor aid international professors and graduate students. We work in conjunction with Tech's Language Institute to help professors learn more about the cultural and educational differences they face and to help them improve their written and oral communication skills. This is all done on a one-to-one basis. We also work with international graduate students in a structured classroom setting to accomplish similar goals. Videotaping and classroom observations are components of both projects.

Videotaping, classroom observations, and/or dialogues with students are also options for any professor or teaching assistant. The taping is voluntary, and the tape is the instructor's to do with as he or she chooses. The instructor has the option of having the tape critiqued with a CETL staff member.

We have developed a series of teaching tapes that show exemplary Tech professors demonstrating or discussing everything from how to use office hours effectively to innovative and common-sensical uses of chalkboards. These are available for new and veteran professors to view to help enhance and improve their teaching.

Each fall we sponsor an orientation for new faculty with a follow-up session, "Thriving in Academia," in the spring. The topics of the sessions and discussions range from the organizational structure of the institution to strengthening human relations in the classroom to a dialogue with Tech's president.

CETL will sponsor a campuswide seminar for graduate teaching assistants, addressing problems and issues of particular and specific concern to this segment of the instructional faculty. A course to help GTAs learn more about teaching will also be offered.

We serve as the processors for Tech's course/instructor opinion survey. This survey consists of institutewide items, departmental items, and specific items a professor can elect to appear on his or her evaluation (responses to be seen only by the professor). We have compiled normative information on the data collected so far.

We conducted a survey of teaching and learning facilities at Tech and published a booklet with photographs and pertinent information about all of the large (capacity over 50) classrooms; this was distributed to all faculty. It should help current faculty to be more familiar with what to expect when they are asked to teach in unfamiliar buildings, as well as provide information to new faculty.

CETL maintains a computer listing of Tech's library books related to teaching and learning. We are also purchasing books and subscribing to publications that relate to teaching and learning in higher education; these are kept at our Center.

Periodically we publish Good Teaching at Georgia Tech, a newsletter to help keep faculty apprised of teaching and learning issues.

CETL also will have the opportunity to submit a proposal to establish a Lilly Teaching Fellows program beginning in 1990. This program focuses on junior faculty to give them reassigned time and some money to concentrate on teaching, not research. Participants develop projects related to some aspect of teaching and learning. Seminars to discuss teaching issues are also held. A productive sharing of ideas occurs on each participating campus, as well as at two annual national conferences held for participants of all six institutions involved.

This sharing of ideas, commiserations (at times!), and networks that are formed are also, in part, fostered by the other teaching and learning projects with which CETL is specifically involved. These attempts to enhance teaching and learning and to give instructors alternative ways to teach and/or to approach their teaching are not novel in themselves, but they are novel at a predominantly technologically oriented institution. We are at the vanguard in this project, but we feel very strongly that when teaching (and learning how to teach) is enhanced, learning is subsequently enhanced--and that is the primary mission of any institution of higher learning.

This session will give helpful information and insights to seasoned teachers and novices--specific information about Tech's programs and ways to implement or modify these projects at the participants' particular institutions.

DEPARTMENT OF PSYCHOLOGY . COLLEGE OF LETTERS AND SCIENCE
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FACULTY DEVELOPMENT REDEFINED: IN SUPPORT OF ACADEMIC ENTREPRENEURSHIP

Dr. Baron Ferlman
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Donald A. Weber
Director: Grants Administration
University of Wisconsin-Oshkosh

The authors have been involved in a Faculty Development program which has been in existence since 1975. This program has provided over \$5,000,000 to faculty. Faculty participation in the program remains high. The authors sought to discover what accounted for the program's success. The answers were found in the business literature describing organizational entrepreneurship, and the processes needed in an organization dedicated to these. The authors concluded that the heart of faculty's professional development is not enhanced teaching nor more research per se. It is the pursuit of ideas and professional growth which is grand stuff. What is important is entrepreneurship, mastery, opportunity, seizing the moment, and exploration of the unknown.

To be successful, those charged with managing programs which support the professional development of faculty must focus on two domains. First, they must understand the forces and dynamics at work when faculty seek support for their professional development. They must establish and manage a program which has as its singular goal the development of faculty. This is the domain of leadership, vision, culture, empowerment, opportunity, trust and integrity.

The second domain involves understanding the technologies associated with faculty development. Rules, decision making processes, and communication must enhance and not impede the faculty's professional pursuits. The technologies must be productive.

Faculty are entrepreneurs. Theirs is a relatively solitary pursuit and engagement of ideas (ideas are their most precious resource - their currency). At the most global level, for the successful professional development of faculty to occur, faculty must have the respect, autonomy, and power to obtain the time, fiscal resources and wherewithal to meet their goals and needs. In short, faculty must be empowered, and empowerment must exist in the fabric of a university's culture in order to make this happen.

In our case, we found that two key technologies drive the successful support of faculty development. First, faculty development works best when expert decision making exists. Legitimate and/or political power

impedes the successful development of faculty entrepreneurs. Decisions on faculty support must not be political nor show favoritism - they must be based on the knowledge of experts. It is the quality of ideas which must drive the support for the professional development of a faculty - nothing else. For expert decision making to exist trust and integrity must exist, sufficient funds to support the faculty must be available, and decisions must be predictable and responsible.

Second, the issue of time must be addressed. Faculty work on real time - good ideas cannot be batched until the conclusion of a semester so they can be attended to. It is the authors' experience that faculty must be able to pursue their ideas continually (in real time) and a program which serve them must be able, within whatever limits exist, to operate on real time.

In addition the authors will share other lessons they have learned. Examples of these lessons include (a) don't fight in public, (b) asking "why not?", (c) no inside trading, (d) efficiency and effectiveness, and (e) codify - always write it down.



SIENA HEIGHTS COLLEGE

PERSONAL AND PROFESSIONAL RENEWAL FOR PART-TIME FACULTY

Sr. Eileen Rice, OP
Program Director
Teacher Education
Siena Heights College
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Dr. James Ebben
President
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Part-time faculty members are an increasing presence in the instructional force of America's institutions of higher education. While they often provide academic programs with much needed "real-world" contact and academic chairs with important budget relief, the adjunct faculty members seldom have much opportunity to participate in institutional professional development programs.

At Siena Heights College, between 1/4 and 1/3 of the individual faculty members teaching any given term are adjunct. These individuals make a very important contribution to the quality of instruction at Siena because, like many small colleges, we are often limited in the number of faculty members available to interact with students in any given academic program. To increase the extent to which these individuals are incorporated as integral members of Siena's teaching faculty, the college applied for, and received, a FIPSE faculty development grant in 1977 which included funds to conduct two three-day part-time faculty workshops during two consecutive academic semesters. After the termination of the grant funding, Siena continued to sponsor a one-day part-time faculty workshop each semester.

Since 1978 twenty of these one-day workshops have been held with no external funding and at minimal expense to the institution. This concurrent session will describe the format of these one-day workshops and provide information on the evaluation of their success.

Each workshop has had three distinct components:

(1) a pedagogical section

which has addressed issues such as course construction, critical thinking, grading practices, effective teaching techniques, etc.

(2) an institutional section

which has been a way to acquaint adjunct faculty with current issues on campus, e.g., a hispanic recruiting initiative, a new general education program, meeting the new dean or president, demonstrating new instructional equipment, etc.

(3) a personal section

which has focused on the fact that adjunct faculty are persons before and beyond their professional positions; this section has included personal goal setting, wellness, creative writing, researching family history, mid-life crisis, etc.

Over the eleven years of designing and presenting these workshops, much of what has been done seems to be transportable. This session will provide materials on specific topics covered, helpful resources, and feedback received from part-time faculty participants.

