University of Nebraska - Lincoln
DigitalCommons@University of Nebraska - Lincoln

To Improve the Academy

Professional and Organizational Development Network in Higher Education

1-1-1987

Editorial Matter 1987

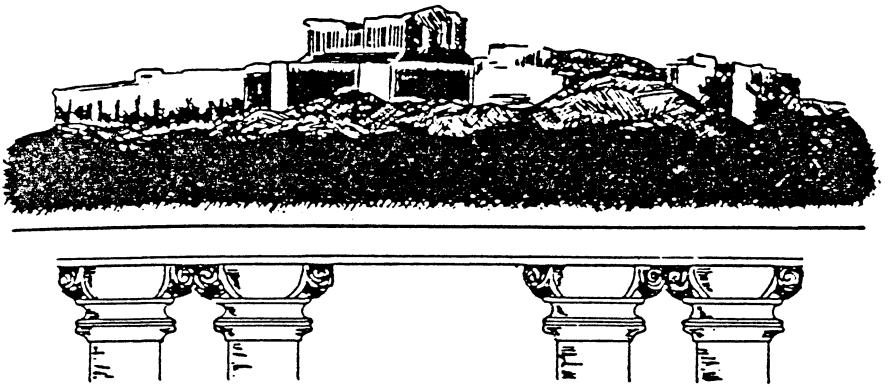
Follow this and additional works at: http://digitalcommons.unl.edu/podimproveacad

Part of the Higher Education Administration Commons

"Editorial Matter 1987" (1987). *To Improve the Academy.* Paper 120.
http://digitalcommons.unl.edu/podimproveacad/120

This Article is brought to you for free and open access by the Professional and Organizational Development Network in Higher Education at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in To Improve the Academy by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

To Improve the Academy



Resources for Student, Faculty, & Institutional Development

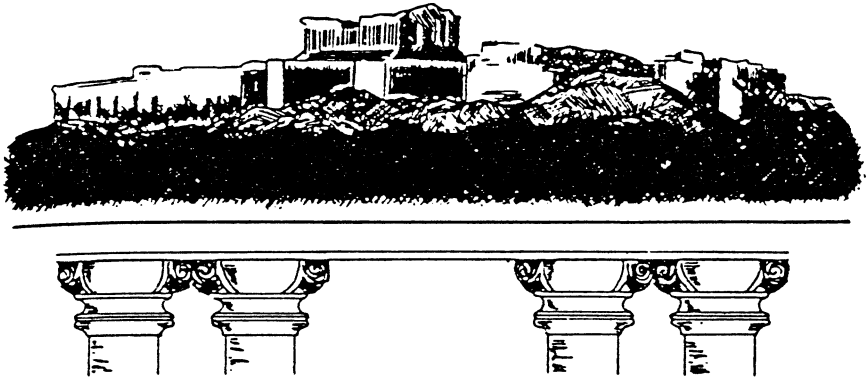
A Publication of the Professional & Organizational Development Network in Higher Education

1987

JUN 04 2012

UNIVERSITY OF NEBR.
LIBRARY

To Improve the Academy



Resources for Student, Faculty, & Institutional Development

A Publication of the Professional & Organizational
Development Network in Higher Education

1987

Published by
The Professional and Organizational Development (POD)
Network in Higher Education

FIRST PRINTING: October, 1987

Foreword

To Improve the Academy is a collection of essays written by members and supporters of the Professional and Organizational Development Network in Higher Education (POD). Now in its sixth edition, *To Improve the Academy* attests to the quality and diversity of professional development practice in higher education today.

For over a decade POD has concentrated on making learning, teaching, and academic life more effective and fulfilling. Our members meet each year in October to catch up on new developments in the field and to support each other in the search for more effective practice and more deeply grounded theory. Over the thirteen or so years of our association's existence, we have found that much can be accomplished when we share freely what we are learning about our institutions and the people in them. For this reason, we do not copyright any of the articles we publish. Instead, we invite you to reproduce and use the material in this volume. We ask only that you credit the authors and this volume and that you communicate your reactions about the material to the authors. They will welcome your inquiries and responses.

If what you find here is useful or provocative, join us for our next fall conference. If you are not already a member of POD, we hope you will consider joining. The POD network is an excellent way to keep in touch with academic professionals

who appreciate collaboration and mutual support.

