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# TO IMPROVE THE ACADEMY

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Resources for Faculty,  
Instructional, & Organizational  
Development

*A Publication of the Professional & Organizational  
Development Network in Higher Education  
Volume 11*

# To Improve the Academy

Resources for Faculty, Instructional, and  
Organizational Development

Volume 11, 1992

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# To Improve the Academy

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**Resources for Faculty, Instructional, and  
Organizational Development**

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Volume 11, 1992

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# To Improve the Academy

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## ORDERING INFORMATION

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The annual volume of *To Improve the Academy* is distributed to members at the POD conference in the autumn of each year. Additional copies can be ordered at a cost of \$8.50 plus \$1.50 for shipping and handling. To order or to obtain more information, contact Doug Dollar, New Forums Press, P. O. Box 876, Stillwater, OK 74076 (Phone: [405] 372-6158).

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## INSTRUCTIONS TO CONTRIBUTORS FOR THE 1993 VOLUME

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Anyone interested in the issues related to instructional, faculty, and organizational development in higher education may submit manuscripts. Typically, manuscripts are submitted to the current editors in January or early February of each year and sent through a blind review process. Correspondence, including requests for information about guidelines and submission of manuscripts for the 1993 volume, should be directed to:

David Graf, Manager of Administrative Services  
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POD expresses appreciation to Kent Williams, Center for Instructional Development and Research, University of Washington, Seattle, for the design of the cover for the 1992 *To Improve the Academy*.

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# Foreword

At the 1991 POD conference in Morgantown, WV, we held a feedback session in which we sought input about how the 1992 volume of *To Improve the Academy* could best meet the needs of the membership. Although the responses represented diverse needs, two themes emerged: *To Improve the Academy* should provide not only the latest thinking and research on important issues of faculty, instructional, and organizational development but also practical strategies and materials that could be readily reproduced for immediate use. Thus, we set out to create a volume that could address these needs. Given the numerous submissions, we attempted to present a balance in content that includes philosophical arguments, definitions, research findings, strategies, practical solutions, guidelines, and cases for use in instructional, faculty, and organizational development.

The articles in this volume have been divided into four main sections. Section I focuses on the context for faculty, instructional, and organizational development and includes articles to help us understand more fully the many dimensions of the settings in which we work. Section II includes strategies that can be used by faculty and students to enhance teaching and learning in the classroom. Section III identifies a variety of strategies that faculty and faculty developers can use in the process of faculty, instructional, and organizational development, and Section IV provides teaching cases that can be used as resources for instructional/faculty development activities.

As we look back on the task we started in October of last year, we are reminded of the many individuals who have assisted us in completing this volume. In the true spirit of POD, this publication is the result of a collaborative process—starting with the feedback session at the convention and moving through the process of reviewing, revising, and editing. The list of those who contributed is endless; and in this short space we could not begin to acknowledge everyone individually. Nevertheless, we do want to thank the associate editors—Howard Altman, Nancy Chism, Nancy Diamond, Diane Morrison, Alton Roberts, and Deborah Du Nann Winter—and two invited reviewers—Beverly Black and Chuck Spuches—all of whom spent many hours reading manuscripts and providing timely feedback to assist us

during the review and revision stages. We also wish to express appreciation to all previous editors for setting the high standards to which we aspired in preparing volume 11. We especially want to thank Linda Hilsen and Ken Zahorski, editors of the 1990 and 1991 volumes, for their assistance as we embarked upon this project. We also thank Doug Dollar from New Forums Press for the support and expertise he has provided for this volume. We are indebted to our entire support staff at the Center for Instructional Development and Research—especially Office Manager Brenda Kelly for her support and commitment of resources to the task, to Madelle Quiring for her unending willingness to assist with the word processing, telephone calls, follow up, and proofreading, and to Kent Williams for assistance in designing the cover and making technical contributions to the articles. Finally, we want to thank all the POD members and other professionals who provided feedback about how best to produce a volume that would meet the needs of a variety of individuals.

For us, the publication of this volume with its emphasis on the context, strategies, and teaching cases has provided an ideal time to take stock of our relatively new field—to reflect seriously about what it is that we as instructional, faculty, and organizational developers do and how we can best do it—and then to discuss the results of that reflection with colleagues. We invite you to engage in similar reflection and discussion, and we hope that the following articles—rich with variation in content, themes, issues, and strategies—will provide the impetus for that important process.

*Donald H. Wulff and Jody D. Nyquist, Editors*  
Center for Instructional Development and Research  
University of Washington, Seattle, WA  
August, 1992



## In Memory of Jack Lindquist (1945-1991)

With the publication of the 1992 *To Improve the Academy*, we pay tribute to the memory of Jack Lindquist. Jack, who most recently was president of a rejuvenated Goddard College, was a founder of POD and a valued CORE participant. He was also an innovative, prolific thinker and writer in professional and organizational development.

This volume with its many reflective and practical articles, is a continuation of the orientation that Jack helped establish. POD will miss Jack, but his writings and ideas will remain as part of our professional legacy.

A handwritten signature in cursive script that reads "Daniel W. Wheeler".

Daniel W. Wheeler  
Executive Director  
1992-1993

## ***Professional and Organizational Development Network in Higher Education (POD)***

### **Mission Statement**

Approved by the Core Committee on March 24, 1991

The Professional and Organizational Development Network in Higher Education (POD) fosters human development in higher education through faculty, instructional, and organizational development.

POD believes that people have value, as individuals and as members of groups. The development of students is a fundamental purpose of higher education and requires for its success effective advising, teaching, leadership, and management. Central to POD's philosophy is lifelong, holistic, personal and professional learning growth, and change for the higher education community.

The three purposes of POD are:

- To provide support and services for its members through publications, conferences, consulting, and networking.
- To offer services and resources to others interested in faculty development.
- To fulfill an advocacy role, nationally, seeking to inform and persuade educational leaders of the value of faculty, instructional, and organizational development in institutions of higher education.

### **Membership**

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