"Your Jungian Personality Traits and Wellness Related Issues"

Dayton Y. Roberts, Ph.D.
Professor and Coordinator, Higher Education
Texas Tech University

Dr. Tom Carskadon, Editor of the Journal of Psychological Type writes:

"I believe Dayton Roberts has directed more doctoral research in the area of psychological type than any other individual, anywhere. We have published several of his articles and the most distinctive thing about them is the frequency with which they have been cited by other researchers... His current research on the link between psychological type and heart disease is clearly of 'milestone' status. It has generated great excitement, and I would easily rate his last article in our Journal--an invited, lead article--as one of the ten most important in the twelve years of our history."

In the studies by Elchorn et. al. which began in the 1920's at the Institute of Human Development at the University of California at Berkeley data on childhood illnesses, education, drinking, smoking, occupation and personality characteristics were examined. Personality emerged as the strongest indicator of an individual's future health.

Today, there is a growing body of research evidence that such pathologies as heart disease, cancer, arthritis, ulcerative colitis, asthma, migraine headaches and numerous other psychosomatic disorders are associated with distinct personalities. Research evidence indicates that specific clusters of personality traits seem to predispose persons to specific pathologies, and as such, this information may be used in health settings to warn them of their risk and to re-educate them in order to minimize risk.

This 90 minute workshop is an intensive, research-based exploration of a very useful perspective for shaping our practices to reflect our values. Each participant will respond to the instrument "Identifying Your Jungian Psychological Traits: (i.e. Your Personality)", a measure of Jungian psychological types. It characterizes sixteen types of people who differ in their styles of gathering information and making decisions, and in their orientation to the world around them. It measures traits so basic that they are vital elements in our jobs, our marriages, our lifestyles--and now it is becoming clear, even our total wellness.

"Identifying Your Jungian Psychological Traits (i.e. Your Personality)" is the instrument that participants will respond to in this workshop. It is a self administered 32 - item self-validating instrument published by the Texas Tech University Center for Improvement of Teaching Effectiveness (CITE). It is adapted from the Myers-Briggs Type Indicator (MBTI) that has proven to be a pragmatic and potent tool in business, industry, government, and education in fostering constructive uses of individual differences.

The Myers-Briggs Type Indicator (MBTI) is a self-administered 166-item self-validating instrument first published in 1962 by the Educational Testing Service. The MBTI and the supporting research stemming from its development expanded and clarified Jung's theory that seemingly chance variation in human behavior is in fact not due to chance; it is the logical result of observable and measurable differences in mental functioning.

These basic differences concern the way people use their perceiving processes to become aware of people, things, occurrences, or ideas and the way they use their judging processes to come to conclusions about what has been perceived. Since the two together -- PERCEPTION and JUDGMENT -- are critical to a person's mental activity, they determine, to a great extent, that person's overt behavior.

Jung's theory states further that there are two ways of perceiving -- by SENSING and by INTUITION -- and two ways of judging -- by THINKING and by FEELING. In addition to whichever of these processes an individual prefers, there will be an accompanying preference for INTROVERSION or EXTRAVERSION. Thus, the MBTI defines the following pairs of preferences from which 16 different combinations of personality type may be derived:

EXTRAVERSION (E) -- INTROVERSION (I): THE DIRECTION OF INTEREST

Does the subject's interest flow mainly to the outer world of actions, objects and persons (E), or to the inner world of concepts and ideas (I)?

SENSING (S) -- INTUITION (N): HOW SITUATIONS ARE PERCEIVED AND EXPERIENCED

Does the subject attach more importance to the immediate realities of direct experience (S), or to the inferred meanings, relationships, and possibilities of experience (N)?

THINKING (T) -- FEELING (F): JUDGMENT PREFERENCES

In making judgments, does the subject rely more on logical order and cause and effect (T), or on priorities based on personal importance and values (F)?

JUDGING (J) -- PERCEPTION (P): LIFE STYLE

Does the subject prefer to live in the judging attitude, systematically planning, ordering, and organizing his world, deciding what needs to be done and attempting to control events (J), or in the perceptive attitude, spontaneously, curiously, awaiting events and adapting to them (P)?

Sometime during the conference participants in this workshop will have the opportunity to take the complete MBTI and have the three page computer analysis mailed to them approximately two weeks later.

Retirement Can Be Fun - Prepare For It

Dr. Thomas J. Robinson
 Professor of Mathematics
 University of North Dakota

At every stage of life planning represents an important step in accomplishing what we set out to do. We begin by setting goals, either formally written down or informal, and then we try to achieve them. We spend approximately one-fourth to one-third of our lives in job preparation and about one-half on the job. Thus, there remains roughly one-sixth for retirement. To let retirement simply happen is unfortunate because we are less likely to get the most out of it in that case. Many people spend more time planning for a vacation than they do for retirement.

Not everyone enters retirement being secure and well-adjusted. Some, through no fault of their own, meet with misfortune or ill health. Others find it difficult to adjust without the structure of a daily work schedule. However, the most common cause of retirement failure is simply lack of planning to avoid or minimize the hazards that trap the unwary. Among the major pitfalls:

1. Lack of a sound financial program that takes inflation into account.
 Begin building defenses against inflation while still employed.
2. Hasty decisions regarding housing and locale.
3. Lack of interest and activities.
4. Confusing retirement with aging.
5. Failure to anticipate adjustments in roles and attitudes.
6. Delay in planning ahead.

The six areas listed above are the basis for this talk, although the outline listed below has some slight variations.

1. Finances. Financial planning is extremely important in maintaining one's chosen lifestyle through retirement. "How much income is enough" is the first question to be answered, and the second is "How do my pension, social security, and other income fit together to accomplish this?"
2. Health Care. Health care is not specifically listed above, but it certainly is of major importance to all of us. Medicare and supplements to medicare pay the bills, but health maintenance is also important. Drugs and medications affect us differently as we grow older, and care and caution are recommended. If you move, don't neglect taking your medical and dental records with you.
3. Where shall I live? Do not choose a retirement location hastily. Determine attributes that are important for your retirement living. These may include proximity to transportation, culture, relatives or friends, as well as climate.
4. Be flexible. Being flexible has as much to do with stretching the mind as the body. A willingness to change attitudes can be a big help. Plan your days, filling them with exercise and activities, perhaps develop a second career.
5. Be kind to yourself. Be your own friend. Health, well-being, stress management - these and other problem areas are better handled if you feel good about yourself and your decisions. Try not to use the phrases "I should have" and "If only."
6. Perks for seniors. After reaching age 50, perhaps you should consider joining AARP, Mature Outlook, or some other of the seniors' organizations. Besides discounts there are numerous trips, outings, excursions, elderhostels, and other benefits available through local and national groups.

The bottom line for retirement is that it can be a time for fulfillment. Start preparing for it now, and take a healthy attitude with you.

A FACULTY DEVELOPMENT SYSTEM: COORDINATION BY OBJECTIVES

Sidney P. Rollins
Director of Instructional Development
Bryant College

The Faculty Development Committee at Bryant College in Smithfield, Rhode Island presently is testing a faculty development system that is based on goal-setting by various elements of the College. The system rests on the notion that everybody has goals and that the closer the relationship between individual and organizational goals, the more likely the possibility that both the individual and the organization will function effectively. As Chester I. Barnard (1938) wrote in his classic study of organizations, "there is a need to develop a cooperative system that is capable of satisfying the personal objectives of employees as well as meeting the objectives of the organization. The success of an organization rests on the ability to satisfy both sets of objectives."

