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## Part III: Issues and Approaches in Faculty and Instructional Development

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# Part III

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## Issues and Approaches in Faculty and Instructional Development

The articles in this section present a menu of possible approaches, activities, and programs designed to stimulate faculty, instructional, and organizational development. The section's opening essay, "Faculty Development Can Change the Culture of a College," by Ann S. Ferren, describes a program that combines all three types of development: an annual faculty colloquium that brings the faculty of a college together to explore significant intellectual issues, to discuss the implications of these issues for the college's mission and for their own teaching, and to renew their commitment to a shared intellectual enterprise. The enhanced collegiality resulting from the colloquium has profoundly affected the institution's culture.

The importance of collegial exchange is a theme that surfaces in several of the other pieces in this section. In their article on "The FIPSE-CSULB Mentoring Project for New Faculty," Robert Boice and Jimmie L. Turner describe the results of an experimental mentoring program designed to avoid some of the more common pitfalls of organized mentor programs. David Taylor-Way and Kathleen T. Brinko, in an essay on "Using Video Recall for Improving Professional Competency in Instructional Consultation," argue that developing skills in instructional consultation—particularly in the technique called "video recall"—represents one avenue for continuing to professionalize the field of faculty development. They suggest using video recall not only to improve our faculty clients' teaching, but also to enhance our own instructional consultation

skills. In "Promoting Critical Thinking Among Faculty About Grades," James Eison, W. Lee Humphreys, and William M. Welty describe several techniques developers can use to encourage faculty to think critically about a pervasive educational practice. Encouraging open faculty discussion about grading is an important ingredient of their approach.

The last two articles in this section take up topics that are perhaps too often neglected by developers and development programs. In their essay on "Graduate Teaching Assistants' Views on Teaching," James M. Shaeffer, Lawrence T. McGill, and Robert J. Menges examine informal influences on the ideas about teaching that graduate teaching assistants bring to their first teaching experiences and discuss the implications of their findings for GTA development. Finally, Robert A. Lucas, in "Summer Research Appointments at Federal Research Laboratories," suggests an alternative approach to helping science and engineering faculty at comprehensive universities begin or revitalize their research and teaching careers: summer appointments at major federal research laboratories.

These articles attest to the rich variety of development activities taking place throughout the country. We hope that the good ideas here will stimulate you to think about what might be adapted to your own campus or institution.