Finally, if you would like to share your research, reflections, conceptualizations or practices with us, we encourage you to submit a proposal for our next conference or a manuscript for possible inclusion in the next edition of this volume.

Joanne Kurfiss, Editor
The University of Delaware

Linda Hilsen, Associate Editor
The University of Minnesota

Lynn Mortensen, Associate Editor
The University of Nebraska, Lincoln

Emily (Rusty) Wadsworth, Associate Editor
Northeastern Illinois University

For information on manuscript submission and review, write to Joanne Kurfiss, Center for Teaching Effectiveness, University of Delaware, Newark, DE 19716.

For information about membership and the annual conference scheduled each October, contact POD's 1987-88 Executive Director: Marilla Svinicki, Center for Teaching Effectiveness, University of Texas, Austin, TX 78712.

Contents

Foreword . . . . . *iii*

PART I: RESEARCH—Toward a Research Agenda on Classroom Teaching 1
The Need for Classroom Research 3
K. Patricia Cross

PART II: REFLECTIONS—Career Development Patterns and Needs of Faculty 18
Developmental Models of Faculty Careers: A Critique of Research and Theory 19
Mary Pat Mann
Faculty Development Needs as a Function of Status in the Academic Guild 33
Sandra Powell Barber
Starting at the Beginning: The Concerns and Needs of New Faculty 41
Jim L. Turner and Robert Boice
Patterns of Successful Faculty Career Change: A Study of Career Transition Within the University 56
Sripen Supapidhayakul and Edwin L. Simpson

PART III: CONCEPTUALIZATIONS—Models for Program Planning 73
The University and the Rediscovery of Teaching: A System-Level Model 75
John Bailiff and Susan Kahn
Colleagues as Catalysts for Change in Teaching 83
Robert J. Menges
Faculty Collaboration for Better Teaching: Adult Learning Principles Applied to Teaching Improvement 94
Elizabeth A. McDaniel
Faculty Developers as Facilitators of Scholarly Writing 103
Robert Boice and Jim L. Turner

A Marketing Approach to Conducting Successful Workshop-Based Programs for Faculty 115
Linda Hilsen, Emily Wadsworth and Judy Cohen
Strengthening Faculty Development Programs Through Evaluation. 133
Ann Ferren and Kay Mussell

PART IV: PRACTICE—Improving Teaching and Learning 144
Teaching the Hearing-Impaired College Student: Current Practices in Faculty Development 145
Karen Conner and Harry G. Lang
It's Working: A Training Program for Foreign Teaching Assistants. 157
Rosslyn M. Smith and C. Len Ainsworth
Non-Traditional Intervention Strategies for Improving the Teaching Effectiveness of Graduate Teaching Assistants 168
Jody D. Nyquist and Ann Q. Staton-Spicer
Rescue the Perishing: A New Approach to Supplemental Instruction 183
Calvin B. Peters

CUMULATIVE TITLE INDEX (Vols. 1-5) 196

CUMULATIVE AUTHOR INDEX (Vols. 1-5) 200

Indexes

CUMULATIVE TITLE INDEX (Vols. 1-5)

(Title, Author, Volume, Page)

A

Academic Counseling Techniques. *R.G. Pierleoni, 4,145*
Academic Department Chair Training: The Why and the How of It. *A.F. Lucas, 5,111*
Applying Japanese Management Techniques to American Higher Education. *P.Seldin, 4,26*

B

Being Professional Academically. *R.E. Rice, 3,5*
Buyouts and a Career Transition Program as a Response to Retrenchment. *C.A. Paul, 4,113*

C

Career and Instructional Consulting with Higher Education Faculty. *D.W. Wheeler & L.L. Mortensen, 3,81*
Career Stages: Implications for Faculty Instructional Development. *L.L. Mortensen, 2,39*
Changing Who We Are and What We Do: A Vision for Higher Education. *S.R. Hruska, 5,14*
CIDR: A Small Service Firm within a Research University. *J.D. Nyquist, 5,66*
The Classroom Information Manual: A Guide to the Teaching Environment. *M. Estabrook, 1,178*
Coaching Mathematics and Other Academic Sports. *L. Fisch, 2,3*
Cognitive Growth through Expressive Writing: All That Jazz. *C.C. Burnham, 3,148*
A Comprehensive Evaluation of a College Course. *R.M. Diamond & R.R. Sudweeks, 1,103*
Computer Literacy: Teach Yourself. *B.M. Florini, 2,135*
Coping with Resistance to Faculty Development. *J.L. Turner & R. Boice, 5,26*
The Creativity of Being Marginal: A Style of Generating Research in Education. *J.D.W. Andrews, 1,85*
Critical Thinking in a Freshman Introductory Course: A Case Study. *L.L. Mortensen & W.D. Moreland, 4,84*