An anticipated outcome of Bryant's Faculty Development System is a productive arrangement that will encourage the coordination and integration of individual faculty goals with institutional goals and activities so that all of the elements of the institution are moving in the same direction. This approach to faculty development involves serious and careful goal-setting by faculty, by departments, and by the institution.

The base of the Bryant Faculty Development System is the amalgam of individual faculty goals that are then absorbed into department goals that eventually are absorbed and reshaped into the goals of the institution. The original proposal for the development of this system will be distributed at the conference session. It presently is being tested by 20 faculty volunteers, their department chairs, and the Dean of Instruction. The faculty members involved in the testing of the system constitute a little over 18 percent of the total full-time faculty. At the end of the present academic year (May, 1989) the 20 faculty members will be brought together for a one-day evaluation workshop, during which strengths and weaknesses of the system will be discussed.

Considerable information about faculty reaction to the system should be available prior to the Atlanta conference. Through a series of interviews early in April, the presenter will collect data that will be discussed during the presentation.

Although the Bryant Faculty Development System resembles the idea of "management by objectives" in many ways, there is at least one basic philosophical difference. Bryant's system might better be named "coordination by objectives." The goal of the Bryant system is to create an organizational culture and operating procedures that, rather than being managed, "manages" itself. The system is not designed to make deans and vice presidents unnecessary, but rather to modify their management roles; to create Theory Y managers (McGregor, 1960) who help rather than direct the organization to function effectively and efficiently, and who foster cooperation among members of the college community.

The program format will include a presentation of the problem, a discussion of the Bryant approach to a solution, distribution of the instrument, and a discussion of the rationale that supports the proposed solution. Preliminary data gathered from participants in the test also will be provided.

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**CURRICULUM DEVELOPMENT AS FACULTY DEVELOPMENT:
LIBERALIZING PROFESSIONAL EDUCATION AT GLASSBORO STATE COLLEGE**

Dr. Linda W. Ross
Associate Professor of Management
Challenge Grant Project Director
Glassboro State College

Prof. Janice Poley
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Dr. Marion Rilling
Professor of Elementary Education
Glassboro State College

Dr. Terri Maciolek
Challenge Grant Internal Evaluator
Glassboro State College

Most experienced faculty often recall with pleasure their work on the design and introduction of a new program or "cutting edge" course. Their satisfaction is derived not only from the end-product of curriculum development, but from opportunities for research, experimentation, creativity, synthesis, and reflection inherent in the process. However, at colleges whose faculty and curricula have matured and where enrollments are stable, curricular change may slow; and with that an important source of growth, learning and renewed commitment to the community of scholars may be diminished. Faculty renewal programs which serve individuals (research grants, travel allotments, tuition reimbursements) are invaluable under such conditions, but they are not a substitute for the kind of collegial learning that emerges through curriculum development. This session concerns the relationship between curriculum and faculty development and describes how one state college has strengthened both.

In 1987, Glassboro State College embarked on a major college-wide three-year curriculum development project funded by a \$4.8 million Governor's Challenge Grant. Entitled "Liberalizing Professional Education", the project was designed to enhance the institution's three largest professional programs which enroll two-thirds of all undergraduate majors (Teacher Preparation, Business Administration and Communications) and to transform the general education program for all students. Our goal for each professional program was to strengthen the body of knowledge in that field while making more explicit its connection with arts and sciences concepts and methods.

Over 120 faculty and staff, including at least one from every department on campus, have participated in the project. Most grant activities are designed to be carried out by groups. The following are some examples of the variety and scope of our development activity:

- o In each professional program, arts and sciences and professional faculty work together to introduce liberalizing concepts into the entry-level and capstone courses.
- o The School of Education has become the first in the nation to collaborate with the American Association of Colleges of Teacher Education to integrate the new "Knowledge Base for Beginning Teachers" into its curriculum through school-wide symposia and departmental work groups. Education faculty also may apply for "Collaborative Research Grants" to fund projects with K-12 teachers in local schools.

- o The School of Business is integrating use of the computer and decision-support concepts through case studies prepared by faculty with the help of an advisory task force composed of business executives as well as faculty.
- o The General Education Model has been redesigned around a number of interdisciplinary core courses developed by committees of faculty from across the respective arts and sciences discipline.
- o The Faculty Externship Program places faculty in area businesses and organizations to work for a semester to enhance skills and knowledge. Externs also build closer ties between the employer and the college to obtain curricular advice and coop placements for our students.

Within eighteen months, new curricula have been drafted as a result of these programs. An equally important outcome is the project's impact on faculty development.

At the end of the first year of our project, we conducted a survey to assess the extent to which faculty have gained personally from their involvement. Two-thirds of the respondents indicated that the grant has had a positive impact on their development as a teacher by heightening awareness of content issues, trends in pedagogy and current literature and research. Sixty percent reported that grant involvement contributed to their development as a scholar as a result of dialogue with colleagues, and that it provided an impetus to write, do research and read new literature. Almost all respondents had worked collaboratively with faculty from other disciplines. Ninety percent of these respondents reported positive experiences which "encouraged cooperative labor across disciplines", "created a stronger atmosphere of professional commitment", and produced "intellectual ferment".

We have held a number of workshops to introduce faculty to new concepts or pedagogical techniques; and in each case they were closely associated with a curriculum development goal. Through these activities we have gained a number of insights that should be useful to other colleges embarking on curriculum development. First, faculty development is enhanced by group work rather than purely individual activity as does assuring diversity of the disciplines represented in the group. Second, having a number of groups working simultaneously on different curriculum projects creates a critical mass of development activity. Third, faculty development is stimulated by the use of expert consultants who can play either "process" or "task" roles when the group encounters obstacles. Finally, development is reinforced by conducting written formative evaluation of group activities and outcomes aimed at recognizing progress and fine-tuning plans.

By linking curriculum development and faculty development Glassboro State College is achieving success in carrying out its plan for major change in its programs and academic climate. Our experience has confirmed the importance of considering the mutuality of these two critical processes in programmatic design.

Patterns of Regenerative Learning Among Faculty at
Comprehensive Research Universities

Edwin L. Simpson
Professor of Adult Continuing Education and
Director of Faculty Development
Northern Illinois University

Continued professional learning within the ranks of the professoriate is usually taken for granted. In fact, it often may be assumed that a natural consequence, and a primary benefit of arduous training in research, critical thinking and/or the development of creative abilities in preparation for work in academe, is renewal throughout a professor's career. Evidence suggests that this assumption is not well founded. Changing conditions within American universities and colleges during the past 20 years have made renewal among the professoriate very difficult. The increasing diversity of student bodies in higher education, an expanded image of academic programs to serve before unserved clientele; and rapidly increasing demands that grow out of high technology and greater competition for research production within higher education, are some examples of conditions that challenge professors in American higher education. Most of these conditions are projected to continue in American higher education well into the 21st century.

This presentation addresses a concern about how to conserve the human resources most central to the university - the professors. The report will focus on studies of how professors engage in regenerative learning - learning associated with academic career vitality. Its intent is to describe and examine how professors remain vital in their careers. The presentation is also intended to provide some basis for assisting academics who are very able, but because of being unprepared for renewal throughout their careers, drop out emotionally, psychologically and/or leave academe all together.

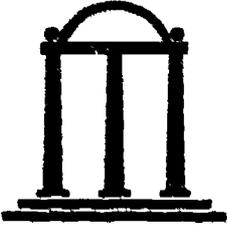
The presentation and discussion of regenerative learning will be based upon experience working with 60 faculty who have made academic career changes within the same university. Also, findings will be shared from studies of faculty in comprehensive universities throughout the U.S. who have successfully renewed their careers. Learning experience that is antecedent to vital growth in faculty careers will be the major focus of the presentation. For example, the function of consulting, mentoring, peer counseling, collaborative research, and collegial networking as regenerative tools for revitalization of academic careers will be examined and discussed.

