

1993

Editorial Matter 1993

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



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

"Editorial Matter 1993" (1993). *To Improve the Academy*. 271.
<http://digitalcommons.unl.edu/podimproveacad/271>

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.

TO IMPROVE THE ACADEMY

◆ 1 9 9 3 ◆

Resources for Faculty,
Instructional, & Organizational
Development

*A Publication of the Professional & Organizational
Development Network in Higher Education
Volume 12*

FACDEV

..2.0

POD

S

SEP 11 2002

UNIVERSITY OF
LIBRARY

JUN 11 2002
UNIVERSITY OF NEBR.
LIBRARY

To Improve the Academy

Resources for Faculty, Instructional, and
Organizational Development

Volume 12, 1993

To Improve the Academy

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

•
Volume 12, 1993

•
Editors

Delivee L. Wright

University of Nebraska-Lincoln—Lincoln, Nebraska

Joyce Povlacs Lunde

University of Nebraska-Lincoln—Lincoln, Nebraska

•
Associate Editors

Beverly Black

University of Michigan

Nancy Chism

The Ohio State University

Mary Pat Mann

Ohio University College of Osteopathic Medicine

Laurie Richlin

University of Pittsburgh

Charles Spuches

SUNY College of Environmental Science and Forestry

Marie Wunsch

University of Wisconsin Centers

*The Professional and Organizational Development Network
in Higher Education*

**Copyright © 1993 by the Professional and Organizational
Development Network in Higher Education.
All rights reserved.**

**New Forums Press, Inc., Publisher
Stillwater, Oklahoma**

FIRST PRINTING: October 1993

To Improve the Academy

To Improve the Academy (ISSN: 1065-237X) is published annually by the Professional and Organizational Development Network in Higher Education (POD) through New Forums Press, Stillwater, OK., and is abstracted in ERIC documents and in *Higher Education Abstracts*.

ORDERING INFORMATION

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 (Phone: [405] 372-6158).

PERMISSION TO COPY

The contents of the 1993 *To Improve the Academy* are copyrighted to protect the authors. Nevertheless, consistent with the networking and resource-sharing functions of POD, readers are encouraged to reproduce articles and cases from *To Improve the Academy* for educational use, as long as the source is identified. A journal citation has been placed at the bottom of the first page of each entry to assist in citing the source.

INSTRUCTIONS TO CONTRIBUTORS FOR THE 1994 VOLUME

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 1994 volume, should be directed to:

Emily (Rusty) Wadsworth
McHenry County College
8900 U.S. Highway 14
Crystal Lake, IL 60012
(815) 455-8561

Foreword

The theme of the 1992 POD Network's National Conference, "Building Community within a Changing Academy," called our attention to two converging perspectives in our colleges and universities. Last year the POD membership gathered to listen to presentations and attend a variety of sessions which examined what faculty developers do in facing change and building community. Facing, understanding, managing, and even nurturing *change* has been the hallmark of faculty development over the last decades. Likewise, faculty developers know the value of building communities which cross discipline lines, fostered to get things done. We have learned to encourage change in positive directions to benefit faculty, students, the academic community, and society at large. Across our campuses, POD therefore has been able to supply both leadership and resources, renewed—or new—interest in improving undergraduate education, and rewarding teaching.

To a large extent, the articles we have chosen for the 1993 Volume of *To Improve the Academy* reflect the role faculty development has played in bringing about change and building community among various constituencies on campuses. We have, therefore, arranged the writings of this volume as a reflection of different communities we might find in academia—some traditional, some newly forming, some unexpected, and some in need of nurturing. As M. Scott Peck (1987) writes in *The Different Drum: Community Making and Peace* (New York: Simon & Schuster), a true community is defined by its "inclusivity," "commitment," and "consensus" (pp. 61-64). The writings presented in this volume give us examples of how to address the needs of community from identifying to serving to leading.

You are invited to reproduce and use any of the materials provided in these articles. Consistent with the sharing tradition of the POD

Network, even though the volume carries a copyright, you are invited to duplicate and use the materials as long as appropriate credit is given to the author(s).

