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Section I

The Context for Faculty, Instructional, and Organizational Development

Because faculty, instructional and organizational development is still a relatively new area, it has undergone dramatic changes not only in the last fifteen years but even in the last two or three years. As the focus on undergraduate education becomes more prevalent, as budgets wax and wane, and as the demographics of the academic population change, it is important that we stay abreast of the latest research, discussion, and information in the field. Thus, it is appropriate that the volume begins with a focus on the context in which we do our work. What is happening in faculty development? What philosophical issues underpin what we do? What are the contextual factors that influence our daily efforts to enhance teaching, learning, and organizational effectiveness on our campuses? Some of these questions are addressed in the articles included in this first section of the volume.

The first two articles in this section are based on keynote addresses delivered at the 1991 POD conference in Morgantown, West Virginia. "Faculty Development and the New American Scholar" by Bill Bondeson opens this section by addressing issues related to Boyer's *Scholarship Reconsidered*. Bondeson suggests that academics need to think seriously about the various dimensions of scholarship and the importance of building collaboration into the institutional structure if teaching is to be supported and encouraged. Maryellen Weimer, in "Improving Higher Education: Issues and Perspectives on Teaching and Learning," helps us understand the context of instructional/faculty development by identifying five lessons that she has learned during her ten years of working directly with faculty. In discussing

those lessons, she focuses on what we need to know about faculty, about instruction, and about the instructional development process in order to work successfully in the context of instructional/faculty development.

The article entitled "Faculty Development in Out-of-the-Way Places" by Sally Atkins and Marilla Svinicki proposes an expanded conceptualization of the process and practice of faculty development. The authors suggest that faculty development might be considered a perspective rather than an activity and that faculty development opportunities can exist in the context of all aspects of academic life.

The next three articles contribute to our understanding of the context of faculty/instructional development by focusing on various faculty groups in the academic community. Deborah Olsen in "Interviews with Exiting Faculty: Why Do They Leave?" discusses research about how exiting faculty perceive various dimensions of the academic setting and what they view as important in their positions. In "Gender Differences in Faculty Perceptions of Factors that Enhance and Inhibit Academic Career Growth," another study related to faculty satisfaction with careers, Edwin Simpson reports on differences between male and female faculty members' perceptions of influences related to career vitality. In the third article, "Instructional Needs of Part-Time Faculty: Implications for Faculty Development," Christine Stanley and Terrence Lumpkins focus on issues related to part-time faculty and their needs for instructional/professional development.

David Way, in "What Tenure Files Can Reveal to Us About Evaluation of Teaching Practices: Implications for Instructional/Faculty Developers," reminds us that the work of instructional/faculty developers takes place within the context of faculty evaluation systems. He reports his findings about the contents of tenure files in various colleges at his institution and discusses implications for faculty developers.

The final article in this section focuses on students and the curriculum as significant factors affecting the context in which instructional/faculty development takes place. In their article entitled "Using Focus Groups to Obtain Students' Perceptions of General Education," Sheila Wright and Anne Hendershott report on the results of their effort to understand how the All-University Curriculum at the University of Hartford impacts students who have been through the program. The article provides insights about the curriculum as well as insights about course content and teaching effectiveness.

Thus, the articles in this section remind us that our work takes place in a context in which a variety of factors converge to affect the way we conduct our work.