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The authors examine the concept of faculty development by pointing out some not so obvious places where the process of faculty growth may occur. They point to such arenas as institutional research, instructional research, faculty committees, team teaching, writing support, employee assistance, health promotion programs, administrative influence, and academic rituals as areas rich with the possibility for learning. Faculty development is thus defined as an institutional perspective in which learning and growth are valued in all aspects of faculty life.

Question: In which of the following activities will faculty development occur?
   a. serving on the committee to design the graduation ceremonies
   b. traveling to Europe to work with an eminent scholar in the field
   c. spending a summer doing research
   d. team teaching a course for freshmen
   e. serving as assistant department chair
   f. it depends
Correct answer: f

Of course, you knew that all along if you are a good test taker, wise to the ways of social science. The purpose of this article is to expand on that answer and propose that faculty development can take place in all of these activities and many more, or in none of them at all, depending on how they

are approached. It is the task of the faculty developer to assist the faculty member in finding the growth potential in every activity, even filling out the dreaded annual report.

In the past, faculty development activities were conceptually confined to such activities as travel to professional conferences, research leaves (as in b or c above), and other experiences primarily designed to further content knowledge within the academic discipline. Then came a period in which that definition was expanded to include those activities that were related to teaching improvement. Faculty development took place in centers and offices of faculty development, assisted by faculty development professionals. How much more accurate and useful it is to think of faculty development as a process involving the entire professional and personal growth of a professor as teacher, scholar, citizen of the academic community, and person, and the practice of faculty development as anything that supports that growth. Thus, the process and practice of faculty development are not the exclusive bailiwick of faculty development professionals, nor does faculty development occur only in workshops. It is and should be a major concern for the entire institution and interwoven into the fabric of every aspect of faculty life. Unfortunately, most faculty (and many faculty development professionals) cannot get beyond the idea that faculty development is something that is scheduled, like a class or a doctor's appointment, just as some students think learning can only occur during class.

We prefer to think of faculty development as a perspective rather than an activity. It is a way of approaching academic life in all its aspects, a recognition that even the most mundane activity can provide an opportunity to learn something about oneself, one's fellow travelers, one's institution. It is the purpose of this article to identify some of the places, programs, practices, and groups of people that encourage such a perspective. This approach requires a multi-faceted perspective, including: 1) all sides of professional development, teaching, research, and service; 2) personal development, mental emotional, physical, and spiritual; and 3) a view of the organization as a system, the viability and effectiveness of its subgroups, structures and processes. It also requires that the faculty developer search for ways of encouraging growth in each facet. If we want to see faculty development happening, we must look in out-of-the-way places.

Beyond Needs Assessment: Institutional Research as Faculty Development

One very important aspect of the role of a faculty development practitioner is to know as much as possible about the faculty on her or his campus. This knowledge can be acquired in a variety of ways on different campuses ranging from formal studies of faculty quality of life such as that done at the University of Delaware to personal interviews with faculty such as those done at SUNY Stony Brook, California State - Long Beach, and Appalachian State University. Many faculty developers engage in needs assessment studies as well as formal and informal interactions with faculty in committee work and consultation. Such opportunities provide practitioners, interested administrators, and faculty themselves a rich understanding of life in the academy. Such information can be extremely useful in designing new programs of faculty support and in determining the effectiveness of existing programs.

Formal and informal studies of faculty not only provide valuable information but also serve as an intervention themselves. For most faculty members the chance to reflect upon their lives and work, to share experiences with colleagues, to express their opinions regarding their own needs is, in itself, growth-producing. Faculty developers who have invested their time and energies in such work report much satisfaction with these efforts. For example, Frederick (1990) reports the power of stories to "break through the distancing walls of academic discourse" (p. 5). Although Frederick is describing the use of stories in faculty forums and workshops, the same developmental impact can occur whenever faculty members are encouraged to talk about themselves and their experiences, individually as well as in groups. McGill and Shaeffer (1986) describe the impact of a simple interview procedure in beginning a dialog about teaching with new faculty. Once the interviewee's monologue is begun (ostensibly for institutional research purposes), it often gains momentum and deepens in meaning, thus serving individual development purposes as well.

