

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

To Improve the Academy

Professional and Organizational Development
Network in Higher Education

1992

Section III: Strategies for Enhancing Faculty /Instructional Development Programs

Follow this and additional works at: <http://digitalcommons.unl.edu/podimproveacad>



Part of the [Higher Education Administration Commons](#)

"Section III: Strategies for Enhancing Faculty /Instructional Development Programs" (1992). *To Improve the Academy*. 255.
<http://digitalcommons.unl.edu/podimproveacad/255>

This Article is brought to you for free and open access by the Professional and Organizational Development Network in Higher Education at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in To Improve the Academy by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

Section III

Strategies for Enhancing Faculty/Instructional Development Programs

This section focuses on strategies that can be used in the faculty development process. The first two articles provide strategies to meet the needs of faculty/instructional developers themselves. Based on a workshop that was presented at the 1991 POD conference, “Hard Times Signal Challenges for Faculty Developers” by Elizabeth Fideler and Mary Deane Sorcinelli offers strategies to assist faculty/instructional developers during these times of fiscal constraints. In the second article, “Cosmopolitan Communities for Faculty Developers,” Myrna Smith, Steve Golin, and Enid Friedman suggest that faculty/instructional developers need opportunities to network with other professionals with similar interests. As a result, they identify two programs in New Jersey that have been successful in providing outside reference groups for faculty/instructional developers.

Three articles in this section focus on strategies designed for instructors assisting each other in the process of faculty development. In “Breaking Barriers: Mentoring Junior Faculty Women for professional Development and Retention,” Marie Wunsch and Linda Johnsrud discuss mentoring, a strategy used in an established program at the University of Hawaii, as a way for senior women faculty to assist junior women faculty. In “Conducting Effective Peer Observations,” Barbara Millis, using experiences from a successful program at the University of Maryland University College, describes specific guidelines that instructors should consider as they work through the peer observation process. In “Effective Programming for TA Development,” Lavon Gappa describes the use of teaching associates—ex-

perienced TAs hired specifically to provide assistance to less experienced TAs—as a strategy that has worked successfully in the TA training program at Florida State University.

The four remaining articles in this section focus on strategies that faculty/instructional developers can use in working with faculty. Kate Brinko, Richard Tiberius, Sally Atkins, and Judy Green in “Reflections on Teaching Courses in Faculty Development: Three Case Studies” reflect upon their experiences in teaching courses about faculty/instructional development and draw conclusions based on the commonalities in their experiences. Two of the articles in this section are about using workshops in faculty/instructional development. Emily Wadsworth discusses elements of a workshop format that she has used successfully in faculty workshops on cultural diversity. Michael Paulsen discusses the format he has used to present a workshop that relates the research on motivation and cognition to the process of designing and delivering lectures. The final strategy focuses on the use of teaching cases. In their article on “Using Cases About Teaching for Faculty Development,” LuAnn Wilkerson and John Boehrer discuss a rationale for the use of cases in faculty/instructional development and provide guidelines for facilitating case discussions. This article serves as an important precursor for the specific cases that follow in Section IV.