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Simpson

Suggestions as to how to facilitate regenerative learning for professional academic career development will be presented. Also discussed will be recommendations for the design of graduate training that addresses the needs of individuals who choose the professoriate as a career.



Office of Instructional Development

The Lilly Teaching Fellows Program
at the University of Georgia

Ronald D. Simpson

The Lilly Teaching Fellows Program sponsored by the Office of Instructional Development was initiated in 1984 through a grant from the Lilly Endowment, Inc. In this, its fifth year of operation, the program is now fully funded by The University of Georgia. Through this program eight or nine junior faculty are selected annually to participate in a series of activities designed to enhance their professional development as teachers. The Fellows and their respective Mentors meet regularly during the academic year for presentations and seminars and participate in mentor relationships with senior faculty in their own departments or related disciplines. In addition, each Fellow receives a small individual grant to develop an instructional improvement project.

The Lilly Teaching Fellows Program has been established in order to accomplish the following goals:

1. Provide new faculty with an opportunity to further develop basic skills associated with effective teaching and other roles required of a research university.
2. Provide new faculty with information concerning instructional policies, resources and services that exist at The University of Georgia.
3. Offer support systems for sharing of ideas with colleagues from other disciplines who may have similar interests and who face similar challenges.

4. Develop instructional skills through exposure to and interaction with senior faculty who are master teachers.
5. Help to create and maintain an instructional environment that will produce the best teaching scholar possible.

Faculty members at the end of their first, second or third year at The University of Georgia are selected during the spring quarter to participate as Lilly Teaching Fellows for the coming academic year. Candidates must be tenure-track assistant professors and recent recipients of a Ph.D. or terminal degree in their discipline or profession. Admission to the program is contingent upon the nominee's academic department agreeing to approximately 20% release time. Candidates are nominated by their department heads and applications are screened and selected by a faculty committee. Recommendations will be forwarded to the Director of the Office of Instructional Development and final decisions will be made after consultation and approval by the Vice President for Academic Affairs.

The following activities comprise the program each academic year:

1. A two-day retreat is held close at the time of opening of the University in the fall. Project leaders and participants formulate and share goals for the coming year. Food, lodging and travel expenses are provided.
2. Fellows select a mentor for the year. The mentor may come from within or outside the fellow's department. In addition to the fellow-mentor relationship, each fellow will observe the other mentors associated with the program. Mentors participate in some of the group activities and are invited to attend an end-of-year retreat.
3. Fellows along with appropriate members of the OID staff, administration and faculty meet on a regular basis approximately twice a month. Half of these meetings are conducted as roundtable discussions. Alternatively, about

half of the sessions involve luncheon meetings with outside speakers on important topics related to college teaching.

4. During the fall each fellow is required to develop an instructional improvement proposal for the academic year. Up to \$3,500 per fellow is available to implement new ideas or otherwise enhance the development of the individuals' career path in teaching.
5. The Fellows attend an annual Lilly Day on campus in January. An outstanding speaker or facilitator from off-campus is invited to serve as a discussion leader for the day.
6. At the end of each academic year a second retreat is held. At this meeting the fellows with their mentors have ample opportunity to analyze and synthesize the major activities and changes they have experienced during the year. Each fellow is asked to make a short presentation of their project.

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A SENIOR UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

CREATIVE STRATEGIES FOR FACULTY RENEWAL

Dr. Constance H. Skalak
Chair & Professor, Department of Nursing
Augusta College

With a very limited travel budget of \$2,100 for eleven faculty members, I knew I had to devise innovative strategies to generate more money to facilitate professional and personal renewal of faculty. The following briefly describes the four strategies I implemented:

STRATEGY I:

With the severe shortage of nurses in our area, I was able to secure funding from two area hospitals for four part-time adjunct clinical faculty members. In addition, two other hospitals furnished two part-time adjunct clinical faculty members for specific clinical experiences such as psychiatric nursing and pediatric nursing.

The hospital's main reason for providing adjunct clinical faculty was so that I could double enrollment in our Nursing Program, produce more graduates, and help alleviate the nursing shortage. However, with six additional clinical faculty, I not only doubled enrollment, but was able to give release time to two faculty members to work on their dissertations. They were ecstatic--personally and professionally.

I too have been "renewed" in that I have had an article published on securing funds for part-time faculty. In addition, the Director of Nursing at one hospital and I have submitted an article about our collaborative model of joint clinical appointments for publication.

STRATEGY II:

When I became Chairman in July, 1986, our Nursing Program desperately needed a Skills Lab for students to practice techniques before caring for patients. I secured \$20,000 in private funds, \$40,000 in grant money, \$33,500 worth of equipment and supplies from area hospitals, and \$30,000 from Administration to complete a state-of-the-arts Skills Lab.

The lady who had provided the \$20,000 in private funds later wrote that she would send \$5,000 more for the Skills Lab. I called and asked her if I could use the money for faculty growth and development since I had enough money for the Skills Lab and very little for faculty to go to workshops, seminars, and conventions. She agreed. After her untimely death in September, her husband sent \$10,000 in October earmarked for personal and professional renewal for faculty. This \$10,000 has been a great boost to faculty morale. They are very excited about "going places," learning and networking.

STRATEGY III:

The faculty in our Associate Degree Nursing Program at Augusta College (AC) were eager to become more involved in research, however, most of the faculty knew very little about how to do research. Therefore, I met with the Dean of Nursing at the Medical College of Georgia (MCG) to see how we could work together since they have a Nursing Research Center. This planning session resulted in our faculty attending MCG's monthly Faculty Research Colloquia, doing collaborative research with MCG faculty and having access to the Nursing Research Center for grant writing and research. One AC faculty member and one MCG faculty member will present a paper about their collaborative research at a National Conference in San Francisco. Both are personally excited about going to San Francisco and professionally proud to be presenting.

STRATEGY IV:

Our Nursing Faculty are in area hospitals on Mondays, Tuesdays, and Wednesdays. They team teach on Thursdays and Fridays. They have flexibility in scheduling their classes. Therefore, if they are not teaching, they can take off a Thursday and Friday once or twice a year for personal renewal, at the beach, in the mountains, or wherever they wish. All faculty exude over this strategy.

These four strategies have been welcomed by all faculty members and have resulted in their personal and professional renewal. In addition, the strategies were very cost effective for Administration and generated approximately \$70,000 in adjunct clinical nurse faculty salaries and \$93,500 for the Skills Lab. Needless to say, they too were happy.

FACULTY DEVELOPMENT AT FURMAN UNIVERSITY:
BLENDING INDIVIDUAL AND INSTITUTIONAL NEEDS

James H. Smart
Professor of History
Furman University

Faculty development at Furman University is designed to assist faculty members to engage in activities that are personally and professionally meaningful; that provide for their growth as scholars, teachers, and advisors; that allow for the orderly development of their careers; and that advance the broad goals and objectives of the institution. The programs are divided into three parts, each with a distinct locus of control. First, support for travel to professional meetings is provided by the Office of the Vice President for Academic Affairs and Dean. Second, sabbatical leave requests and requests for support for traditional research projects are submitted to the Faculty Research and Professional Growth Committee, a standing faculty committee which makes recommendations to the Vice President for Academic Affairs and Dean concerning awards for research and the approval or disapproval of sabbatical leave requests. Third, a Faculty Development Committee oversees a variety of faculty development activities which originated from external grants but are now conducted with institutional funding. The five programs conducted by this administrative committee are summarized below.