D

The Design of Intellectual Experience. *D.L. Finkel & F.S. Monk, 1,145*
The Development of Faculty as Teachers: A Multifaceted Approach to Change. *A.O. Roberts, J.H. Clarke & D. Holmes, 3,73*
Developmental Perspectives on Writing and Intellectual Growth in College. *J. Kurfiss, 3,136*
The Dreaded Discussion — Ten Ways to Start. *P. Frederick, 1,153*
Dreams and Actualities: Danforth Fellows in Mid-Career. *R.E. Rice, 1,21*

E

Effect of a Teaching Consultation Process Upon Personal Development in Faculty. *M.D. Sorcinelli, 1,111*
Empowerment in Academic Cultures: Whose Responsibility Is It? *L.C. Buhl, 1,2*
Equity and Collaboration: The Move from Women's Issues Toward Gender Issues in Higher Education. *S.W. Whitcomb & D.B. Whitcomb, 2,59*
The Evaluation of College Teaching. *L.D. Fink, 3,109*

F

Faculty Careers: Satisfactions and Discontents. *M.D. Sorcinelli, 4,44*
Faculty Development as an Organizational Process. *C.E. Kaylor & J.W. Smith, 3,99*
Faculty Development in a Decade of Transition. *B.C. Mathis, 2,29*
Faculty Exchanges as a Means of Renewal and Development. *P.Z. Chin, 4,106*
The 'First-Day' Workshop. *P. Frederick, 1.164*

G

Genetics in Jeopardy: The Diagnosis and Treatment of Chronic Disease in an Undergraduate Medical Course — A Case Report. *R.G. Tiberius & R.J.M. Gold, 5,132*
Getting Development Underway through Faculty Involvement. *D. Hustuft, 5,93*
Group Problem-Solving Exercises: An Application in Economics. *Y. Ramstad, 4,176*

H

Hidden Opportunities for Faculty Development and Curricular Change. *R. Lee & M. Field, 3,95*
How to Prevent Students. *L. Fisch, 5,151*

I

Improving Academic Departments. *S.R. Hruska, 2,97*
Improving Classroom Climate for Women: The Faculty Developer's Role. *D.L. Wright, 4,93*
Individualized Consulting to Improve Teaching. *R.D. Tiberius, 3,119*

An Individualized Teaching Approach: "Audio-Tutorial" *R.K. Snortland, 2,7*
Institutional Development: Impressions from Abroad. *L. Ainsworth & E. Rau, 4,13*
Instructional Developers and Instructors as Collaborators in the Oral Presentation Assignment. *R.L. Flagler, J.E. Hamlin & A.Z. Russell, 5,158*
Instructional Improvement Through Individual Consultation. *D.E. Simpson, K.A. Dalgaard & C.A. Parker, 1,181*
The Instructional Skills Workshop Program: An Inter-Institutional Approach. *D. Morrison, 4,75*
Instructional Support Centers and the Art of Surviving: Some Practical Suggestions. *R.M. Diamond, 3,44*
Intervention: Moving University Units Toward Organizational Effectiveness. *D.B. Whitcomb & S.W. Whitcomb, 2,109*
"It Ain't Necessarily So": Uncovering Some Assumptions about Learners and Lectures. *M.D. Svinicki, 4,134*
It's the Institution That Teaches. *G.C. Helling & B.B. Helling, 4,34*

K

The Kahuna as Professional and Organizational Development Specialists. *S.Whitcomb & D. Whitcomb, 4,3*
Knowing, Understanding, and Other Forms of Learning. *B.L. Erickson & G.R. Erickson, 1,126*

