Part II: Introduction
Those of us who work in professional and organizational development in higher education must respond to a broad range of constituencies and concerns in a variety of ways. The papers in this section reflect some of that diversity of interests and strategies.

Mary Deane Sorcinelli asked Indiana University faculty about their professional satisfactions and frustrations. Their responses were predictably heterogeneous and suggest that we must continue to diversify if we want our programs to seem pertinent to more than a small minority of our faculties.

Ron Smith and Fred Schwartz remind us that we spend much of our time consulting with individuals and advise us to keep track of the relationship between our underlying assumptions and theories about effective practice and how we actually interact with others. They note how easily we fall into incongruity between what we do and what we believe should be done and suggest that such inconsistencies reduce our effectiveness.

Skilled people are needed if our faculty members are
to be offered effective instructional improvement services. Recruiting and paying specialists can be difficult, especially for institutions too small to support full time instructional development consultants. Diane Morrison describes a relatively inexpensive program for recruiting and cooperatively training regular teaching staff as resident consultants and trainers.

Lynn Mortensen and Willis Moreland offer an example of the kind of substantial instructional redesign project that many of us must help out with occasionally. Their case study reminds us of the challenges and the potential of such efforts. Delivee Wright's paper also deals with change, but more in faculty attitudes and behaviors toward women and men than in the substance of what is taught.

The idea of getting away to a new place with new people for a few months or a year has probably intrigued most of us at times. Phyllis Chin describes the faculty exchange she arranged for herself and introduces the National Faculty Exchange for those interested in getting help for similar arrangements for themselves or others. Finally, Carol Paul reports on the buyout program her university developed in response to the need to reduce the size of its faculty. The kinds of help offered by professional development people to those who chose to leave is of particular interest.