In another instance of institutional research as a tool for faculty development, Nyquist (1986) reports using the Departmental Instructional Profile as an entry into departments at the University of Washington. Providing a department with information about itself and how it compares with other departments initiates the same sort of self-reflection as similar information will with an individual. This process is now being instituted at Appalachian State, focusing more on collections of demographic and personal data that help describe how faculty experience life in the department. The departmental emphasis in these instances reminds us that in most institutions of higher

education academic departments are the basic living and working units for faculty members. In the university system, departments are probably the single most important influence on faculty well-being. (Hageseth & Atkins, 1988). In some departments there is a strong sense of professional purpose, a commitment to both teaching and scholarly activity, a high level of service to the university, and a sense of collegiality and personal liking. For faculty developers it would be extremely useful to understand how departments function, to enhance the strength and spread the influence of well-functioning departments and to provide interventions for those that need improving. By basing institutional research efforts in departments as well as the institution as a whole, the process taps into the "academic tribes" to which faculty members belong and touches them where they live, thus stimulating more interest than an abstract notion of the "university."

A similar developmental use is being made of survey research at Syracuse, both at the home institution and nationally. Gray, Froh, & Diamond (1991) use a survey that queries faculty, chairs, and administrators at various levels about the importance of teaching, research and service in the evaluation of faculty. The data from the various groups are then compared and used as the basis for a discussion of institutional values. Initially the data serve to focus and stimulate interest for the discussion, but eventually they fade from the center of the picture, and the dialog about values becomes an end in itself.

Institutional research provides the occasion for an instructor to look more dispassionately at his or her own teaching than the normal faculty development program permits. Data collected on a grand scale can be compared with private data to get faculty thinking about their small version of the larger picture. Once a reflective process has begun, the faculty developer can support the process by suggesting resources that might help a faculty member resolve questions raised by the comparison process. Thus, faculty development can be spurred on by what might at first glance be considered a cold and impersonal activity, but in reality might be just the stimulus that some faculty members need to spark change.

Instructional Research: A Sneaky Way into the Classroom

A common question for faculty developers is how to get faculty members to participate in all the wonderful activities available. There are many reasons why faculty do not participate, some having to with time commitments, but more having to do with perceptions. Faculty development activi-

ties are often perceived as remedial or for the other person. Some faculty who would be interested in receiving feedback or information about teaching will not do it for themselves, but they might do it for someone else. For example, programs that are publicized as research projects looking at different variables in teaching and learning will lure many faculty into participating in order to "help out the project." In the course of that participation they often get interesting information about their teaching that they would not otherwise be able to request. In addition, because research is a highly valued activity on some campuses, participation in research is also valued. Faculty members who would not be willing to participate in a learning activity about testing are often willing to participate in some research on testing.

Faculty Committees: Purgatory or Possibility?

There are few faculty who enjoy serving on committees, probably because most academic committees are poorly organized with unclear goals and fuzzy leadership. However, serving on a committee can be a wonderful development opportunity if approached in the appropriate way. Whether in the Faculty Senate, in search committees, in curriculum review committees, or in the processes of strategic planning, faculty serving in these capacities have the opportunity for important learning. Seeing the "big picture" of the university is tremendously helpful to faculty; stepping outside the department and the discipline to be exposed to the necessarily differing views held by other faculty provides an expanded perspective on faculty issues. These committees are the faculty equivalent of a "liberal education," an exposure to more than just a narrow field of specialization.

Committees within the department can serve an equally broadening function, albeit in a narrower area. Grappling with the question of why certain courses should be required forces faculty members to examine the field and its requirements more explicitly. Setting time and space allocations is a lesson in priority-setting that should reflect the values of the department. Admissions committees see the raw materials and decide what variables make for success in the field, thereby determining the quality of students and classes for years at a time. Looking at departmental committees as a necessary evil misses the degree to which such committee experiences can educate the faculty as well as serve the department.