New Faculty Orientation

The committee provides orientation sessions for faculty members who are in their first year of teaching at Furman. The hour and a half sessions are held during alternate weeks throughout the fall term. Included are programs on Furman students' academic profile and student life, academic policies and procedures and faculty role in governance, curricular matters, special teaching/research opportunities, use of media in teaching, institutional values in the curriculum and advising program, and interpreting student evaluations.

Mini-Grants for New Faculty

Faculty members in their first year of teaching at Furman would find it difficult to engage in the self-analysis required to participate in the regular individual faculty development activities (described below). It would be especially difficult to meet the deadlines for growth plans required for support from the regular program. Therefore, the mini-grant program for new faculty requires a more modest application without the long-term plans associated with the regular individual grants. Based on their first-term teaching experiences, a new faculty member can identify objectives related to

his or her teaching that he or she would like to accomplish during the remainder of the academic year, propose an activity or activities designed to accomplish the objective(s), explain how the objective(s) would enrich students' learning, and make a specific mini-grant request.

In-House Consultants

In-house consultants are six designated experienced faculty members who are available to assist faculty in the improvement of their teaching. They conduct the new faculty orientation sessions, serve on the Faculty Development Committee, consult with faculty concerning teaching problems, and (upon request) aid faculty in assessing their teaching practices through the use of class interviews, class visitation, video-taping with critique, and the use of media in their teaching. The in-house consultants work with individual faculty members on a confidential basis.

Individual Activities

Any faculty member can prepare an individual growth plan and request support from the Faculty Development Committee to accomplish the objectives outlined in the plan. The proposals must concern the improvement of teaching or one's self-development. The current growth plan guidelines are as follows:

1. An assessment of professional needs based on an individual SWOTs analysis (strengths, weaknesses, opportunities, threats).
2. A list of personal objectives for the next five years.
3. A statement of the relationship of the stated objectives to departmental and/or university SWOTs.
4. A statement of how achieving objectives would enhance students' learning.
5. A list of activities over the next five years that could help achieve the objectives (They are asked to suggest individual and group activities, and, if possible, suggest alternate activities for each objective, alternatives that would vary in cost).
6. A list of proposed current year activities with a specific line-item budget request.

Research projects, mentor-novice relationships, visiting consultants, off-campus visitations, specialized reading, workshops, seminars, etc., can all be proposed.

Group Activities

Submitted growth plans are analyzed for commonly felt needs. In addition, topics for group activities can originate with the in-house consultants, the academic administration, individual faculty members, or the Faculty Development Committee itself. The aim is to be cost-effective when a number of individuals perceive the same need. The group activities--workshops, seminars, and/or colloquia--are led by the best available person, whether a Furman faculty or staff member or an outside consultant.



State University of New York College at Oswego

Oswego, New York 13126

INTERDISCIPLINARY COLLABORATION AS PROFESSIONAL RENEWAL

Dr. M. F. Stuck
Asst. Prof., Public Justice
and Sociology
SUNY-Oswego

Dr. M. C. Ware
Prof., Education
SUNY-Cortland

The authors, a sociologist and a computer educator from two four-year colleges in the State University of New York, have collaborated on a number of projects over the past several years. This presentation will attempt to share some of the rewards of this partnership in terms of courses developed, methodological ideas shared, and contributions of collaboration.

Much is to be gained from looking at a problem from two perspectives. A sociological perspective contributes a sense of history, biography, and a way of questioning the current social order. The education perspective brings a methodological awareness to planning for teaching--how to best construct tests, how to best present information, how to involve students in their own learning. A third perspective was shared by both collaborators -- that of the avid user of computer applications. This perspective was especially useful in course development, both in preparing teaching materials and in assisting students to become computer literate.

Courses developed through this collaboration have included: a team-taught course entitled Microcomputers in Education which has been taught at SUNY-Cortland. Some of this course's content eventually appeared also in a course offered at SUNY-Oswego entitled Microcomputers in the Social Sciences. Currently, parts of this course are taught as part of a new course entitled Microcomputers in Public Justice which is offered at SUNY - Oswego. Another course which resulted from collaboration was a course in Computers and Society, which looked sociologically at changes resulting from widespread use of the microcomputer. Additional courses developed include: Sociology of Education; a course in Participant Observation which includes emphasis on computer applications for storing and retrieving data. Finally, a course in Qualitative Methodology was developed, but has not yet been taught.

Methodological cross-fertilization occurred often, when each faculty member discussed teaching techniques with the other. Among the innovations recently adopted are: use of index cards to solicit "free writing" or focused writing from students and to provide a two-way street for faculty-student communication; various techniques to promote writing across the curriculum; test construction

strategies; transparency production methods; development of games or other classroom techniques to promote student involvement (e.g., an adaptation of the game, Scruples, for use in teaching Computer Ethics).

Personal and professional renewal occur through the broadening effect of being able to apply someone else's disciplinary structure to one's own ideas or problems, the new ways of seeing and knowing which occur when situations are viewed through another person's perspective, the cross-fertilization which occurs when one attends another discipline's professional meetings, and the exhilaration of professional collegueship -- critiquing each other's work, responding to the ups and downs of receiving editors' comments on accepted (or rejected) papers, reading each other's student comments, and discussing the results of trying new strategies in one's classes.

The presentation will include examples of course outlines, methodologies developed, and techniques for working in a collaborative setting at one institution or at neighboring institutions.

Rockhurst College

Kansas City's Jesuit College

College of Arts and Sciences
Office of the Dean

ACHIEVING QUALITY IN UNDERGRADUATE EDUCATION THROUGH PROMOTION OF FACULTY DEVELOPMENT OPPORTUNITIES: THE SMALL COLLEGE/UNIVERSITY CASE

Dr. Thomas J. Trebon
Dean, College of Arts & Sciences
Rockhurst College

Dr. Martin J. Meade
Associate Professor of Psychology
Rockhurst College

High quality education is dependent on intelligent, well educated, stimulating -- and stimulated -- faculty who challenge students to intellectual pursuits. Faculty must have the necessary professional background, the ability to impart their knowledge through effective teaching, and the desire to serve as role models for students. Because education is dynamic and because there are ever new developments in knowledge and techniques for imparting it, members of the faculty will only be effective in relation to their ability (1) to keep abreast of new knowledge in their disciplines and related areas, and (2) to continue to improve their ability to impart that knowledge. Providing significant professional development opportunities, in order to enhance the teaching effectiveness and scholarly endeavors of the faculty, should be of paramount importance to any college or university committed to quality.

Most smaller colleges and universities are faced with a dilemma when discussing the provision of support for faculty development, especially that involving research. Because smaller, undergraduate institutions emphasize teaching, and often operate with a heavy teaching load, faculty in such institutions are not usually involved in the type of leading research which would facilitate obtaining external, competitive funding. At the same time, the institutions (with small endowments and highly dependent on tuition for annual operating budgets) usually have little institutional funding to support faculty research and scholarly activity. These contextual factors make it difficult for chairpersons, deans, and other academic administrators to fulfill their primary functions of promoting and assisting faculty development. The quality of the educational process may well be impaired.

The experience at Rockhurst College has demonstrated that a faculty development program supportive of a lively scholarly environment can be established by blending modest funds, several low or no-cost activities, and mechanisms for good campus communication of the program components, faculty activity, and faculty accomplishments. Linking the themes "Begin With the Faculty" and "Quality Through Development" has stressed both the means by which faculty development activities have been organized and the goals maintained as central to those activities.

The information presented in this session will outline the elements of the faculty development program which has evolved at the College over the past ten years. As a case study, many elements will be of interest to and provide immediate practical applications for faculty members, department and division chairpersons, deans, and other academic administrators. Most of the activities are able to be implemented at the department level and above. The specific activities will be of special interest to those involved at smaller institutions, although the efforts are relevant to any type institution.

