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Section IV

Addressing Change in Programs of Faculty Development

In recent years, the membership of POD has grown considerably, and each year new programs on campuses are newly established or renewed. This section is devoted to descriptions of a variety of campus-based programs making using of a variety of strategies promoting improvement in the climate for scholarship and learning on our campuses.

Lynn Evans and Sheila Chauvin, in the first article, introduce us to the "Concerns-Based Adoption Model" (or CBAM). The authors demonstrate how this change model, which was developed at the University of Texas at Austin, can be used for gathering information about stages of faculty needs and concerns and thus better understand how to meet these needs.

The next essay by Terry Anne Vigil, Gail Price, Uma Shama, and Karen Stonely describe how the Center for the Advancement of Research and Teaching (CART) at Bridgewater State successfully encourages faculty members to make use of new technology. Faculty used to traditional modes of the academic world learn how to make use of the tools of technology in both teaching and research.

In his essay, Ray Shackleford defines the "technology of teaching" to mean "the study of efficient practices." His program, directed toward new faculty, is implemented through a series of twelve semi-

nars. This piece not only describes the program but also describes how it was put into place and gives the results of feedback from participants.

In his article, George Gordon, University of Strathclyde, Glasgow, Scotland, puts faculty development in a national context. The author describes the approach taken in British Universities to review or "audit" educational programs and to "assess" and "assure" their quality. He points out that faculty developers can and should play a major role in helping faculty address issues and participate in and learn from the intensive and extensive review process this system demands.

The last essay in this section by Sandra Hellyer and Erwin Boschmann sets forth the information gathered through a survey of 94 colleges and universities. The authors wanted to find out how the program on their own campus compared with faculty development practices in a variety of institutions. The information they gathered is given in a succinct list of 23 categories of faculty development practices.