We encourage each of you to consider submitting your own ideas, programs, strategies, and tips so that they can be shared by the larger audience of faculty developers. Each year, editors of this volume seek your expertise so that this can continue to be a useful resource for us all. The quality of the volume can only be as good as the submissions from contributors. Think seriously about reflecting on your very best practice and writing about it for the next edition.

A great many individuals have participated in bringing this volume to completion. Acknowledgments should begin with the work the authors themselves put into conceptualizing, writing, revising, and proofing their articles as they developed. Special appreciation goes to the six associate editors—Beverly Black, Nancy Chism, Mary Pat Mann, Laurie Richlin, Charles Spuches, and Marie Wunsch—for the sensitive insights each brought from their own professional backgrounds, for hours of careful reading, and for timely feedback to authors during the review and revision. It would be remiss not to also acknowledge the importance of prior editors who have each contributed to our current expectations for *To Improve the Academy*.

We want to express a very special appreciation for the guidance, for the carefully documented process materials, and for the moral support provided by Donald Wulff and Jody Nyquist, the 1992 Editors. Also, the careful, expert technical help from Liz Banset, UNL Department of Agricultural Leadership, Education and Communication, was invaluable. Perhaps the person who deserves the greatest praise for helping us bring this project to completion is Shelley Everett, Teaching and Learning Center secretary, for her constant optimism, even under stress, and her commitment to doing the job well whether word processing, keeping records, or communicating with contributors and Associate Editors.

Doug Dollar of New Forums Press continues to bring his special expertise and support to the production of a high quality volume. The cover design was contributed by Kent Williams of the University of Washington, and provides a handsome image.

It is our best hope that each reader of this volume will be stimulated to put into practice a number of the ideas expressed here. They are rich with possibility and are adaptable to many campus cultures. Read and enjoy!

Delivee L. Wright, Editor
Teaching and Learning Center

Joyce Povlacs Lunde, Editor
Office of Professional and
Organizational Development

University of Nebraska-Lincoln
Lincoln, NE
August, 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

For information on membership in POD, contact:

David Graf, Manager of Administrative Services, POD Network
Media Resources Center, 15B Exhibit Hall South
Iowa State University
Ames, IA 50011
(515) 294-3808

Conference and Programs

For conference and program information, contact:

Donald Wulff
President, 1993-94
University of Washington
109 Parrington, DC-07
Seattle, WA 98195

or

David Graf
Manager of Administrative Services
POD Network
Media Resources Center
15B Exhibit Hall South
Iowa State University
Ames, IA 50011
(515) 294-3808

(206) 543-6588

Contents

Foreword vii

The “Bob Pierleoni Spirit of POD Award” 1

The Spirit of POD: A Network for Development 3
Marilla Svinicki

Section I: Working with Faculty Communities 11

A “Community of Scholars”: Conversations Among
Mid-Career Faculty at a Public Research University 13
*Julia Lamber, Tony Ardizzone, Terry Dworkin,
Samuel L. Guskin, Deborah Olsen, Phil Parnell,
and David Thelen*

Integrating Part-Time Faculty into the Academic
Community 27
George Drops

Challenges for Faculty Developers and Department Chairs:
When Faculty Arrive from Professional Settings 39
Eric W. Kristensen and David R. Moulton

Enhancing GTA Training in Academic Departments:
Some Self-Assessment Guidelines 53
James Eison and Marsha Vanderford

The Teaching Consultants’ Workshop 69
Michael A. Kerwin and Judith Rhoads

**Section II: Communities and Voices: How to Practice
Inclusive Behavior 79**

Developing Faculty Multicultural Awareness: An Examination
of Life Roles and Their Cultural Components 81
Joanne E. Cooper and Virgie Chattergy