The faculty development program at Rockhurst includes traditional aspects of sabbatical leaves and presidential summer grants. These serve as "anchors." In addition, the following are elements of the program: faculty brown-bagger discussions, biennial list of faculty publications and papers, faculty colloquia, "institutional resources for support of faculty scholarship" publication, "guide to grants" publication, the Rockhurst Daily News and special faculty editions publications, arts and sciences mini-grants program, Rockhurst Occasional Papers publication, and the like. Any of these elements, as well as the process of development of the overall program, are relevant to other institutions interested in designing or expanding their programs and linking them to the larger goal of achieving quality in the educational effort.

The program format will include the presentation, distribution and discussion of materials, and then review by those present of similar models and/or experiences. A brief period of time will be taken to set the problem facing faculty and administrators at smaller institutions, the link between faculty development and quality education, and the need for faculty involvement. Most of the presentation will set forth the array of faculty development activities which have been successfully implemented at Rockhurst. Supporting evidence of indicators of impact of the program at the College will be discussed, including linkages of scholarly work to classroom activities, development of student-faculty collaborative efforts, increased involvement of faculty in scholarly pursuits, and development of a collegial approach to faculty development involving both faculty and academic administrators.



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Helping Experts Acquire and Apply Knowledge of Effective Learning and Teaching Practices

Dr. James W. Tysinger
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Although faculty are experts in one or more disciplines, the lack of specific knowledge of teaching, learning, and evaluation practices may hamper their ability to effectively present instruction. Faculty development programs can help experts enhance the quality of their teaching by allowing them to better understand learning from a novice (student) perspective.

Clinical faculty in the Dietetics and Nutrition Internship in the College of Health Related Professions at the University of Arkansas for Medical Sciences (UAMS) voiced a desire to improve their teaching skills by broadening their knowledge of teaching and learning practices. The director of the Dietetics and Nutrition Program and an instructional development specialist from the Office of Educational Development at UAMS surveyed faculty and used their self-reported needs to develop a three-phase faculty development project.

Phase One, *assessment*, provided faculty with feedback on their learning and study practices and reading skills. Faculty completed the Learning and Study Strategies Inventory (LASSI) to appraise their learning and study practices and the Nelson-Denny Reading Test (Form E) to assess their reading skills (i.e., vocabulary, comprehension, and reading rate). (The LASSI and Nelson-Denny Reading Test are used to assess internship students, and faculty wanted first-hand experience in completing these instruments.) The purpose of the assessment phase was to make faculty aware of their academic strengths and weaknesses so they could gain insight into why some students found it difficult to master what seemed to faculty to be relatively easy concepts. Individual and small-group sessions were used to confidentially provide feedback to faculty concerning their performance on these instruments. Later, faculty performance on the instruments was analyzed and general trends in strengths and weaknesses (e.g., time management and information processing) were used to plan the content of the workshops.

Phase Two, *instruction*, was accomplished through a series of workshops which presented faculty with background knowledge related to effective learning, teaching, and evaluation practices. Workshop content first focused on pertinent research findings. Second, those findings were applied in specific examples in the Dietetics and Nutrition Internship. Finally, faculty were asked to describe how they could use specific practices to improve the quality of teaching and learning in their instructional settings.

Phase Three, *evaluation*, assessed the extent to which faculty found the project useful. Faculty said the project helped them in three ways. One, a number of faculty said the assessment phase helped them identify some of their strengths and weaknesses in critical academic areas. Some faculty said the confidential feedback reinforced their perceptions of areas which needed attention (e.g., vocabulary). Faculty who were enrolled in or were planning to begin graduate coursework stated that the assessment phase helped them to strengthen weaknesses that could have impeded their academic success. Two, faculty reported that the workshops helped them to better understand the field of dietetics from the perspective of the novice (student) and provided them with valuable insight into how student learning could be enhanced by examining the organization of their presentations and by using effective teaching practices (e.g., questioning techniques). Three, a majority of the faculty stated that the workshops stimulated them to learn more about teaching and learning.

In conclusion, this project demonstrated that many faculty have a keen interest in learning about effective teaching and learning practices. Identifying faculty's academic strengths and weaknesses prepared them to better understand learning from the student perspective and led them to better appreciate their importance in helping students master difficult concepts.



Alliance For Excellence In Teaching

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CHAMPIONING EXCELLENCE IN COMMUNITY COLLEGE TEACHING:
THE ALLIANCE FOR EXCELLENCE IN TEACHING

Dr. Carter D. Carroll
Director, Alliance for Excellence in Teaching
Professor of History
College of DuPage

Dr. Linda F. Uzureau
Chair, Social and Behavioral Science Department
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Mr. Steven Schada
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The recent Carnegie Report, The Undergraduate Experience, concluded that "members of the faculty determine the quality of the undergraduate experience and the investment in teaching is the key ingredient in the building of a successful institution." Indeed, there has been a nationwide movement to identify and reward the most effective professors within our colleges. But we should do more than merely honor them. These professors, who are valuable resources, should be brought together in formal organizations to share their teaching expertise, to ponder the problems which plague our classrooms and to speak out on the issues of importance in higher education. In fact, the Carnegie Report specifically recommended that "clusters of colleges all across the country organize "Regional Faculty Exchange Networks."

The Alliance For Excellence in Teaching (AET) is such a network. It was created in 1986 by professors who had been honored by their individual colleges and by the Illinois Community College Trustees Association as "outstanding faculty." They came together in the shared belief that by organizing and meeting on a regular basis they might become an effective vehicle both for faculty renewal and for teaching improvement.

In an article entitled "Managing for Institutional Effectiveness," educational consultant Kay McClenney concluded: "The effective community college is one that values development and renewal of the human resource." She advocated 1) rewards for teaching excellence; and 2) opportunities for professional renewal and development. The AET fulfills both of those objectives: Rewards and Renewal. Participating faculty feel that attendance at AET workshops provides a great "R & R." Small group, cross-discipline discussions--the most important component of every AET workshop--yield many concrete, practical teaching ideas. Common teaching difficulties are addressed; alternative approaches are explored. Moreover, the networking--learning who does what, how and where--is invaluable. An instructional network is gradually being formed in which information about innovative ideas, effectiveness strategies and new programs can be easily exchanged throughout our system of colleges.

This session will begin with introductory remarks by Dr. Carter Carroll, the Director of the AET, who will briefly describe the history, goals and philosophy of the organization. Next, a 10-minute videotape highlighting the organization and its activities will be shown. The session will conclude with members of the Executive Board in a panel discussion on the impact and significance of the Alliance in Illinois. Panelists will 1) describe the content and organization of the workshops by the AET; 2) discuss the reaction of faculty participants to those workshops; 3) outline ways in which the AET workshops have had an impact on the member campuses; and 4) encourage other state systems to develop similar organizations that focus upon making excellence the only acceptable standard in teaching. This discussion will be of particular interest to chairpersons, academic administrators, faculty development directors and faculty from community or teaching-oriented colleges.

Program Summary: No-Fail Models of Faculty/Staff Renewal

Ben Ward, Director
Faculty Center for Teaching Excellence
Western Carolina University

Three distinctly different programs, the National Writing Project, Western Carolina University's Faculty Seminar on Teaching Excellence, and the Smoky Mountain Seminar on College Teaching and Learning, have generated high levels of excitement and enthusiasm among participants. Evidence of outstanding renewal experiences is found in the exuberant testimonials that typically appear in participants' evaluations of these programs. Participants' evaluations indicate that careers have been rescued from burnout, flagging spirits have been invigorated and lives have been dramatically changed. This session probes for underlying principles or "common denominators" that account such extraordinary success and engages the audience in a discussion of how these principles might be adapted to other settings.

