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Section II: A Primer for Faculty Development Professionals

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Faculty development is a sophisticated, dynamic, demanding, and challenging field that calls for professional staff possessing a broad range of competencies, skills, and positive personal qualities. Indeed, as Sell and Chism point out in an earlier article, the "range of competencies and attributes needed for a faculty developer suggests a person who can 'walk on water'—one who has a rare blend of conceptual, technical, interpersonal, and organizational skills." But even those developers fortunate enough to possess such enviable skills and attributes need something else if they are to flourish as facilitators. The formula for success calls for still another essential ingredient—the help and counsel of professional colleagues. Sharing is not only the hallmark of our enterprise, but also the secret of our survival. The first chapter in the success stories of most faculty development professionals follows a predictable scenario. Those familiar with the field have probably heard it dozens of times: At first I didn't know which way to turn, but I gained a sense of direction after picking up the phone and talking to a few of the "veterans."

Section II emblematizes the kind of generous sharing that makes our careers as developers productive and satisfying. In the following pages colleagues share some of the many things every faculty development professional ought to know. In short, this Section is a primer for faculty developers.

If faculty developers are to serve as effective change agents they must be able to motivate their colleagues. But the ability to motivate does not magically appear. The skill of motivation, like other skills, has to be acquired. One way to become a more effective motivator is to understand better the complex domain of attitude formation and transformation. Two of the articles in this Section take us into this fascinating realm. Richard F. Lewis, in "How

Attitudes Change: A Primer for Faculty Developers," begins by arguing that developers, if they hope to be effective, must understand attitude formation and the techniques of persuasion, and then continues by identifying and discussing ten of the primary theories of attitude change. Russell Lee and Michael Field also focus upon attitude, but their approach is more descriptive than theoretical. In "University Faculty Attitudes Towards Teaching and Research," they share with us what they learned about how faculty "feel and think about their lives as professionals" from a survey recently conducted at seven schools in the Minnesota State University System.

But attitude formation is only one of many areas in which developers must become knowledgeable. Christine A. Stanley and Nancy V. Chism, in "Selected Characteristics of New Faculty: Implications for Faculty Development," and Virginia van der Bogert, in "Starting Out: Experiences of New Faculty at a Teaching University," remind us through their reports on two surveys conducted at state universities, of how important it is for professional development professionals to be aware of, and sensitive to, new faculty expectations and needs. Martin Nemko and Ronald D. Simpson ("Nine Keys to Enhancing Campus Wide Influence of Faculty Development Centers") reveal nine strategies for strengthening the political clout of faculty development centers. Daniel R. Rice, in "What Every Faculty Development Professional Needs to Know about Higher Education," describes a framework developers can use in their attempts to navigate the labyrinthine mazes of organizational structures in institutions of higher learning. And, finally, Martin Nemko, in "Outside Consultants: When, Who, and How to Use Them," provides several useful tips on how to know when a consultant is needed, how to find the right consultant for the job, and how to ensure maximum benefit at minimum cost.