L

Learning in a Clinical Setting. *L. Wilkerson, 4,120*
Learning to Teach in an American Classroom: Narrowing The Culture and Communications Gap for Foreign Teaching Assistants. *E. Sarkisian, 5,120*
Linking Faculty Development and Academic Planning. *R.E. Rice, 2,71*
Long-Range Planning and Faculty Development. *F.H. Gaige, 2,73*

M

Making Workshops Work. *J. Davis & R. Young, 2,125*
A Mathematician's Journey: From Applying the Pure to Purifying the Applied. *R.A. Smith, 1,51*
Motivating Faculty to Pursue Excellence in Teaching. *D.N. Osterman, 3,51*

O

On Doing Intellectual Work: Grasping the Power of the Gestalt. *R. Weathersby, 1,68*
On Improving Testing: A Student Evaluation Study. *M. Estabrook & D.L. Wick, 2,15*
One Sentence is Worth a Thousand: A Strategy for Improving Reading, Writing and Thinking Skills. *L. Cuddy, 4,185*
Overview of Trigger Film Strategies. *L. Fisch, 1,174*

P

The Path of Passionate Inquiry: A Comment on Smith, Young, Weathersby and Andrews. *M. Piechowski, 1,85*

Peripheral Programming: An Approach to Faculty Development. *A. Farquharson, 5,47*

Personal Consultation and Contractual Planning in Stimulating Faculty Growth: The Faculty Development Program at Northern Illinois University. *L.T. Oggel & E.L. Simpson, 2,89*

The Place of Practice-Centered Inquiry in a Faculty Development Program. *N. Chism & D.P. Sanders, 5,56*

R

Reading Students' Written Comments on Evaluations of Teaching. *J.T. Povlacs, 3,128*

Recognizing and Using Cognitive Learning Styles: An Exercise. *J. Buckwald & S. Scholl, 2,129*

Reflections of a Practitioner: Ten Years of Professional and Organization Development. *W.H. Bergquist, 5,2*

The Relationship of Institutional Planning and Institutional Research to Faculty Development. *C.A. Paul, 2,79*

S

The Scholar-Practitioner Dilemma. *R.J. Menges, 1,48*

A Second Look at Faculty Development and the Second Sex. *M. Fisher & W. Anderson, 1,168*

Silk Purses. *C.B. Peters, 4,163*

Small Groups in Large Classes. *W. Holmes, 4,159*

Staff Development in a Climate of Retrenchment. *C.K. Knapper, 3,16*

Stages in the Development of Analytic/Argumentative Writing Abilities During the College Years. *J.N. Hays, 3,172*

Starting a Faculty Development Program: Strategies and Approaches. *L. Wilkerson, 3,25*

The Study Group: Faculty Helping Themselves to Improve Their Instructional Abilities. *H.B. Slotnick, 3,81*

T

Tanning My Hide with Research. *R.E. Young, 1,60*

Teaching Students to Think: A Workshop Design. *B.L. Erickson, 4,153*

Teaching the Introductory-Level Course: Questions to Consider. *D. Wright, 5,143*

Teaching with Charisma. *J.D. Milojkovic, 1,159*

Techniques for Teaching Scientific Reasoning and Problem Solving. *J.L. Fasching & B.L. Erickson, 4,195*

A Theory of Action Perspective on Faculty Development. *R. Smith, 2,47*

A Theory of Effectiveness: Faculty Development Case Studies. *R. Smith & F.S. Schwartz, 4,63*

Tracing Academic Career Paths: Implications for Faculty Development. *M.D. Sorcinelli, 5,169*

U

The Unaccepted Challenge: Faculty Development for Women. *M. Fisher, 1,37*
Undergraduate Reactions to Teaching Assistants. *R.J. Menges & J. Wilson, 1,92*
Using Interviews in Development Programs for Beginning Teachers. *L.T. McGill & J.M. Shaeffer, 5,103*
Using Qualitative Methods to Generate Data for Instructional Development. *D. Wulff & J.D. Nyquist, 5,37*

W

When Funds Won't Stretch: Faculty and Organizational Development Projects for Miniscule Budgets. *S.W. Whitcomb, 5,84*
Writing for Learning: The Student/Content Connection. *L. Barry, 3,172*
Workshop on Course Design and Teaching Styles: A Model for Faculty Development. *N. Nowik, 2,143*