The National Writing Project (NWP) is a summer program designed to improve the teaching of written communication skills among K-12 teachers. It has been in operation for more than ten years and now includes well over a hundred sites across the country. The Faculty Seminar on Teaching Excellence is a program for fostering high quality teaching among university faculty in all disciplines at Western Carolina University. Held annually in May, between semesters, the fourth annual seminar is currently scheduled for May 1989. The Smoky Mountain Seminar on College Teaching and Learning is a unique national conference designed to translate educational research into classroom practice. Participants typically include directors of faculty development programs along with faculty and administrators who have special responsibilities for improving teaching. Sponsored by the University of Michigan, the second "Smoky Seminar" will be held at Western Carolina University in June 1989. The NWP provided the original model and the other two programs have been successfully adapted from that model. For purposes of this summary, examples will be drawn from the NWP model, but the underlying principles shown in italics pertain to all three programs.

A competitive application and selection process is an important feature of these programs. For the NWP, interested teachers must submit written applications, and many projects use individual interviews to select participants. Most projects limit attendance to

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Western Carolina University is one of the sixteen senior institutions of The University of North Carolina and an affirmative action/equal opportunity employer.

approximately 25 participants. This process makes it an honor to be selected, and it tends to bring together people with high levels of motivation and commitment. The faculty seminar at WCU and the Smoky Mountain Seminar also make it an honor to be selected.

A writing project is *an intensive experience*, requiring teachers to work together all day every day for three to five weeks. Although WCU's faculty seminar on teaching and the Smoky Mountain Seminar are somewhat shorter in duration, they are much more intensive than most educational workshops and conferences. Such an intensive experience over an extended period creates an enriched environment--sort of a "greenhouse effect"--which is necessary to bring about significant changes in attitudes and behaviors.

One of the early activities in a writing project is some type of *goal setting* exercise that asks participants to write out their individual goals for what they want to accomplish during their time together. Within the broad goals of the project, the teachers are allowed--indeed, encouraged--to write *goals that address their specific needs and interests*. These goal statements are then compiled and distributed to the entire group, thus fostering a shared commitment. Developing this sense of "ownership" is a delicate matter and cannot be rushed, but once it is achieved, excitement begins to build and most activities are characterized by an unusual degree of inspiration.

An array of stimulating resources (carefully selected books, articles, video- and audio-tapes) forms a rich foundation in scholarship. Participants are invited to choose reading materials that are appropriate for their stated goals, and certain sessions are designated for sharing new insights gained from their readings. This freedom to control one's learning activities typically heightens interest and increases enthusiasm.

Activities emphasize *collaborative learning and constructive peer pressure*. All three programs are based on the assumption that participants are well-qualified to teach each other. A large portion of time, therefore, is devoted to small-group interaction designed to encourage sharing and collaboration. In addition, participants are asked to prepare either an oral or a written presentation to be shared with the entire group. Under these conditions, peer pressure leads to high quality presentations that are typically lively, interesting, and full of scholarly substance.

Activities culminate in *practical applications and action plans* for implementing new ideas: The last portion of each program (approximately one quarter of the schedule) is structured to help participants find ways of applying their new ideas in their respective local settings. Each person writes and refines some type of "action plan," describing steps that would be necessary in order to implement their ideas. This phase is often characterized by high levels of collegiality and creativity.

Special attention is given to group socialization and bonding throughout each program. From the first time the group convenes to the last farewell, social interaction is a high priority. Social activities must be structured, however, to build trust and team spirit. Unstructured interaction such as customarily found at educational hospitality hours are inadequate. Opportunities for participants to exchange personal interests and experiences tend to reduce barriers to collaboration and generate enthusiasm.



PLATEAUIING AND RENEWAL: A PSYCHOLOGICAL ANALYSIS

Dr. Jack Wiersma
Professor of Educational Psychology
Calvin College

In the literature, the concept of plateauing refers to the situation where a major aspect of life has stabilized, and is accompanied by negative feelings. The likelihood of such feelings is particularly common among those working in pyramidal structured organizations where the employee expects never-ending promotion. When the lull between such promotions is too long, the individual tends to experience this state of affairs as betrayal, feeling blocked, and a pervasive sense that things are not O.K. Not everyone gets a turn as president of the company.

Judith Bardwick, author of *The Plateauing Trap*, has conceptualized three kinds of plateauing: (1) structural, where the intrinsic pyramid-like nature of organizations will not tolerate endless promotions, (2) content, where the task has become altogether familiar and people "know their jobs too well," and (3) life, the most serious and difficult, where boredom and despair monopolize consciousness, and life seems to have lost momentum. This session will explore how types (1) and (2) are endemic to academia.

Although academia lacks a highly differentiated career ladder with accompanying status promotions, teachers can engage in "self-promotion" by: (1) change in level of teaching, moving to a school more prestigious in status, adding select responsibilities, etc. Administrators can do the same. With imagination, prevention of content plateauing is also possible: new methodologies, redefinition of teaching as dialogue (no two dialogues will be the same), teaching at a different level, developing new instructional material, teaching new courses, etc. Here the need is for a new challenge, not necessarily "moving up the organization."

It is well established that organizational and personal factors contribute to renewal. Significant amelioration of plateauing as a negative force requires that both the organization and the individual exhibit capacity for change. Growth requires change



and change implies risk, and is frightening. Persons tend to avoid significant change until the pain and dysfunction of the present eclipses the fear of new patterns of behavior. It may mean: giving up existing patterns of behavior, clarification and redefinition of personal values, broadening of involvements, expanding one's capabilities, accepting limits on goals, giving up illusions, and relinquishing significant emotional security. For the organization, change may mean: modifying its culture, changing its management style, and providing more and different in-service training opportunities within and outside the employees existing role.

An added nuance is to approach the problem of plateauing from a developmental perspective. Such a perspective assumes that the nature of what the individual labels as "success" changes with time. As a result, work opportunities should be coordinated with the dynamics of life-long development and need for growth.



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AS A UNIVERSITY UNDERTAKES ASSESSMENT: LISTENING AND RESPONDING TO
FACULTY VOICES

Dr. Barbara L. Wolf
Associate Dean of Faculties
Indiana University, Bloomington, Indiana

How does a university with an enrollment of over 85,000 students on eight campuses with 818 degree programs and 3,423 faculty begin to address key questions in academic assessment? Namely, what is it that students "should" know, how do we know if they know "it" and does the education we offer allow students full and appropriate opportunity to acquire such knowledge? At the same time these questions are being posed, our institution seeks to define a new sense of unity among its geographically separate and characteristically unique campuses.

Clearly, the assessment initiative at Indiana University presents an exciting challenge to the faculty. There is significant intellectual opportunity in the task. However, the success of the initiative will be contingent upon a set of understandings about the proclivity of a faculty body to embrace the concept of assessment and many of its trappings.

One important observation is that there are faculty on our campus who do not come from disciplines where assessment concepts and measurement activities are second nature. Thus, the assessment initiative must take into account the fact that the language and activities of assessment are unfamiliar to many. Initially, assessment activities may even appear to be disharmonious with a particular discipline.

If our faculty is representative of a normal distribution, then there will be some who will be apprehensive about assessment. By its very nature measurement allows for identification and classification. Judgements are made and it is here that discomfort typically enters. There may be those who will personalize judgements even when the assessment lies outside their particular control. In other instances, whatever negatives may emerge from the assessment may sometimes immobilize persons to take reasonable and corrective action.