Unfortunately, a lot of faculty committees are not well-run. And so another faculty development task of committee service is the possibility of helping faculty learn to contribute to, organize and run a committee. The importance of group process, work and time organization, and the variety of necessary and contributing roles performed by individuals in groups are, in

general, poorly understood by faculty. Were faculty development programs to provide information on ways of improving committee work, participating faculty might then begin to view committees as learning opportunities rather than drudgery. In addition, the ability to lead or contribute to a well-organized committee can put a faculty member in line for more important committee work in the future.

Assisting Others Helps the Helper

There is an old adage that says that "those who teach, learn twice." The same is true for faculty development. When faculty members participate as leaders in various faculty development programs, they themselves are developed. For example, working with the Faculty Senate in the orientation of new faculty members is a very important opportunity for faculty development. Programs that provide new faculty with a clear understanding of the culture of the institution, with expectations for new faculty and with an opportunity to meet new colleagues, can go a long way toward facilitating adjustment to the life of a professor. At the same time, those experienced faculty who organize and present such programs have the opportunity to re-examine their own lives as faculty members. Individual follow-up with new faculty members can further enhance their adjustment. When senior faculty are involved in the mentoring process, they begin to look at teaching with new eyes.

Team-Teaching

One of the simplest and most effective forms of faculty development is the opportunity for team-teaching. In sharing the responsibilities for designing, organizing, teaching, and evaluating a class, professors have the opportunity to learn a lot about their own teaching practices as well as to observe new ones. The sharing of respective information and expertise provides further learning opportunities. Particularly valuable to faculty, who typically are trained in narrowly-focused disciplines, are the opportunities for team-teaching with someone from a different discipline. Curricular reform, designed to reflect society's needs for professionals who have interdisciplinary training, offers opportunities for the side benefit of faculty development. Special programs, such as women's studies, Asian studies, or honors programs often offer such opportunities.

Freshman Seminar

One of the most exciting pockets of faculty development on many campuses is the freshman seminar course. Designed to orient freshmen to academic life and to the culture of the university, such programs typically involve faculty from all areas of the university, gathered together with a common purpose. Faculty members often meet regularly, sharing various teaching strategies, deciding on common content, and reflecting on their experiences. Because the course requires involvement in many aspects of university life as well as personal involvement with students, many faculty are required for the first time to step outside their accustomed classroom role and disciplinary expertise. This experience provides opportunities to gain new perspectives, new teaching methods, and new ways of relating to students. The context of the freshman seminar combines the advantages of participation in both university-wide activities and team-teaching.

Writing Support

Because the pressure to write and publish is inherent in faculty life, support for these efforts can provide a common meeting ground for faculty from diverse fields of training. Suggestions about how such groups might operate and useful information for the writing process can be found in Boice's book, *Professors as Writers* (1990). Ongoing writing support groups not only provide help in the writing/publishing process but also encourage faculty interaction and community building.

Faculty as Persons

Some of the most effective faculty development occurs in those areas of the institution that support the well-being of the whole person. For faculty, many of whom already have an inclination towards an over-emphasis on intellectual pursuits, support for physical and emotional well-being can be extremely meaningful. Employee assistance services, in which institutional employees receive services such as personal counseling, assessment, or referral at no cost or at reduced prices have long been used in industry because of their documented effectiveness in saving money, reducing employee absences, and increasing productivity. In recent years a number of universities have seen the value of such programs, establishing them specifically for university employees or expanding existing counseling programs designed for students to include services for staff and faculty.

An exciting development on many college and university campuses is

the creation of health promotion and wellness programs, often with specific services for faculty and staff. These programs typically emphasize living healthy and well-balanced lifestyles. One such program, designed exclusively for staff and faculty at Appalachian State University, includes a range of activities to promote fitness and physical as well as emotional well-being. Appalachian also offers another unusual faculty development support for personal development. Through the financial support of Appalachian's Hubbard Center for Faculty Development, funds are provided to underwrite faculty involvement in offerings of the university's Outdoor Program. Faculty are thus encouraged to participate in a wide variety of outdoor activities from skiing and biking to rock climbing and spelunking.