Y

Year-Long Faculty Discussion Groups: A Solution to Several Instructional Development Problems. *L.D. Fink, 3,90*

CUMULATIVE AUTHOR INDEX (Vols. 1-5)

(Name, Volume, Page)

A

Ainsworth, L. & E. Rau, 4,13
Andrews, J.D.W., 1,77

B

Barry, L., 3,172
Bergquist, W., 5,2
Buckwald, J. & S. Scholl, 2,129
Buhl. L.C., 1,2
Burnham, C.C., 3,148

C

Chism, N. & D. Sanders, 5,56
Chin, P.Z., 4,106
Cuddy, L., 4,185

D

Davis, J. & R.E. Young, 2,125
Diamond, R.M., 3,44
Diamond, R.M. & R.R. Sudweeks, 1,103

E

Erickson, B.L., 4,153
Erickson, B.L. & G.R. Erickson, 1,126
Erickson, G.R., 5,182
Estabrook, M., 1,178
Estabrook, M. & D.L. Wick, 2,15

F

Farquharson, A., 5,47
Fasching, J.L. & B.L. Erickson, 4,195
Fink. L.D., 3,90; 3,109
Finkel, D.L. & G.S. Monk, 1,145
Fisch, L., 1,174; 2,3; 5,151
Fisher, M., 1,37
Fisher, M. & W.I. Anderson, 1,168
Flagler, R., J.E. Hamlin & A.Z. Russell, 5,158
Florini, B.M., 2,135
Frederick, P., 1,153; 1,164

G

Gaige, F.H., 2,73

H

Hays, J.N., 3,158
Helling, G.C. & B.B. Helling, 4,34
Holmes, W., 4,159
Hruska, S.R., 2,97; 5,14
Hustuft, D., 5,93

K

Kaylor, C.E. & J.W. Smith, 3,99
Knapper, C.K., 3,16
Kurfiss, J., 3,136

L

Lee, R. & M. Field, 3,95
Lucas, A., 5,111

M

Mathis, B.C., 2,29
McGill, L. & J. Shaeffer, 5,103
Menges, R.J., 1,48
Menges, R.J. & J. Wilson, 1,92
Milojkvic, J.D., 1,159
Morrison, D., 4,75
Mortensen, L.L., 2,39
Mortensen, L.L. & W.D. Moreland, 4,84

N

Nowick, N., 2,143
Nyquist, J., 5,66

O

Oggel, L.T. & E.L. Simpson, 2,89
Osterman, D.N., 3,51

P

Paul, C.A., 2,79; 4,113
Peters, C.B., 4,163
Piechowski, M., 1,85
Pierleoni, R.G., 4,145
Povlacs, J.T., 3,128

R

Ramstad, Y., 4,176
Rice, R.E., 1,21; 2,71; 3,5
Roberts, A.O., J.H.Clarke & D. Holmes, 3,61

S

Sarkisian, E., 5,120
Seldin, P., 4,26
Simpson, D.E., K.A. Dalgaard & C. A. Parker, 1,181
Slotnick, H.B., 3,81
Smith, R.A., 1,51; 2,47
Smith, R.A. & F.B. Schwartz, 4,63
Snortland, R.K., 2,7
Sorcinelli, M.D., 1,111; 4,44; 5,169
Svinicki, M.D., 4,134

T

Tiberius, R.D., 3,119
Tiberius, R.D. & R.J.M. Gold, 5,132
Turner, J.L. & R. Boice, 5,26

W

Weathersby, R., 1,68
Wheeler, D.W. & L.L. Mortensen, 3,73
Whitcomb, D.B. & S.W. Whitcomb, 2,109
Whitcomb, S.W., 5,84
Whitcomb, S.W. & D.B. Whitcomb, 2,59; 4,3
Wilkerson, L., 3,25; 4,120
Wright, D.L., 4,93; 5,143
Wulff, D. & J. Nyquist, 5,37

Y

Young, R.E., 1,60

For additional copies:

To Improve the Academy is printed by New Forums Press, Inc., P.O. Box 876, Stillwater, OK 74076.

Back issues and subscriptions to future issues are available by writing the Executive Director of the Professional & Organizational Development Network in Higher Education, or New Forums Press, Inc. at the above address.

October, 1987

50764