Assessment apprehension may also show itself in the form of more outright resistance to assessment. Faculty may wonder: Where will the time come from to do assessment? How will assessment

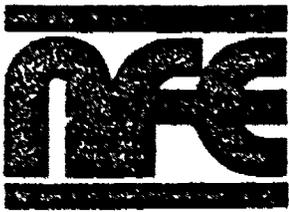
data be used? Who will use the assessment data? What "good" will it do to assess if there appear to be no resources to make changes? Why do we need to do more assessment than what we are already doing? On the other hand, there will be faculty who will welcome the assessment initiative because it invites the consideration of fundamental questions of academe: First, how do we ensure the intellectual and cultural literacy of our graduates? Second, what is it that we want students to know and do within their respective disciplines? It follows then that we ask: What are the most appropriate ways to determine the answers to these questions?

Because faculty care about the issues of intellectual integrity both in the broad sense and within the scope of any one discipline, an assessment initiative can succeed.

But the activities must be grounded in faculty initiatives and be guided by them. Different faculty will have different needs. Some may require rather basic assistance in even beginning the task. Others may need information on adapting what already exists for assessment purposes. And there will be those who will participate only through gentle persuasion, subtle cajoling and positive incentive.

Faculty will need to be reassured that assessment will not diminish or detract from intellectual pursuit. If it is conducted wisely, and therefore in consonance with a discipline, assessment has great power to inform. In turn, information can create a guided impetus for providing a quality education in its fullest intellectual and ethical sense.

The information presented in this session will describe the steps that have been taken to promote faculty awareness about assessment and how participation of faculty has created a growing audience for faculty development. Briefly stated, faculty development is happening on levels that were not anticipated at the outset of the University policy directive for the assessment initiative. Descriptions of our experience will include approaches to intercampus coordination efforts, incentive programs for funding faculty generated assessment proposals and the lessons we are learning from faculty throughout the process.



NATIONAL FACULTY EXCHANGE

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Individual faculty and higher education institutions have traditionally utilized inter-institutional mobility as a means to enhance career growth and to meet changing educational and personal needs. Unfortunately, education now finds itself in a period where the opportunities for institutional interaction are seriously restricted. With economic and demographic uncertainty at colleges and universities in every region of the country, traditional mobility among institutions has become increasingly limited.

There was a day in higher education when dollars were plentiful and there was no concern for what is now termed "faculty and staff development". Obtaining new jobs was relatively easy, and money was readily available for research, workshops and conferences. The exchange of ideas, new experiences, new colleagues and settings, new resources and facilities all contributed to the learning and growth of those using the opportunities. Today, the situation has changed dramatically. With reduced money for education has come reduced mobility for jobs as well as for travel to conferences and workshops. In most institutions sabbaticals are fewer in number and more competitive and difficult to obtain. In the past most sabbaticals included travel or work in a different location. Now, it is common to remain near home and utilize local library or laboratory resources to do research. More and more of our faculty are settling into institutions in mid-career, seeking both job security and financial stability. The resulting lack of interchange among college and university faculty restricts the growth and development of both institutions and individuals.

Current faculty face a relatively steady-state employment situation, making it difficult to acquire the expertise necessary to respond to changing technologies, program retrenchment, new student populations, and the increasing number of under-prepared students who annually enter higher education institutions. Low turnover and high tenure rates keep our faculties stable; and personal economics and relocation costs reduce opportunities for higher education professionals to move with ease. To ensure that our academic communities do not become stagnant, programs of inter campus interaction must be encouraged for faculty as an integral and on-going part of college and university activity.

PARTNERS IN EXCELLENCE

NATIONAL FACULTY EXCHANGE and SUNY COLLEGE AT BUFFALO

In the relatively stagnant job market in higher education, it may be just as important for faculty to come to the campus as it is for people to leave. For almost no additional cost, faculty may be available to teach new courses, provide different approaches and backgrounds, re-examine long-standing campus procedures, begin new research projects, help solve problems, or provide desired expertise, creativity and new ideas. Exchange may be as creative as the campus dares to imagine.

Comments from the more than 200 faculty participating during NFE's first five years of operation indicate that the experiences are profitable; a time for self-evaluation; a chance to compare approaches and techniques; an introduction to equipment or processes; an opportunity to meet new colleagues and establish new contacts; have access to new resources, evaluate different structures; and learn about new programs and new methodology. In other words, NFE participants are accomplishing their stated goals. Just as real, but less measurable, have been comments indicating changed attitudes; relief from pressures developed over a number of years; the chance to concentrate on interests with release from routine, committee work and advising; a time to focus on family relationships and experiences; a time to enjoy the refreshing change that comes from being in a new setting; and an appreciation that the grass is not always greener in another location.

NFE institutions have profited from having different faculty with new ideas and enthusiasm. They benefit from good, experienced professors and researchers who are anxious to accomplish something in a relatively short period of time. To have an extra person in a department for even a few weeks may permit the initiation of a project that has been on hold for months. Perhaps, more importantly, the campus has provided an opportunity for professional development at a relatively low cost.

Exchange offers an opportunity to grow that does not require leaving the security of a position in order to work in a new situation. It has the advantage over many development programs of providing multifaceted benefits that come only with the challenge of new colleagues and new settings. It also has the stability and security of a home base. Exchange is not a panacea for faculty development within the higher education community, but it is a significant and cost effective means to encourage our professors to stay active, vital, and better prepared to face the challenges that confront them.

The concept of exchange is as old as education, but it takes a catalyst to make it work. The National Faculty Exchange is designed to serve as both a catalyst and a facilitator in the exchange process. Within its network of 134 colleges and universities, three federal agency and sixteen education associations, NFE provides those necessary essentials of coordination with a mechanism, common timetable, procedures and communication that allow the campus to utilize the program to the benefit of the institution as well as its faculty. An active coordinator works with applicants to ensure that all necessary procedures for approval are completed, and forwards appropriate credentials to the NFE central office. Applications are then distributed to potential exchange institutions for evaluation and recommendation to NFE. In most cases, exchange participants are kept on home salary and fringe benefit lines. All exchanges are brokered by the central office from the applicant pool, according to the priority of choices of the applicants, and needs or wishes of the hosting campus.

The National Faculty Exchange is making a difference in the lives of the faculty of our colleges and universities and an impact on the member campuses.

CLOSING REMARKS

From the Keynote address,
Proceedings of the National Conference on
Professional and Personal Renewal for Faculty, 1986

John W. Gardner

Having spoken of the importance of confidence in your own life, let me speak of your role in giving confidence to others-- because after all you don't just want to renew yourselves, you want to help others toward renewal. "It's better to be lost than to be saved all alone."

So what I want to say to you is this: In many relationships, the confidence you have in others will in some degree determine the confidence they have in themselves. In leading, in teaching, in dealing with young people, in all relationships of influencing, directing, guiding, helping, nurturing, the whole tone of the relationship will be conditioned by your faith in human possibilities. That is the generative element, the source of the current that runs beneath the surface of such relationships when they are working as they should

For my part, I couldn't have done the things I've done in this life without that faith. I couldn't speak as I'm speaking now without that faith. Forgive me if I put it in terms of my own deepest beliefs, which have religious roots: I know that each of you has within you more power to do good than you have ever used, more faithfulness than has ever been asked of you, more strength than has ever been tested, more to give than you have ever given.

So I come back to the relationship you have to others with whom you are working.

In the conventional model people want to know whether the followers believe in the leader. I want to know whether the leader believes in the followers. And I want to know the same when the activity is not leading but teaching, counseling, advising, helping, guiding, nurturing.

William James said that just as our courage is often a reflex of another's courage, so our faith is often a faith in someone else's faith. When you're engaged in any of these activities, let the faith begin with you.