What does all this have to do with faculty development? Clearly, a well-functioning person is more likely to be a well-functioning teacher, scholar and colleague. Through these opportunities to develop all sides of life, the faculty members are better able to contribute to the institution in all their areas of expertise and talent. No one area takes on a dominating role in the individual's life, making it much easier for him or her to view each area objectively and be more open to change as well. Having a well-balanced perspective on life provides the stability that will permit the risk-taking and change necessary for growth.

Empowering Others to Assist in Faculty Development

An effective technique for supporting faculty growth is for faculty developers to identify influential administrators who value and support faculty and to work to further empower them. The importance of the academic chairperson as a faculty developer has long been recognized. Deans, vice-presidents, provosts, and others can also be empowered to become supporters of faculty development and assist in it. One simple way is by providing them with information. Articles and books related to faculty growth and development with important information highlighted or executive summaries of relevant information are helpful. A well-intentioned, but narrowly-trained dean can be encouraged to go beyond his or her exclusively discipline-focused definition of faculty development to see the many facets of faculty life and work that could be improved. Suggesting professional meetings and even bringing administrators along as co-presenters at conferences such as POD can serve to further their involvement and commitment to faculty development.

For example, at one institution, information about the faculty quality of

life studies is routinely shared with the Provost, the chief academic officer of the university. This information has included personal feedback as well as information about problems of communication within the system. One outcome of the feedback is that the Provost reorganized his office in order to have more time available for faculty. He began a series of faculty breakfast meetings with the intent of listening and sharing with small groups of faculty members in an informal setting.

Another important administrator is the departmental chairperson, the one who usually knows best her or his own faculty and is thus able to see what particular experiences would be helpful at any given point in an academic career. Furthermore, because chairs are the key links in the communications system between faculty and administration, understanding their views on university issues can be very useful in understanding the organization as a whole. Support for and training of the academic chairperson may be the most important way to support faculty development on many campuses. However, because many chairpersons, by the very nature of the system in which they operate, become discipline-focused and territorial, cross-discipline efforts and system-oriented views must be encouraged.

Rituals, Myths, and Magic

The rituals and ceremonies of an institution reveal a great deal about what is valued and celebrated within the academic community. Convocations, graduation ceremonies, and faculty meetings, both in content and form, mirror the priorities and the ways of being of the institution. In a culture that has come to devalue many aspects of higher education, it is more important than ever that those within the academy are clear about their own values. As the historian, Page Smith (1990), has pointed out, human beings, from the primitive tribe to the cultures of the modern world, have among their most basic needs the need to celebrate. Without this power to celebrate, he suggests, we are greatly diminished and suffer a kind of illness of the soul.

Further, according to William Harman (1987), rituals almost always accompany transitions from one situation to another. Many of our academic rituals, such as graduation, celebrate the transitions and accomplishments of our students. Others celebrate those qualities of academic life that we value, such as wisdom, creativity, and passion for learning. For faculty, such rituals can serve to reaffirm a sense of pride in their work. They also provide reminders that beyond our individual differences of personality, academic discipline, and teaching styles, we are all engaged in a common and important purpose.

However, the pace and style of life at many institutions overlook the

importance of this ritual. Many faculty are unaware of how the various celebrations of the institution came to be and do not understand the significance of the symbols that surround them. Part of the faculty developer's task may be to serve as the conduit of knowledge about the traditions and rituals of the institution from one generation of faculty to the next. Initiation into those mysteries can serve as a welcoming into the academic community for new faculty. Acknowledgment of events worthy of celebration in the lives of the faculty themselves also offers an opportunity for each to reflect on his or her purpose. Many faculty development programs feature award-winning faculty in print or in person as a way of both acknowledging their achievements and stimulating the reflection of others.

Conclusion

There are many ways of conceiving of faculty development and many places where it can occur. Just as faculty and students need to be open to change, our profession should be aware of change in our own ways of doing things. It is almost impossible to predict what activity, bit of information, or seemingly inconsequential tidbit will serve as the spark for growth. We can only be sure that we cannot be sure. Our best strategy is to be as creative and open-eyed as possible so that when we look at all activities of the faculty, we see the development possibilities they offer and then help the faculty see them as well.

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