Faculty Development's Role in Promoting an Inclusive Community: Addressing Sexual Orientation	97
<i>Ann S. Ferren and William W. Geller</i>	
Section III: Teachers and Students in the Classroom	109
Better Teaching Through Better Evaluation: A Guide for Faculty and Institutions	111
<i>Susan Kahn</i>	
Beyond Groups and Cooperation: Building High Performance Learning Teams	127
<i>Larry K. Michaelsen, Cynthia Firestone Jones, and Warren E. Watson</i>	
Creating a "TQM" Classroom through Cooperative Learning	147
<i>Barbara J. Millis</i>	
Section IV: Addressing Change in Programs of Faculty Development	163
Faculty Developers as Change Facilitators: The Concerns-Based Adoption Model	165
<i>Lynn Evans and Sheila Chauvin</i>	
Helping Faculty Integrate Technology in Research and Teaching: CART at Bridgewater State College	179
<i>Terry Anne Vigil, Gail Price, Uma Shama, and Karen Nutter Stonely</i>	
Teaching the Technology of Teaching: A Faculty Development Program for New Faculty	189
<i>Ray Shackelford</i>	
New Trends in Assuring and Assessing the Quality of Educational Provision in British Universities	207
<i>George Gordon</i>	
Faculty Development Programs: A Perspective	217
<i>Sandra Hellyer and Erwin Boschmann</i>	

Section V: The Roles Faculty Developers Play 225

**Taking the Lead: Faculty Development as Institutional
Change Agent 227**
Kenneth J. Zahorski

**The New Faculty Developer and the Challenge
of Change 247**
Mary Ann Bowman

**Applying for a Faculty Development Position:
What Can Our Colleagues Tell Us? 261**
*Erin Porter, Karron Lewis, Eric W. Kristensen,
Christine A. Stanley, Carol A. Weiss*

**From Faculty Developer to Faculty Development Director:
Shifting Perspectives and Strategies 273**
Marie A. Wunsch

List of Contributors 285

1993 *To Improve the Academy*

List of Contributors

- Ardizzone, Tony**, English Department, Indiana University, Bloomington, IN 47405. (812) 855-8224.
- Boschmann, Erwin**, Faculty Development Office, Indiana University-Purdue University at Indianapolis, 355 N. Lansing Street, Indianapolis, IN 46202. (317) 274-8880.
- Bowman, Mary Ann**, Faculty Development Services, Western Michigan University, Kalamazoo, MI 49008. (616) 387-5305.
- Chattergy, Virgie**, College of Education, Center for Studies of Multicultural Higher Education, University of Hawaii, 1733 Donaghho Road, Kuykendall #108, Honolulu, HI 96822. (808) 956-6869.
- Chauvin, Sheila**, Outcomes Assessment, Southeastern Louisiana University, 13 Hackberry Street, LaPlace, LA 70068. (504) 652-8629.
- Cooper, Joanne E.**, College of Education, University of Hawaii, WA 227A, Honolulu, HI 96822. (808) 956-8085.
- Drops, George**, CITE, National University, 4025 Camino del Rio South, San Diego, CA 92108-4107. (619) 563-7100.
- Dworkin, Terry**, Morehead Business Law, Indiana University, Bloomington, IN 47405. (812) 855-9308.
- Eison, James**, Center for Teaching Enhancement, University of South Florida, 4202 East Fowler Avenue, SVC 1088, Tampa, FL 33620-6912. (813) 974-2576.

- Evans, Lynn**, Center for Faculty Development, Louisiana State University, 118 Himes Hall, Baton Rouge, LA 70803-3504. (504) 388-1135.
- Ferren, Ann S.**, Academic Development Office, The American University, 4400 Massachusetts Avenue, N.W., Washington, DC 20016-8054. (202) 885-2125.
- Geller, William W.**, Student and Community Services, The University of Maine at Farmington, Farmington, ME 04938. (207) 778-7287.
- Gordon, George**, Academic Practice, University of Strathclyde, 50 George Street, Glasgow G1 1QE Scotland. (041) 552-4400 Ext. 2637.
- Guskin, Samuel L.**, School of Education, Indiana University, Bloomington, IN 47405. (812) 856-8331.
- Hellyer, Sandra**, Faculty Development Office, Indiana University-Purdue University at Indianapolis, 355 N. Lansing Street, Indianapolis, IN 46202. (317) 274-8880.
- Jones, Cynthia Firestone**, College of Business Administration, The University of Oklahoma, 206A Adams Hall, Norman, OK 73019-0450. (405) 325-2651.
- Kahn, Susan**, Undergraduate Teaching Improvement Council, The University of Wisconsin System, 1664 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706. (608) 263-2722.
- Kerwin, Michael A.**, Faculty/Staff Program Development, Community College System, 302 Breckinridge Hall, University of Kentucky, Lexington, KY 40506-0056. (606) 257-1539.
- Kristensen, Eric W.**, Faculty and Instructional Development, Berklee College of Music, 1140 Boylston Street, Boston, MA 02215. (617) 266-1400 Ext. 229.
- Lamber, Julia**, School of Law, Indiana University, Bloomington, IN 47405. (812) 855-4040.

