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Section II

Faculty Collaboration and Collegiality

Several of the articles in the first section refer to the need for faculty developers to provide more opportunities for collegial activities for faculty members, and in his keynote speech William Plater identified collaboration as an important theme for higher education in the 21st century.* The authors of the four articles in this section provide models of faculty collaboration to achieve particular development outcomes.

A specialized form of faculty collaboration, peer coaching, is the focus of Kate Kinsella's article. Peer coaching is a structured activity that requires careful selection and training of the coaching partners. She reviews the background of the coaching process and outlines two models of peer coaching as a method of achieving teaching improvement and meeting the challenge of teaching an increasingly diverse student population.

"Reflective partnerships" is the theme of Roy Killen's essay on faculty collaboration. Although teachers often reflect on their practices, this reflection may be much more useful if carried out with a partner. Killen outlines a set of practices and techniques that two faculty members might use to help each other improve their teaching, including classroom observation and conferencing. Mentoring is a special form of faculty collaboration between experienced professors and new faculty members. Richard Nichols and Beverley Amick suggest that "instructional mentoring" can provide many positive outcomes for both partners in the mentoring relationship. Like peer

coaching, however, mentoring requires careful selection and training of the mentors. Nichols and Amick review the literature on mentoring and provide specific guidelines for developing a mentoring program and the outline of training sessions for the mentors.

The first three articles in this section focus on dyadic partnerships, but faculty collaboration can also be promoted in larger groups, as the authors of the last article suggest. James Wangberg, Jane Nelson, and Thomas Dunn describe a faculty colloquium designed to foster collegiality and promote inter-faculty dialogue. They describe the planning, funding, and evaluation of this intensive, three-day event and suggest ways for others to replicate the colloquium on other campuses.

*Plater, W. (1994, October). *Future work: Faculty time in the 21st Century*. Keynote speech presented at the annual meeting of the Professional and Organizational Development Network, Portland, OR.