10-16-1993

"Using the Faculty Reward System to Facilitate Change": Role of the Faculty Developer

Delivee L. Wright

"Using the Faculty Reward System to Facilitate Change"

Role of the Faculty Developer

I. Support Readiness on your campus

    A. Inform administrators/faculty about the national issues, positions
    B. Assess attitudes/values about teaching rewards on your campus.

II. Organize/facilitate the Development of Goals for Your Campus

    A. What do your assessments tell you about where faculty stand?
    B. What is the degree of support from your administration?
    C. To what degree has your institution strayed from its mission?

III. Planning Strategy for your campus

    A. How can legitimacy be gained for such activity?
    B. What processes of change work on your campus?
    C. What organizational structure is needed to support efforts?
    D. Who are leaders among the faculty/ administrators who need to be involved?
    E. Who can carry out the plan?
    F. What kind of sessions could facilitate the dialogue?
    G. What legitimizing sponsorship might be tapped?

IV. Facilitating Progress

    A. Supporting leadership teams with:
        literature (teaching evaluation, rewards, change processes, etc.)
        resource people, workshops
    B. Facilitate communications among departments (or other units).
    C. Facilitate communications among administrators and departmental faculty.
    D. As institutional barriers develop, communicate them to administrators. or those who can remove them.
    E. Organize ongoing events for sharing progress, reporting outcomes, etc.
    F. Maintain ongoing leadership group; regular meetings; ownership.
    G. Assist departments with exploration of issues as they arise .

VI. Assessment and Reporting of Progress

    A. Nature of plans developed.
    B. Degree to which plans are implemented.
    C. Survey changing attitudes of faculty over time.
    D. Publicize the progress made.

VII. Supporting Faculty in the New Processes

    A. Offer opportunity to develop as teachers.
    B. Assist in documenting teaching competence (i.e., portfolio development)