- Lewis, Karron**, Center for Teaching Effectiveness, University of Texas at Austin, Main Building 2200, Austin, TX 78712-1111. (512) 471-1488.
- Michaelsen, Larry K.**, College of Business Administration, The University of Oklahoma, 206A Adams Hall, Norman, OK 73019-0450. (405) 325-2651.
- Millis, Barbara J.**, University of Maryland University College, University Boulevard at Adelphi Road, College Park, MD 20742-1660. (301) 985-7770.
- Moulton, David R.**, Music Production and Engineering, Berklee College of Music, 1140 Boylston Street, Boston, MA 02215. (616) 266-1400 Ext. 400.
- Olsen, Deborah**, Office of Academic Affairs, Bryan Hall 109, Indiana University, Bloomington, IN 47405. (812) 855-2809.
- Parnell, Phil**, Criminal Justice, Indiana University, Bloomington, IN 47405. (812) 855-9880.
- Porter, Erin**, Center for Teaching Effectiveness, University of Texas at Austin, Main Building 2200, Austin, TX 78712-1111. (512) 471-1488.
- Price, Gail**, Mathematics and Computer Science, Bridgewater State College, Hart Hall, Bridgewater, MA 02325. (508) 697-1342.
- Rhoads, Judith**, Madisonville Community College, College Drive, Madisonville, KY 42431. (502) 821-2250.
- Shama, Uma**, Bridgewater State College, Bridgewater, MA 02325. (508) 697-1242.
- Shackelford, Ray**, College of Applied Sciences and Technology, Department of Industry and Technology, Ball State University, Muncie, IN 47306. (317) 285-5641.
- Stanley, Christine**, Center for Instructional Resources, Faculty and TA Development, 20 Lord Hall, 124 West 17th Avenue, The Ohio State University, Columbus, OH 43210. (614) 292-3644
- Stonely, Karen Netter**, Bridgewater State College, Bridgewater, MA 02325. (508) 697-1242.

- Svinicki, Marilla**, Center for Teaching Effectiveness, University of Texas at Austin, Main Building 2200, Austin, TX 78712-1111. (512) 471-1488.
- Thelen, David**, History Department, Indiana University, Bloomington, IN 47405. (812) 855-3034.
- Vanderford, Marsha**, Department of Communication, University of South Florida, 4202 East Fowler Avenue, CIS 1040, Tampa, FL 33620. (813) 974-6825.
- Vigil, Terry Anne**, Office of Sponsored Projects, Bridgewater State College, Bridgewater, MA 02325. (508) 697-1242.
- Watson, Warren E.**, Management Department, College of Business, P.O. Box 13677, The University of North Texas, Denton, TX 76203-6677. (817) 565-3277.
- Weiss, Carol A.**, Teaching and Learning Center, Philadelphia College of Pharmacy and Science, 600 S. 43rd Street, Philadelphia, PA 19104-4495. (215) 895-1167.
- Wunsch, Marie A.**, Academic Affairs, University of Wisconsin Centers, 150 E. Gilman St., Madison, WI 53708-8680. (608) 262-1783.
- Zahorski, Kenneth J.**, Office of Faculty Development, Boyle Hall, Room 320, St. Norbert College, De Pere, WI 54115-2099. (414) 337-3093.

About POD

The Professional and Organizational Development (POD) Network in Higher Education is devoted to improving teaching and learning in post-secondary education. Founded in 1975, the POD Network provides leadership for the improvement of higher education through faculty, administrative, instructional, and organizational development. The operating word in the title of the organization is "network." It is this commitment to connecting people with other people that characterizes POD and its members.

POD is an open, international organization. Anyone interested in improving higher education can join the diverse membership that includes faculty and instructional development center staff, department chairs, faculty, deans, student services staff, chief academic officers, and educational consultants. POD members work in a variety of post-secondary settings: public and private institutions, two-year colleges and graduate universities, small colleges and multiversities, and educational services organizations.

FACDE
1.2.0
POD
S